

# Welcome

Welcome to Turton School, where we offer a warm and friendly environment to students, parents, staff and visitors. We have built our reputation on the care we have for individual students, our knowledge-rich curriculum and our high standards of academic success. Another year of excellent results for the GCSE and A level students at Turton were achieved in 2018.

We offer exciting courses; excellent art, music and sports facilities; a vibrant Sixth Form College and a commitment to constantly develop all our teaching and learning areas. Students will have the opportunity to fulfil their potential here, whatever their individual strengths, needs, interests and abilities.

We have a national reputation for excellence and innovation, working closely with our local primaries and other leading secondary schools across the country to develop the best educational opportunities for all. We are leading the development of the new curriculum, combining knowledge acquisition with understanding and expression, promoting independent learning, encouraging social and emotional resilience and much more.

In May 2015, Ofsted Inspectors visited Turton and judged us to be a good school. Their feedback was highly positive and the report includes comments such as:

‘This is a harmonious school where all flourish. Relationships are excellent and students are happy and enjoy coming to school.’

‘The school’s work to keep students safe and secure is outstanding.’

Primarily, this school belongs to the students and parents who make up our local community. The Ofsted 2015 Parent View saw an exceptionally high approval rating from Turton parents. We work with our parents; we respond to their concerns and their commendations; we appreciate their support.

Our school motto: *Building on the knowledge of the past to help the children of today meet the challenges of tomorrow*, reflects the value we place in both tradition – the best of what has previously been thought and said – and progression; we are a forward-thinking school that embraces new opportunities.

The cornerstone of a good education is gaining excellent GCSE qualifications in subjects such as English and Maths; but this is not the whole picture. Turton students develop good character through a love of learning, acquiring knowledge, an emphasis on hard work and studying a range of subjects. Our parents want the creativity, the independence, the initiative and the self-belief for their children that comes from a rich educational experience. History, Art, Drama, Music, Science, Technology, Graphics, Sport and so many other areas in which Turton excels, help our students to develop as people, as well as gaining a range of qualifications.

We are never complacent and are always seeking to make Turton even better. Everyone is encouraged to play their part. Staff, students, parents, governors and members of the local community are welcomed into school to take part in our improvement and development.

We share a whole school pride in our achievements as a learning community. We thrive on challenge and, through mutual trust and teamwork, we know we can build an even more successful future. We hope that you will enjoy being part of this future and we look forward to working with you. These are exciting times for Turton, so come along, pay us a visit and see for yourself the many opportunities we have to offer.

Sam Gorse - Head Teacher



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# The Turton Ethos

Our Motto: 'Building on the knowledge of the past to help the children of today meet the challenges of tomorrow.'

We want all students to become well educated young people who develop good character and have the abilities needed to thrive.

Our aim is to provide an exciting and nurturing learning environment where children can flourish. We are a future-building school that takes seriously its responsibility to equip its students for the future.

We aim to achieve this through the synthesis of a progressive school culture with traditional teaching methods based on a 21st century trivium.

The Turton ethos provides an atmosphere and culture that recognises and values each individual, provides care and support through quality relationships and ensures that our students receive an education that is 'fit for purpose', in that it prepares them for life after school.

To this end, there are 6 core touchstones that define our ethos and create a common purpose in ensuring that all students develop the skills and knowledge needed for their futures.

## **Relatedness**

These are the skills needed to build quality relationships, where working together impacts positively on everyone's effectiveness.

## **Community and Belonging**

Community provides a safety, a sense of belonging and sense of purpose and collective spirit. Community is the platform for developing responsible citizens by using the Turton community as a model for life beyond school.

## **Creativity and Expression**

This is about students developing the 'habits of mind', attitudes and skills needed to not just survive, but to thrive beyond school, including the ability to take risks, bounce back from set-backs, develop curiosity and imagination and respond well to feedback.

## **Self-Awareness**

Self-Awareness encompasses the inter-personal skills and attitudes needed to achieve well-being and develop personally, socially and emotionally.

## **Seeing the Good in Others**

This is about our investment in students and developing a learning culture in school where it is recognised that everyone has skills and talents to develop.

## **Knowledge and Wisdom**

Developing a love of learning, becoming a good scholar and gaining a deep understanding alongside developing virtue and character.

# Teaching and Learning

We aim to give every child at Turton the best education possible and work on the principle of 'every single child, as good as they can be.'

The purpose of teaching and learning at Turton is to help students to embed knowledge, to learn how to think, to become wise and learn about life.

We do this through developing a great teaching culture based on the trivium. The trivium is a method of teaching that incorporates three skills combined to produce good education.

The three skills are:-

## Grammar (knowledge)

All subjects have grammar, it is their knowledge base. Students learn the knowledge and mechanics of a subject and through this develop good memory, and a thirst for learning.

## Dialectic (understanding)

Dialectic develops students as thinkers and philosophers who start to understand, form opinions and create their own ideas.

## Rhetoric (communication)

Rhetoric is the application, or the way thoughts and ideas are communicated; this can be in the form of essays, performances, presentations etc.



# Admissions, Visiting the School, Communication

## Admissions

There are currently 270 places in each year group but every year we are oversubscribed. 649 parents applied to Turton for September 2018.

Admission into Years 7 to 11 is arranged by Bolton Local Authority in line with the national admissions policy. All queries regarding admissions should be addressed to the Manager, Pupil & Student Services, Children's Services, 2<sup>nd</sup> Floor Paderborn House, Bolton, BL1 1UA. For admission into the Sixth Form, students and their parents should contact the Head of of Sixth Form, Kelly Bali, at Turton.

## Visiting the School

We hold an Open Evening in September, when parents and prospective students have the opportunity to meet students and staff. This is an opportunity to ask the questions you may have and investigate the wide range of experiences on offer at Turton.

If you would like to discuss any aspect of school life outside of the Open Evening, please contact the Head's P.A., Joanne Shaw and she will arrange this.

## Communication

### General

As an Eco-school we endeavour to minimise the use of paper-based systems but we recognise that good effective communication is central to good home/school relations. We aim to achieve this in a number of ways:

### Web-site ([www.turton.uk.com](http://www.turton.uk.com))

The web-site should be the first place to look for information about events during the school year. It also has links to newsletters, the prospectus and relevant documents which can be downloaded.

### School Calendar

The School Calendar is accessible on the school website [www.turton.uk.com](http://www.turton.uk.com) along with a range of other relevant information.

### Letters/notices

Throughout the year, notices and letters are sent to parents, when appropriate, sometimes via the students, sometimes via e-mail and text reminders to parents.

### Parents' Evenings

We report to parents twice a year. (Please see Assessment, Reporting and Recording Achievement.)

# Communication, Curriculum

## **Parent Governors**

The Governing Board of the School has members who are elected from the parent body to serve a four-year term. This is a way for parents to become actively involved in the running of the school. The current Parent Governors give us invaluable support and insight in this role.

## **Parents' Association**

Coming to the meetings of the P.A. is a good way of finding out more about what is happening in school and of contributing your own ideas and opinions. P.A. meetings are usually attended by a member of Leadership. The PA organises a number of social events through the year as well as offering support to the school and its staff.

## **Parents' Forum**

Parents meet with the Leadership team and Chair of Governors each year to discuss issues of mutual importance. The meeting is intended to be a real forum in which new ideas are explored and views exchanged.

Parents are welcome to telephone (01204 333233) or email school ([info@turton.uk.com](mailto:info@turton.uk.com)) at any time to discuss any relevant matter with individual members of staff. In most circumstances, parents should contact their child's group tutor initially. Should you wish to call in to school to see a member of staff, please telephone beforehand to arrange an appointment to ensure staff availability. Parents may be invited into school at any time by staff, to deal with individual concerns and discuss students' progress and well-being.

## **Curriculum**

As a comprehensive school with students who have a wide range of abilities, we believe that it is important to cater fully for each and every one of them, irrespective of ability, and to ensure that there is no concentration of attention, facilities or resources on any group to the detriment of others. A strong and relevant curriculum is the foundation for quality education. We have designed our own core knowledge curriculums in each subject area based on their socially enabling power and effectiveness in closing achievement gaps. Our curriculums ensure that teachers know specifically what to teach and that students know what they have to learn.

We work hard to ensure that no students are disadvantaged by their social or financial circumstances.

Parents who have any concerns about the learning experience should contact their child's form tutor in the first instance. Pastoral leaders, Heads of Department, the Head and Deputy Head Teachers are also always available to offer advice and guidance.

# Curriculum

## Tutor Groups

Each year is organised into 9 tutor groups, each with approximately 30 students. One tutor group (7P1) is made up of students who have passed tests to follow the Scholars' Pathway. The rest of the students are split into two bands, S and T. There is no significance in either the letter (S or T) or the number (1-4) in the designation of the tutor group except as simple references for timetabling purposes.

Apart from the Scholars' Pathway, each of the other groups cover the full ability range, and they normally stay in these tutor groups until the end of Year 11. In Year 7 all subjects, except Maths, are taught to students in mixed ability groups. In Maths students are set in October within each of the bands S and T.

## Key Stage 3: Years 7-9

In Years 7 and 8 the timetable consists of a full range of national curriculum subjects as well as a wide range of opportunities which will support students' future development. The curriculum is designed to enable our students to grow into independent learners who think creatively, work productively with others and develop good character through learning about the world around them.

Homework is a key part of success, and is set regularly for all students. Homework allows the skills of independent learning to develop.

In Year 9 students are asked to select which of the arts subjects they wish to continue with (dropping two), as well as specialising in either PE/Dance or ICT/Computing

This year the following subjects are taught at Key Stage 3:

English, Maths, Science, Art, Geography, History, Modern Languages, Music, Physical Education, Design Technology, Computer Studies, Performing Arts, and Faith & Ethics. In Year 7 the Scholars' Pathway learn French and Latin, and all other students learn Spanish.

## Key Stage 4: Years 10 and 11

In Year 10 more specialised courses are chosen which carry on through Year 11. The aim is to provide deep knowledge and understanding and strong preparation for GCSEs. English Literature is taught alongside English Language as an integrated course, leading to separate qualifications. All students follow a core curriculum of Maths, English Language and Literature, Science, Faith and Ethics and Core PE, complemented by three other subjects.

Humanities subjects and a modern foreign language are increasingly becoming crucial to study at GCSE level and pre-requisite for applying to some universities. With careful consideration and where appropriate, students will be required to study these subjects in order to gain the English Baccalaureate qualification.

Through a strong curriculum and a culture that values hard work, learning and relationships, students at Turton achieve good grades at GCSE and are well prepared for their next steps.

# Curriculum

Please see below the full list of the curriculum for the current Year 10.

## **Option Subjects**

### **(students choose 3 GCSE Subjects)**

Art and Design	History
Business Studies	BTEC in Digital Information Technology
Computer Science	Music
Dance	Physical Education
Drama	Design Technology
Food Preparation and Nutrition	Spanish
French	Health and Social Care
Geography	Separate Sciences
Art Graphics	

## **Core Subjects (students complete all subjects)**

Careers Education, Information, Advice and Guidance and PHSEE (covered during registration time)

English Language GCSE

English Literature GCSE

Mathematics GCSE

Physical Education

Religion and Life (GCSE short course) or Philosophy and Ethics (GCSE full course)

Triology Science (worth 2 GCSEs)



# Curriculum

We envisage a seven year educational journey with our students and as such, expect many of them to move on to our very vibrant and successful Sixth Form.

The Sixth Form currently offers over thirty A level courses and three BTECs at Level 3, as well as many extra-curricular opportunities.

There is very much a philosophy in the Sixth Form that the staff and students share the experience of what is a particularly demanding two years and this is reflected in the fantastic results year on year.

The Sixth Form is a transition from GCSE to Higher Education or employment and is popular with students not only from Turton but also from neighbouring schools. Currently we have over three hundred students and are the largest school sixth form in the area. We pride ourselves on the community spirit that is generated within the student population, as well as the high levels of examination success. The subjects currently offered at A-level are:

Art: Fine Art	French	Product Design
Art: Graphics	Further Mathematics	Psychology
Art: Textiles	Geography	Religious Studies
Art: Photography	Government & Politics	Sociology
Biology	History	Spanish
Business Studies	Mathematics	Theatre Studies
Chemistry	Music	BTEC Level 3 Applied Science
Computer Science	Physical Education	BTEC Level 3 Business Studies
Dance	Physics	BTEC Level 3 Health and Social Care
Economics		BTEC Level 3 ICT
English Language		BTEC Level 3 Media
English Literature		Extended Project Qualification

The subjects offered are arranged in option blocks specially constructed each year in order to meet the changing subject combinations requested by the students.

## Destinations of Year 11 and Sixth Form Leavers

Full details of the destinations of Year 11 and Sixth Form leavers can be found in the statistical appendices to this prospectus.

# Curriculum

## Faith and Ethics

The overall aim of Faith and Ethics in the school is to provide the opportunity for all students to explore the issue of spirituality in both a personal and a global context and to teach and encourage each student to develop a reasoned opinion and viewpoint. Dogmatism and intransigence are studiously avoided and we hope to lead students to accept basic moral values, which are the foundation of society, whilst gaining a respect for others and themselves.

Parents wishing to exercise their right under the Education Act 1944 to withdraw their children from religious education or collective worship should contact the Head Teacher.

## Citizenship

The C4W (sometimes called Citizenship and Personal, Health, Social and Economic Education) programme has been developed to promote students' good health and well being. The study of Citizenship will support the students towards:

- developing confidence and responsibility and making the most of their abilities;
- preparing to play an active role as citizens;
- developing a healthy, safer lifestyle;
- developing good relationships and respecting the differences between people;
- developing financial awareness and enterprise.

Aspects of Citizenship are also delivered through subjects and formative Citizenship education underpins the ethos of the school and our understanding of rights and responsibilities, based on the United Nations Convention on the Rights of the Child.

# Curriculum

## Sex and Relationships Education

We deliver a planned programme of sex education within a coherent, caring and sensitive environment. This offers students the opportunity to explore values and attitudes, to develop relevant skills such as assertiveness, communication and decision-making and to learn the facts necessary for them to cope with this aspect of human existence. Biological facts and hygiene will be included, as will moral, legal and cultural dimensions. The course will also be connected with exploring feelings about relationships and responsibility towards oneself and others. At all stages throughout the programme we aim to develop every student's self-esteem. Certain aspects of the Science curriculum deal exclusively with the biological aspects of human sexual behaviour and this is compulsory for all students.

The programme will deliver other aspects of sex education and legally must include education about HIV and AIDS and other sexually transmitted infections. Balanced factual information will be provided for all students in such a manner as to have regard to moral, ethical and emotional considerations and the value of family life. It will be tailored to the age and understanding of the students. Health professionals play a role in the resourcing and delivery of this programme.

Parents do have the right to withdraw students from all or part of the sex education lessons delivered within the context of the programme. We would hope that, in these circumstances, parents would be prepared to give their reasons for requesting withdrawal so that any misunderstandings might be resolved before such a decision is taken. If such a decision is taken by parents, who then may wish to educate their sons or daughters at home, the school may be able to provide appropriate materials to assist in this process. Up-to-date copies of schemes of work are available in school for perusal by parents on request. Any requests to withdraw students from this aspect of their education should be addressed, in the first instance, to Ms Baily.

## Homework

Students use a personal organiser in which they should enter all homework details. If parents check their child's organiser and sign it regularly to confirm that all homework has been completed, it will help home-school communication.

In Years 7 and 8, students are given homework in all subjects, on at least a weekly basis. Homework allows students to develop independent enquiry skills, as well as demonstrating their creativity and ability to direct their own learning.

By the time they reach Years 10 and 11, students are expected to take more responsibility for managing their work in order to meet examination board deadlines. Advice about time and work management is given in lessons with additional support being offered on an individual basis by our dedicated learning mentors. There are also information evenings to keep parents informed about the latest developments and issues. Homework continues to be set regularly by all subjects.

Independent learning facilities are offered out of lesson time in the library, with IT access, after school until 4.00 pm.



# Curriculum

## Special Educational Needs

The whole school recognises that each child is special and individual with particular learning needs. All staff, with the assistance of the Learning Support Team, aim to support individual children from the least able to the most gifted. The school is committed to all students enjoying a full curriculum entitlement. In exceptional circumstances, students may be disapplied from a part of it. We have an established Foundation Learning Tier in Key Stages 4.

It is hoped that within a caring atmosphere, students will feel comfortable about approaching staff with their own specific requirements and self-referral will be encouraged.

At all stages, the paramount importance of the partnership between students, parents and staff is acknowledged, together with the role of the Local Authority and other external agencies and the need for full consultation as a vital link in this process. Learning Support policies at Turton will support the enrichment of all students and will help them to take their place in tomorrow's society. All students are valued for their individual contribution. They are helped and encouraged to feel positive about themselves and to experience success.

The school's SEN policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2014. It has also been written with reference to sections 29, 35 and 63-65 of the Children and Families Act 2014. This school believes that high quality teaching that is differentiated for all underpins progress for all pupils, including those with SEND.

It is our aim to:

- provide a safe and happy environment in which all students have the opportunity to develop personally, physically, socially, academically and spiritually;
- provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual pupils whilst offering equality of opportunity and high standards of teaching.

## Able and Talented Students

In providing for the needs of able and talented students, the school focuses first of all on the teaching and learning in the classroom, in particular:

- approaches which develop higher order thinking and learning skills in the context of subject study;
- setting targets which are sufficiently challenging and which take into account a student's strengths and any areas for development;
- building opportunities for enrichment and extension, both in lessons and in out-of-school activities.

The school also draws upon the expertise from local universities, sports coaches, performance artists, practising writers, musicians, dancers and experts in other fields.

## Independent Careers Education and Information, Advice and Guidance

Independent Careers Education is co-ordinated within the Pastoral Team and forms an integral part of the tutorial programme throughout the school. A close contact is maintained with all branches of the careers world through the different departments, with the various establishments in the Further and Higher Education sectors and with the Connexions Advisory Service. Turton makes good use of the computerised databases such as Unifrog and Kudos throughout years 9 to 13 and is about to extend this to other years too. A regular bulletin which educates on careers issues, spotlights particular careers and also advertises opportunities for open days, apprenticeships and mini-courses is sent out via email to all students in years 11 to 13 and to parents via the school website; a shortened version is also sent out to year 10s in the summer term to start to broaden their careers outlook.

### **Year 7-9**

The Connexions Advisory Service works closely with the Pastoral Team and with the co-operation of a number of staff, helps students in Year 8-9 to make their choice of GCSE and Applied Learning options. Individual guidance is given to help students assess the viability of their career aspirations and to give guidance in the choice of options for Years 10 and 11. This individual guidance is supplemented by close contact with parents. Parents receive a booklet explaining the various options and are then invited to an Information Evening in school where the options system is explained. Individual advice is offered in written reports and profiles and this is then followed by a Parents' evening and further interviews if required.

### **Years 10 and 11**

An advisor from Connexions is available to interview students in Year 10 and 11 to discuss post-16 plans and the school also organises transition days each summer. All prospective Sixth Form students are interviewed by members of the Sixth Form team. Furthermore, Year 11 students are offered the opportunity of a mock interview as part of a scheme run in conjunction with the Parents' Association.

Students attend a number of careers fairs including the 'Futures for Me' event which is attended by representatives from universities, local colleges and training providers and the armed forces. Year 11 students and their parents are also able to tour the Sixth Form College as part of an open evening and discuss the choice of courses with members of the teaching staff. Form based activities are used to enhance the effectiveness of the 'thinking about careers week' near the end of year 10.

Mock exam results are linked with the hypothetical careers chances they would generate and form the basis of further discussions with targeted groups of students. When examination results are published at the end of Year 11, the Connexions Service and a team of senior staff interview every student considering continuing in full-time education to discuss the feasibility and relative merits of alternative courses either in the Sixth Form or in Further Education establishments. Further guidance is also available at this stage for those who are leaving school and who are still seeking advice regarding employment or other forms of training or apprenticeship.

### **Sixth Form**

A significant element of the Year 12 tutorial work is about preparing students for the challenges after they leave the Sixth Form, whether this be university, apprenticeships, work or even a gap year.

Over 70% of our students go on to Higher Education, and this is, in part, due to the care and preparation that goes into the application for University and College courses. A dedicated team of tutors work in the Sixth Form and carefully monitor the students through the Higher Education application process. In addition to guidance about writing personal statements, the students are also given the opportunity to visit University and College Open Days, attend seminars related to competitive courses, have mock interviews, and complete work experience. We offer the Extended Project Qualification, which is a great way for students to develop their independent learning skills ready for university.

# Assessment, Reporting and Recording Achievement

Teacher assessment is an on-going process throughout all year groups. Methods of teacher assessment vary from subject to subject and from year to year. Low stakes tests are used in class to check students' learning on a regular basis. Formative tests are used by teachers to test the knowledge of a topic or concept.

The information gained from these regular tests is used to inform teaching and the progress of each child. This is discussed with parents at a parents' evening held once a year for each year group.

## **Years 7, 8 and 9**

Summative assessments take place at the end of each year for each subject, to test students' learning for that year. This is followed by a report to parents at the end of the summer term. (See page 15 example.)

In each year group there is an information evening for parents in addition to Parents' evening. This is to keep parents informed about various aspects of curriculum, learning and assessment. See report example on the following page.

## **Years 10-11**

In Year 10, examinations are held towards the end of the Summer Term. Mock GCSE examinations for Year 11 are held in November and February.

Full subject profiles are published once each year for students in Year 10 and 11, and a Parents' Evening will also be held during the course of the year. There are also information meetings for parents, to explain current exam requirements in Year 10 and to give an update on revision skills and final examination preparation in Year 11.

## **Years 12-13**

A system of regular assessment of each student's progress, in terms of both effort and achievement, is in operation for both Years 12 and 13. At the end of Year 12, there are internal exams which determine whether a student will continue with their course into Year 13. In Year 13 there are mock exams in December and external exams in June. Parents' evenings are held in each year.

## **Examination Entry Policy**

The policy is to enter all students for public examinations unless they are not capable of achieving the minimum grade in that examination. These include GCSE, A levels and BTECs at level 1, 2 and 3.

## **Public Examinations**

Turton students consistently achieve very high levels of academic achievement. Full details of the 2018 results can be found in the statistical appendices to this prospectus.



# Year 7 Progress Report 2015-16

Turton  
School

## Mathematics

Class : 7T/Ma2

Teacher: Ms R. Baguley

End of Year Mark

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### Achievement

Joe shows resilience and perseveres with all challenges, even when they are difficult. He uses his initiative in a range of situations, and doesn't always have to be told what to do.

### Attitude to learning

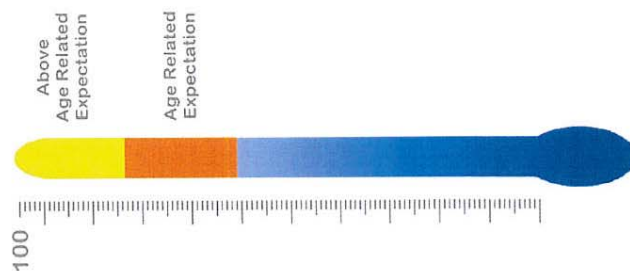
Joe actively participates in the lesson and is fully engaged and focused. He seeks solutions to difficulties and actively seeks feedback. He learns from setbacks and mistakes, responding positively to praise and critique. Joe sets an example to others.

### Homework

He manages his time and work efficiently, and is highly self-disciplined. He seeks his own solutions to problems.

### Strategies for improvement

Joe will benefit from structuring his revision of the topics covered. He would also find that further investigation of each topic will help to strengthen his mathematical understanding.



Welcome to your child's end of year report.

This report represents a brief summary of your child's learning and progress throughout the year and I hope provides you with an opportunity to reflect on the year with your child and subsequently provoke a discussion that enables them to prepare for their next year at Turton.

This is the first year of teaching and assessment without NC levels. It is a substantial change to assessment and reporting and as a school we have embraced this change by carefully and thoughtfully considering the nature of the curriculum in KS3 and what we want students to learn. Our assessments inform our teaching, ensuring that we test what has been taught and the extent to which students have learned the knowledge and skills.

Progress is measured against Age Related Expectations, as such we would anticipate that the majority of students will achieve ARE on the thermometer by the end of the year.

Our aim is to establish a clear vision of what we expect pupils to achieve and an understanding of progression in each subject.

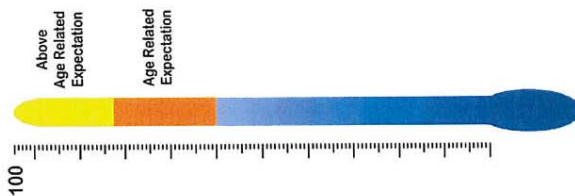
This is alongside a professional understanding of assessment and its relationship to planning, teaching and achievement.

This leads us to use bench mark expectations to design the curriculum, plan lessons and provide opportunities for pupils to make progress.

Opportunities to assess are built into curriculum plans. We use the benchmark expectations to create assessment criteria and set standards for pupils in individual teaching units.

Day to day assessment (formative assessment) is used to provide feedback and next steps to students. Summative assessment – end of year – gives a broader view of progress. Pupils are assessed at below/at/above what is expected against the end of year benchmark statements. (Transitional assessments (Year 9) are used to make judgements against end of Key Stage benchmark statements i.e., using the Age Related Expectations Test and a portfolio of work).

Report to parents, which includes end of year test scores and positioning on our thermometer indicating whether your child is below/at/above Age Related Expectations for each subject.



We appreciate that, due to the changes both nationally and at school, you may wish to discuss the content of the report with your child's form tutor. You may do this during a drop in session between 3.15 pm and 5.00 pm on .....

Building on the knowledge of the past to help the children of today meet the challenges of tomorrow

## Extra-Curricular Activities

We believe extra-curricular activities play a very important role in school life and many students, through their work in this area, gain in confidence and self-esteem. Students learn new skills and refine old ones. This aspect of school life helps to create a sense of belonging and pride in the school – it's also great fun, whether your particular interest is Astronomy, Computer Science, Music, Sport, achieving the Duke of Edinburgh Award or any other areas of activity.

### Sport

The school enjoys a strong sporting tradition with an impressive record of participation and success at School, Town, County and National levels. Clubs are open to students at all skill levels and we encourage wide participation. School sports teams have practices after school and many inter-school matches take place on week-day evenings. Parents are asked to allow and encourage children to participate. Sports on offer include athletics, gymnastics, badminton, basketball, cricket, cross-country, football, golf, hockey, netball, orienteering, rounders, rugby, soccer and swimming. Turton was the most successful school in Bolton in 2018, finishing Bolton Champions in more than one sport in every year group.

### Music

Turton is well known for the quality of its musical presentations and ensembles and choirs rehearse regularly to prepare concerts for parents and the local community. Currently the Music department holds rehearsals and performances for Vocal Group, Junior Orchestra, Junior and Senior Jazz Band, Senior Wind Band and many smaller ensembles. All musicians, whether they have instrumental lessons in school or privately, are asked to support these ensembles by attending practices on a regular basis. During the past few years the main musical presentations have included trips abroad to Belgium, Austria, Italy, Spain and Germany, full departmental concerts each term featuring all the school ensembles, and a number of stunning performances at the National Festival of Music for Youth finals (Queen Elizabeth Hall, London) and at the Bridgewater Hall, Manchester. Many individual musicians gained excellent grades in 'Associated Board' and Trinity College of Music examinations playing a wide range of instruments. Turton is a Roland Champion School, receiving a variety of new music software and Roland equipment and specialist support with new musical projects. This collaboration looks set to hold the key to some very exciting developments in the music department. Turton was the first school in the area to have Jampods, 'silent' rock bands where 30 students can join together to play in one room.

### Instrumental Lessons

Tutors from the Alfa Music Service visit the school during the week to offer lessons on a range of percussion, string, brass, woodwind, guitar, keyboard instruments and voice. Every effort will be made to accommodate all requests for instrumental lessons. Students will pay £70 for a shared 25 minute weekly lesson. Those students who receive instrumental lessons are encouraged to join the various music ensembles in school and to attend rehearsals and concerts to gain further musical experience. . Many instruments are available on a rental basis and students can also take advantage of special student instrumental purchase rates through school.

Instrumentalists are encouraged to enter for the Associated Board and Trinity College Music Examinations. Further details may be obtained from the Music Department staff.



# Extra-Curricular Activities

## Other Clubs

There are many other extra-curricular activities and clubs, including Art, Dance, Drama, Languages, Science, Duke of Edinburgh Award, ICT, Photography, Reading Groups and more.

## Educational Visits and Exchanges

We believe in the value of school trips since, as well as providing high quality active learning, they have also proved to be so motivational to many students. History visits to World War II concentration camps develop skills and understanding, as do visits to the House of Commons, Mock Trial competitions, Geography Field Trips and other trips abroad, which have recently included visits to New York, Paris, Austria, Rome and Italy. There are visits, trips and exchanges on offer across the whole spectrum of subjects.

The Music Department also visit various European countries and perform at several international venues.

For legal reasons, parents are asked to sign a form giving permission for students to be taken out of school on any educational visits which may take place during the course of the year. There are also Reward Trips for each year group to recognise students' effort, enthusiasm and hard work during the year.



## Pastoral Care and Student Achievement

Pastoral care is a major strength of the school and encompasses the school's ethos for caring and learning. Pastoral leaders, tutors and mentors support students to develop socially, emotionally and academically.

In line with Article 29 of the UNCRC, we believe that "education should develop each child's personality and talents to the full..." As such, students in each year group are supported by a team of staff whose primary concern is the overall well-being of students, and staff are skilled in offering care and guidance to all students in their year group. Staff work with students to develop a strong work ethic.



## Pastoral Structure 2018 –2019

**Deputy Head Teacher - (Child Protection Designate)**

Cathy Bach

**Assistant Head Teacher—(Child Protection Designate)**

Natalie Parry

**Pastoral Secretary**

Janet Hulme

**Attendance Officer**

Tina Hilton

**Head of Year 7**

Mark Sykes

**Head of Year 8**

Jess Brown

**Head of Year 9**

Laura Smith

**Head of Year 10**

Dan McElroy

**Head of Year 11**

Rebecca Wright

**Head of Year 12**

David Hier

**Head of Sixth Form**

Kelly Bali

**Head of Year 13**

Craig McGowan

**Senior Pastoral Manager (Child Protection Designate)**

Claire Whitehead

Mentors

Sarah Taylor

Kelly Hibbert

Diane Thompson (Child Protection Designate)

Tom Berry (CBT trained)

Stephanie Thomas (Child Protection Designate)

# Pastoral Staff, Policy on Bullying

## Pastoral Staff

The Group Tutors are the first point of contact for all students in their tutor group; they have the most regular contact with students in their care and will oversee both their welfare and overall progress. Parents should contact the Group Tutor in the first instance with any problems. While the Group Tutor may not be able to return your call immediately, due to teaching commitments, they will call you back within 48 hours.

We now have a team of Learning Mentors who work alongside teaching staff in the area of student support. The pastoral areas ensure that education and well being are accessible to all students, so creating an inclusive community within school. The pastoral centres are a resource in the areas of behaviour management, personal and social development, accessing the curriculum and providing emotional support and guidance.

Pastoral Care holds relationship building, positive reinforcement and respect for individuals at its core. Where problems in a student's progress or welfare do occur, for example not making sufficient progress and/or displaying behavioural difficulties, then reporting and monitoring procedures will be used. Students may be placed 'on report', starting with a yellow subject report and will receive regular additional guidance.

The highest standards of behaviour and uniform are expected from students and these are achieved through the development of self-respect, self-esteem and mutual respect for others and the school. Students are encouraged to develop respect for themselves and others through the 'Rights Respecting School Programme', which underpins the ethos of pastoral care. Article 28 reminds students, "young people should be encouraged to reach the highest level of education they are capable of".

We have an 'on site' counsellor, available to students and parents. The counsellor works within BACP guidelines for counselling in schools and hold to the ethos that counselling for young people is more effective when working in partnership with parents/carers. Students have access to a counsellor through a referral system in school. Support can be offered to students experiencing emotional distress and or behavioural problems as a result of social and peer pressure, family tension, bereavement and difficulties with normal developmental issues.

## Policy on Bullying

Any behaviour which has the wilful, conscious desire to hurt, threaten or frighten someone else is bullying. Bullying is not acceptable at Turton.

The school has an Anti-Bullying Policy and the School Charter explains clearly and simply how students are expected to treat each other: that is, with consideration and respect. Students are positively encouraged to report bullying either to their Group Tutor or to any member of staff in whom they feel comfortable confiding. Students, parents and staff are given written guidelines so that everybody understands how to respond if a difficulty of this sort should arise.

Additionally, the school has adopted a variety of strategies which attempt to minimise bullying behaviour. We have a full-time Health Care Assistant and a committed group of Sixth Formers who have undertaken Peer Mediation training. There is also an excellent team of Year 9 Peer Mentors who help the new Year 7 students settle in as well as our fantastic team of Prefects.

# Safeguarding and Child Protection

## Safeguarding and Child Protection

The Local Authority has procedures relating to safeguarding and child protection and it is the responsibility of all staff within school, both teaching and support, to detect, monitor and prevent the exploitation and abuse of children.

Schools are in a unique position to protect children and teachers in particular have the training, skills and opportunity to know what might be expected of and by children in any given situations.

Children have the right within school to be listened to, valued, respected and protected from harm and our policy in school flows from and supports this.

The Head Teacher has responsibility for following the guidelines set down by the ACPC in cases where abuse is suspected. The procedure for dealing with child abuse is not a matter for the discretion of the Head Teacher or of individual members of staff.

The designated Child Protection Officers are Sam Gorse, Cathy Bach, Natalie Parry, Stephanie Thomas and Diane Thompson.

Our child protection policy aligns with article 19 of the UNCRC 'Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect'.

## Student Voice

Student Voice plays a key role in how we deliver pastoral care as well as influencing the teaching and learning of each subject. Students have the opportunity to express their views on the care they receive and their learning experiences in the classroom. It also gives them an opportunity to assess their own attitudes to learning and school. The Touchstones Group and Mental Health Champions are a group of students from all year groups who work on promoting local and national charities in school as well as promoting the Touchstones through whole school initiatives.

## School Records

Parents or carers wishing to have sight of their son's or daughter's individual school records may do so on written request to the Head Teacher. Relevant records that are held on file will be made available for examination in school on receipt of such a request. These include the records of a student's progress in all their school subjects.

## Access to Official Documents

Government regulations require that there should be public access to a range of official documents concerning the policy and curriculum of the school. A file of these is maintained and may be examined by arrangement with the Head Teacher or her Deputies. Many are also available on the School website.

# Health And Welfare, School Meals

## Health And Welfare

Mrs Gail Curnock, Health Care Assistant, is available in the Medical Room to provide first aid to all students and staff as required daily from 8 am to 4 pm. Students requiring First Aid during this time should report to the Reception Office.

If accidents do occur in school, or a student is taken ill, we may contact the parents and request that they come as quickly as possible to collect their child. In the meantime we will try to keep the child as comfortable as we can. If an ambulance has to be called, we will arrange this immediately and contact parents to let them know what is happening.

If any student needs to take medication in school hours either on a regular or an emergency basis, it will be kept for them in the Medical Room and will be available on request from the Health Care Assistant. Parents will be asked to provide a letter of instruction along with the medication. Students are allowed to carry their own inhalers and epi-pens in case of emergency. A number of our students have a disability or illness, which may affect their performance in school. Parents are asked to notify us of any illness or disability and to keep us informed as changes occur.

It is important that school is informed of changes of address, telephone numbers and mobile telephone numbers in case of an emergency.

A school nurse works in partnership with teachers, other professionals, parents and children to offer a confidential service. This service aims to achieve the best possible level of health, incorporating mental, physical and social well being, current and future, for children of school age. We encourage and enable children to take responsibility for their own health and to adopt a healthy life-style.

We also have mentors who support students with mental health issues and work to promote well-being and self-confidence.

The Healthcare Assistant and other trained colleagues will offer initial first aid or support in the event of illness or injury in school. However, it is still parents' responsibility to monitor and follow up if necessary any particular incident, taking advice from their local GP or the Accident and Emergency Department at Bolton Hospital, as appropriate.

Colleagues in school will always do our best to support parents in this by providing accurate information and advice whenever possible.

## School Meals

A varied menu, which is reviewed on a regular basis with healthy eating in mind, is provided daily at lunchtime with a choice of meals. The meals are served by a cafeteria system with cashless catering, offering a variety of payment options. More details of the cashless catering system will be provided on New Intake evening.

Students who wish to bring a packed lunch are welcome to eat this in school. We also provide snack bar services at morning break.

Time is limited at lunchtime and all students will have lunch in school, whether taking a school meal or bringing sandwiches. Students are not allowed to leave the school grounds without permission and in no instance will such permission be given to enable the purchase of food from local shops for eating on or off the school premises.

Students normally staying on the premises who wish to leave for a good reason on a 'one off' basis must seek permission from their pastoral leader, who will issue a pass on the appropriate day.

# School Attendance and Absence from School

## Attendance

The school is keen to maximise students' attendance. Students need to attend regularly if they are to take full advantage of the educational opportunities available to them. In addition absence from school places children at risk and in some cases can result in students being drawn into patterns of anti-social or criminal behaviour. We know that there is a strong correlation between attendance and educational attainment, research shows that an absence rate above 3% can start to impact on a child's learning.

Parents of registered students of compulsory school age are under a legal duty to send their children to school regularly and risk prosecution if they fail in this duty. Additionally, parents should do their best to ensure that their children arrive on time, in correct school uniform and prepared to learn.

Our Attendance Officer monitors and liaises with parents to ensure good communication and promotion of the very highest attendance rate for each child. Mentors in school are trained and experienced in helping parents ensure that their child maintains good attendance. Mentors work closely with Early Intervention key workers to help overcome barriers to good attendance and can help parents to support their child where an issue arises.

## Absence

To ensure that absences are legitimate, parents are asked to notify the school directly as soon as possible, preferably on the first day of absence. If the student is ill, the school should be informed of the nature of the illness and, where predictable, the likely date of return to school.

Colleges and future employers can request information on a student's attendance record. It is vital that we work together to ensure that students are prepared for their future in the best way possible by promoting patterns of high attendance. Parents are requested not to withdraw students from school for family holidays. The government has decided that these requests should not be granted by the school. Absence will therefore be deemed unauthorised.

## Late Arrival and Signing Out

All students are to arrive in school for registration by 8.50 am. Any students arriving late, after the end of registration must report to the Student Support Centre on arrival to be signed in by the Office Attendance Officer.

All students leaving the premises, for example to attend medical or dental appointments, must sign out at the Student Support Centre and sign in on their return. Wherever possible, medical and dental appointments should be made outside school hours.

## The School Day

<u>Time</u>	<u>Period</u>
8.50 am	Registration
9.10 am	Lesson 1
10.10 am	Lesson 2
11.10 am	Break (20 minutes)
11.30 am	Lesson 3
12.30 pm	Lesson 4/Lunch Sitting 1 (Years 8, 10 & 13)
1.00 pm	Lesson 4/Lunch Sitting 2 (Year 7)
1.30 pm	Lesson 4/Lunch Sitting 3 (Years 9, 11 & 12)
2.00 pm	Lesson 5
3.00 pm	End of School Day

*Lunch sittings will be split into year groups.*

*Students will be in Lesson 4 when not on lunch.*

*Lesson 4 will be split before and after lunch for Sitting 2.*



# Uniform

## Years 7-10

Shirts must be tucked in at all times. Outdoor coats should be of a plain colour and suitable for adverse weather conditions: denim and sweatshirt fabric is not acceptable.

We also advocate that students do not bring expensive items into school, such as computer games or fashion accessories, because of the upset caused if these are lost or damaged. Mobile phones must be used appropriately and may be confiscated if necessary. The school blazer must be worn by all students, boys and girls, in years 7-10. Year 11 students have the privilege of wearing the Year 11 sweatshirt instead of, or as well as, a blazer.

We appreciate the support of all parents in ensuring that students come to school looking smart and dressed appropriately. In particular would you please note the following;

- Coloured hair is not permitted- natural hair colours only.
- No visible body piercings are permitted.
- Years 10-11 are allowed to wear **discrete** make-up as an upper school privilege.
- Nail varnish should not be worn at all
- Trainers, hoodies, hats and baseball caps are not part of the uniform and must not be worn to school.
- **Please note: no earphones should be worn in lessons.**

Each student should accept responsibility for their own personal possessions and equipment whilst on the school site. It is not sensible to bring valuable items into school. If this is unavoidable, it is strongly recommended that the item is locked away by an appropriate member of staff. Our aim, as always, is to ensure that students and their possessions remain safe and secure.

Thank you for your co-operation.

Black plain tailored school trousers (no black denim) or black tailored skirt of a respectable style and length.
Navy blue v-neck pullover with Turton logo
White shirt with collar suitable for wearing with a tie
Special tie for each year group available from school. Black tie for prefects.
Navy blue blazer with badge except in Year 11 where they can wear specific school sweatshirt.
Plain outdoor coat
Black/white socks or plain opaque black/natural tights
Appropriate plain black shoes
Suitable school bag



## P.E. Kit

<b>Girls PE Kit – Indoor Lessons</b>	<b>Boys PE Kit – Indoor Lessons</b>
White polo shirt	White polo shirt
Navy blue shorts or navy blue skirt*	Navy blue shorts
Navy blue football socks	Navy blue football socks
Training shoes	Training shoes
<b>Girls PE Kit – Outdoor Lessons</b>	<b>Boys PE Kit – Outdoor Lessons</b>
White polo shirt	Navy blue / white reversible rugby sports top
Navy blue shorts or navy blue skirt*	Navy blue shorts
Navy blue Turton sweatshirt	Navy blue football socks
Training shoes	Football boots and trainers
Navy blue Turton tracksuit bottoms (optional)	Towel
<b>Girls PE Kit – Swimming Lessons</b>	<b>Boys PE Kit – Swimming Lessons</b>
Navy blue swimming costume	Navy blue swimming shorts (plain with no large prints)
Towel	Towel
<b>Girls Extra- Curricular Team Kit</b> Navy blue Turton tracksuit (optional)	<b>Boys Extra- Curricular Team Kit</b> Navy blue Turton tracksuit (optional)

\*Girls PE skirt is compulsory for all girls' extra-curricular teams.

If you do require any further information please do not hesitate to contact

Mr Carr, Head of PE on [carrl@turton.uk.com](mailto:carrl@turton.uk.com)

# Hairstyles, Valuables, Mobile Phones

## Hairstyles

In order to maintain a good standard of appearance, we ask for your co-operation regarding hairstyles. Severe haircuts including stepped, undercut, tramlines, extremely close-cut styles or any pattern shaved into the hair are not desirable, nor would we wish to accept hair which is dyed to multi-colours or unnatural colours.

## Valuables, Money, Lost Property

Students should not bring valuables to school. Only sufficient money should be brought for personal daily use, but if larger sums of money have to be brought for any reason, they should be handed in to the Finance Office for safe keeping at the beginning of the school day.

The school cannot be held responsible for the property of students, but every effort will be made to trace lost, marked articles. Those finding articles of lost property are requested to hand them in at the main Reception Office.

## Mobile Phones

We recognise that mobile phones can play an important part in ensuring students' safety and aiding communication between students and their parents.

Mobile phones are allowed in school subject to very clear guidelines. Phones may be used at all times except during lessons and in situations where students are expected to take instructions from staff (such as fire drills). Students are responsible for ensuring that their phones are switched off during lessons. iPods, MP3 players and similar items should not be used in lessons either.

We remind students that since these are sought-after items they should be kept secure. The school cannot be held responsible for the security of mobile phones. These are brought in at the students' own risk.

Any abuse of these requirements will lead to confiscation until the end of the day, in the first instance. Any student misusing a camera phone will be liable to having the phone confiscated and may not be allowed to bring it into school again.

## Car Parking Facilities

Because of the size of the school and the nature of the site, parking at Turton can be a problem. The front car park on Bromley Cross Road has only one entrance/exit and should not be used at all for dropping off students at the beginning of the day or picking them up after school. It is the designated pick-up point for minibuses and taxis dropping off and picking up wheelchair users. Therefore it is not able to accommodate parents or grandparents wishing to collect students by car.

The car park on Chapeltown Road is used by the many buses dropping off and picking up students. Parents are asked to be aware of the times just before and after school, when buses arrive and leave, as cars can cause dangerous congestion.

The best solution is for our young people to make their own way to and from school, but if this is not possible, parents are asked to drop students off before 8.40 am and pick them up after 3.15 pm, using the lower entrance on Chapeltown Road and leaving by the top exit. This should avoid the congestion with school buses.

If any student has particular special educational needs which affect the journey to and from school, please liaise with our SENCO, Claire Brindle, or Natalie Parry (Assistant Head Teacher), in the first instance.

# School Terms and Holidays 2018-2019

## Autumn Term

*Staff Training Day:	Monday 3rd September 2018
*Staff Training Day:	Tuesday 4 <sup>th</sup> September 2018
Term begins for students:	Wednesday 5 <sup>th</sup> September 2018
Half Term:	Monday 22nd October to Friday 26th October 2018
*Staff Training Day:	Monday 29 <sup>th</sup> October 2018
Term ends:	Friday 21 <sup>st</sup> December 2018

## Spring Term

Term begins for students & staff:	Monday 7 <sup>th</sup> January 2019
Half Term:	Monday 18th February to Friday 22nd February 2019
Term ends:	Friday 5 <sup>th</sup> April 2019

## Summer Term

Term begins for students & staff:	Tuesday 23 <sup>rd</sup> April 2019
Bank Holiday:	Monday 6th May 2019
Half Term:	Monday 27 <sup>th</sup> May to Friday 31 <sup>st</sup> May 2019
Term ends:	Friday 19th July 2019

**\*School not open for pupils on these days.**

## New Regulations on term-time holidays

*The Education (Pupil Registration) (England) Regulations 2006 previously allowed Headteachers to grant leave of absence for the purpose of a family holiday during term time in "special circumstances" of up to ten school days leave per year. Headteachers were also able to grant extended leave for more than ten school days in exceptional circumstances.*

*From September 2013 Amendments to the 2006 regulations remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may **NOT** grant any leave of absence during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.*

## Appendix 1

### A Level Results 2018

128 students in Year 13

Qualification Name	Entries	A*	A	B	C	D	E	U	%A*-B	%A*-C	%A*-E
Art Fine Art A2	7	1	1	1	3	1	0	0	42.9	85.7	100.0
Art Graphics A2	14	2	0	5	7	0	0	0	50.0	100.0	100.0
Art Photography A2	11	0	1	4	4	0	2	0	45.5	81.8	100.0
Art Textiles A2	1	0	1	0	0	0	0	0	100.0	100.0	100.0
Biology A2	26	0	2	7	9	5	3	0	34.6	69.2	100.0
Business Studies A2	11	0	3	6	2	0	0	0	81.8	100.0	100.0
Chemistry A2	24	0	3	8	5	5	2	1	45.8	66.7	95.8
Computer Science A2	10	0	1	1	4	0	4	0	20.0	60.0	100.0
Dance A2	3	0	0	2	1	0	0	0	66.7	100.0	100.0
DT Prod. Des Textiles A2	1	0	0	0	1	0	0	0	0.0	100.0	100.0
DT Prod. Des. 3D A2	2	0	1	0	1	0	0	0	50.0	100.0	100.0
Economics A2	5	0	1	1	2	1	0	0	40.0	80.0	100.0
English Language A2	13	0	0	7	6	0	0	0	53.8	100.0	100.0
English Literature A2	23	2	3	12	6	0	0	0	73.9	100.0	100.0
Extended Project A2	36	6	14	6	5	4	1	0	72.2	86.1	100.0
Further Maths A2	5	1	4	0	0	0	0	0	100.0	100.0	100.0
Geography A2	16	0	0	3	6	6	0	1	18.8	56.3	93.8
Gov. and Pol. A2	5	1	1	3	0	0	0	0	100.0	100.0	100.0
History A2	19	0	4	6	6	3	0	0	52.6	84.2	100.0
Mathematics A2	31	5	7	6	2	9	2	0	58.1	64.5	100.0
Media Studies A2	8	0	0	2	4	1	1	0	25.0	75.0	100.0
Music A2	3	0	0	1	2	0	0	0	33.3	100.0	100.0
PE Studies A2	5	0	0	0	2	2	1	0	0.0	40.0	100.0
Physics A2	14	1	1	2	3	4	3	0	28.6	50.0	100.0
Psychology A2	30	0	8	13	9	0	0	0	70.0	100.0	100.0
Religious Education A2	4	0	2	1	1	0	0	0	75.0	100.0	100.0
Sociology A2	7	0	3	3	1	0	0	0	85.7	100.0	100.0
<b>Summary</b>	<b>334</b>	<b>19</b>	<b>61</b>	<b>100</b>	<b>92</b>	<b>41</b>	<b>19</b>	<b>2</b>	<b>53.9</b>	<b>81.4</b>	<b>99.4</b>

Qualification Name	Entries	D*	D	M	P	%D*/D	%D*- M
BTEC BusSt Subsidiary Dip A2	2	0	0	0	2	0.0	0.0
BTEC BusSt Diploma A2	12	0	1	7	4	8.3	66.7
BTEC BusSt Extended Dip A2	24	4	5	10	5	37.5	79.2
BTEC Health and Soc. Diploma A2	5	1	1	2	1	40.0	80.0
BTEC Health and Soc. Ext Dip A2	15	4	9	2	0	86.7	100.0
BTEC ICT Sub Dip A2	8	4	0	3	1	50.0	87.5
BTEC Science Sub Diploma A2	1	0	1	0	0	100.0	100.0
BTEC Science Diploma A2	10	2	0	5	3	20.0	70.0
BTEC Science Extended Dip A2	6	1	4	1	0	83.3	100.0
<b>Summary</b>	<b>83</b>	<b>16</b>	<b>21</b>	<b>30</b>	<b>16</b>	<b>44.6</b>	<b>80.7</b>

## Appendix 1

### GCSE Results 2018

231 students in Year 11, all aged 15 at the start of the school year.

Subject	Entries	9	8	7	6	5	4	3	2	1	U	9-5%	9-4 %	9-1 %
English Language	231	1	12	21	36	55	47	34	12	8	5	54.1	74.5	97.8
English Literature	231	4	11	20	46	52	42	18	11	8	19	57.6	75.8	91.8
Maths	231	2	14	23	30	48	47	33	16	15	3	50.6	71	98.7

Subject	Entries	9	8	7	6	5	4	3	2	1	U	9-5%	9-4 %	9-1%
Art and Design	10	1	0	1	1	2	0	2	2	1	0	50	50	100
Art Fine Art	38	1	6	6	5	6	4	8	2	0	0	63.2	73.7	100
Art Graphics	44	2	5	9	10	9	2	2	5	0	0	79.5	84.1	100
Biology	56	1	6	7	10	13	10	8	1	0	0	66.1	83.9	100
Chemistry	56	3	8	6	7	11	12	5	4	0	0	62.5	83.9	100
Computer Science	50	0	0	1	3	1	8	8	9	11	9	10	26	82
Dance	8	2	3	0	1	1	0	1	0	0	0	87.5	87.5	100
Drama	35	5	4	4	7	7	4	3	1	0	0	77.1	88.6	100
Faith and Philosophy	104	6	6	18	26	24	10	14	0	0	0	76.9	86.5	100
Food	21	0	2	0	1	6	0	6	3	2	1	42.9	42.9	95.2
French	25	1	2	2	4	5	5	5	1	0	0	56	76	100
Geography	170	1	9	8	21	28	21	40	24	9	7	39.4	51.8	94.7
History	142	1	10	22	15	21	21	22	12	9	8	48.6	63.4	93.7
Music	9	0	1	0	4	2	0	1	1	0	0	77.8	77.8	100
PE	57	5	7	7	9	11	9	7	2	0	0	68.4	84.2	100
Physics	56	2	5	7	9	9	13	9	2	0	0	57.1	80.4	100
Spanish	64	3	14	10	2	16	6	10	2	0	0	70.3	79.7	98.4
Double Science	175	2	14	15	24	63	100	74	37	17	4	33.7	62.3	98.9
Subject	Entries	A*	A	B	C	D	E	F	G	U		A*-C %	A*-G%	
Bus. Studies	34	1	1	3	10	9	4	3	0	3		44.1	91.2	
Child Care	17	1	1	4	5	4	2	0	0	0		64.7	100	
ICT	36	0	3	7	8	8	6	1	2	1		50	97.2	
Media	43	1	8	6	3	9	6	4	3	3		41.9	93	
Res Mat	19	0	4	4	4	4	2	0	0	1		63.2	94.7	
Textiles	9	2	0	4	1	1	1	0	0	0		77.8	100	

## Turton School Year 11 Destinations 2017

Destination	Provider	Number of Students	Total number of students
A levels	Turton Sixth Form	109	119
	Bolton Schools / colleges	6	
	Out of Bolton colleges	4	
Level 3 BTEC	Turton Sixth Form	27	50
	Bolton Schools / colleges	5	
	Out of Bolton colleges	18	
Level 2	Bolton Schools / colleges	12	19
	Out of Bolton colleges	7	
Level 1	Bolton Schools / colleges	11	14
	Out of Bolton colleges	3	
Foundation	Bolton Schools / colleges	8	11
	Out of Bolton colleges	3	
Apprenticeships		18	18
Employment without training		4	4
NEET		3	3
			238

## **Year 13 Leavers 2017 - Destinations**

Out of 130 students, 112 went on to university which is 86% with 29 going to the Russell Group universities (26%). The universities ranged from London in the south to Strathclyde in the north.

A breakdown of degrees is as follows:

English: 7  
History/Politics: 13  
RE/Philosophy: 1  
Law: 3  
Journalism/Media/Film: 4  
Accounting/Finance/Business/Economics: 20  
Healthcare/Medical/Veterinary: 11  
Engineering: 5  
Other Sciences: 11  
Geography: 3  
Social Sciences: 10  
Maths/IT: 6  
Architecture/Art/Design/Technology: 8  
Music/Drama/Dance: 1  
Teaching/Education: 3



# STAFF LIST 2018-19

## HEAD TEACHER

Ms S Gorse

BSc (Manchester), PGCE (Lancaster)

## DEPUTY HEAD TEACHERS

Mrs C E Bach  
Ms C Bailly

BSc, PGCE (Leicester)  
BA (University of Wales), PGCE (University of London)

## ASSISTANT HEAD TEACHERS

Mrs J L Edge  
Miss A Lane  
Miss K Leonard  
Miss N R Parry  
Mr P Tiltman

BA, PGCE (St Martins)  
BA, PGCE (Leeds)  
BSc, PGCE (Liverpool)  
BA with QTS (Leeds)  
BA (Cambridge), GRTP (MMU)

## ASSOCIATE ASSISTANT HEAD TEACHERS

Mr J N Bach  
Mrs J Parr

KS4 Strategy (Also Science)  
Director of School Direct and New Teacher  
Development (Also Drama)

BSc, PGCE (Leicester)  
BA (Edge Hill), PGCE (Manchester)

## TEACHING STAFF TEAMS

### PASTORAL TEAM

Pastoral Leader Year 7  
Pastoral Leader Year 8  
Pastoral Leader Year 9  
Pastoral Leader Year 10  
Pastoral Leader Year 11

Mr M Sykes (Also Science)  
Miss J Brown (Also PE)  
Mrs L Smith (Also English)  
Mr D McElroy (Also PE)  
Mrs R Wright (Also PE/English)

BSc, QTS (Edge Hill)  
BA (Durham), PGCE (Cumbria)  
BA (Leeds), PGCE (MMU)  
BA (Staffordshire), PGCE (MMU)  
BEd (Bedford)

### SENCO

Clare Brindle (Also English) Supported by Anne  
Davidson

BA, PGCE (MMU)

## SIXTH FORM

Miss K E Bali  
Mr D Hier  
Mrs L Lane  
Mr C McGowan

Head of Sixth Form (Also Head of Govt & Politics)  
Head of Year 12 (Also Geography)  
Head of Year 12 (Also History) (Maternity)  
Head of Year 13 (Also Business Studies)

BA (Hull), PGCE (Nottingham)  
BSc (Leeds), PGCE (Sheffield Hallam)  
BA (Manchester), GRTP (Lancashire)  
BA (Leeds), PGCE (Manchester)

## DEPARTMENTS

### ART, DESIGN & TECHNOLOGY

Miss L Gray  
Ms G L Sabery  
Mr D M Dacosta Oliveira  
Mr A Crompton  
Mrs J Kearns

Head of Department  
Second in Department  
Head of Graphics  
Teacher of Art/Graphics  
Teacher of Art

BA (Blackpool & Fylde), PGCE (Edge Hill)  
BA (Liverpool), ATC (Brighton)  
BA, PGCE (MMU)  
BA (Wolverhampton), PGCE (MMU)  
BA, PGCE (Central Lancs)

### BUSINESS STUDIES & ECONOMICS

Mr T Mansfield  
Mr C McGowan

Head of Business Studies & Economics  
Teacher of Business & Economics (Also Pastoral  
Leader Y13)

BA (Leicester), PGCE (MMU)  
BA (Leeds), PGCE (Manchester)

### DANCE

Mrs L Atkinson

Head of Dance

BA, PGCE (Liverpool John Moores)

### DESIGN & TECHNOLOGY

Mrs S J Murphy  
Mrs R O Clare  
Mrs C Dower  
Mrs S Parker  
Mrs R Reynolds  
Miss C Tonge

Head of Department  
Head of Resistant Materials  
Head of Food  
Teacher of Food Technology  
Teacher of Food  
Teacher of Design & Technology

BA, PGCE (MMU)  
BA, PGCE (Liverpool John Moores)  
BA (Leicester), PGCE (MMU)  
BA (Liverpool John Moores), PGCE (Edge Hill)  
BA, PGCE (Liverpool John Moores)  
B.Des (Liverpool), PGCE (LJMU/School Direct)

# STAFF LIST 2018-19

## DRAMA

Ms J Bimpson	Head of Department	BA , PGCE (Liverpool)
Miss A Helmn	Teacher of Drama	BA (University of Manchester)
Mrs J Parr	Director of School Direct and New Teacher Development	BA (Edge Hill), PGCE (Manchester)

## ENGLISH

Mrs N Travis	Head of Department (Acting)	BA (UCLan), PGCE (Cumbria)
Ms C Bailly	Teacher of English (Also Deputy Head)	BA (University of Wales), PGCE (University of London)
Mr R Bali	Teacher of English	BA (Salford), PGCE (Edge Hill)
Miss H Banks	Teacher of English	BA (Bolton), PGCE (Manchester)
Mrs K Bradley-Law	Teacher of English	BA (Belfast), PGCE (Manchester)
Miss C Brindle	Teacher of English (Also SENCO)	BA, PGCE (MMU)
Ms S Cox	Teacher of English	BA (Bolton), PGCE (LJMU/School Direct)
Mrs F Grainger	Teacher of English	BA (Victoria Uni of Manc'r), PCE (Victoria Uni of Manc'r)
Miss A Lane	Teacher of English (Also Assistant Head)	BA, PGCE (Leeds)
Mr D Johnson	Teacher of English & KS5 Co-ord.	BA (Open University), PGCE (MMU)
Mrs S Matthews	Teacher of English	BEd (Banglore University), QTS (MMU)
Ms K McKenna	Teacher of English	BA (York), MA (York), PGCE (Manchester)
Miss L E Murphy	Teacher of English & KS3 Co-ord.	BA (Leicester), PGCE (University of Manchester)
Miss L Smith	Teacher of English (Also Pastoral Leader)	BA (Leeds), PGCE (MMU)
Mrs I Taylor	Teacher of English	BA (UCLAN), PGCE (Edge Hill)

## HUMANITIES

Mr C Searle	Head of Department - Geography	BSc, PGCE (MMU)
Miss S Marshall	Second in Department - Geography	BSc (Sheffield), MSc (Sheffield)
Mr R Foy	Teacher of Geography (Also Lead Teacher in charge of Key Groups )	BA (Staffordshire), PGCE (MMU)
Mr D Hier	Teacher of Geography (Also Pastoral Leader)	BSc (Leeds), PGCE (Sheffield Hallam)
Miss C Knowles	Teacher of Geography	BSc (Nottingham), PGCE (MMU)
Miss C Smith	Teacher of Geography & History	BSc (Aberdeen), PGCE (MMU)
Mr S Tither	Head of Department - History	BA (Lancaster), MA (Cumbria), PGCE (Cumbria)
Mrs K E Bali	Head of Government & Politics (Also Head of Sixth Form)	BA (Hull), PGCE (Nottingham)
Mr T Cordwell	Teacher of History	BA (Lancaster), PGCE (Chester)
Mrs C Eccles	Teacher of History	BA (Cardiff), PCE (Southampton)
Mr T Grogan	Teacher of History	BA (Open University), PGCE (LJMU)
Mr P Koller	Teacher of History (Also Strategy Leader for Progress & Curriculum)	BA (Manchester), PGCE (Edge Hill)
Mrs L Lane	Teacher of History (Also Pastoral Leader)	BA (Manchester), GRTP (Lancashire)
Mr R Greenhalgh	Head of Department - Faith & Ethics	BA (MMU), PCE (Liverpool Hope)
Mrs C E Rowbottom	Second in Department - Faith & Ethics	BA , PGCE (Leeds)
Mrs E Bailey	Teacher of Faith & Ethics	BA (Bolton), PGCE (Edge Hill)
Mrs J L Edge	Teacher of Faith & Ethics (Also Assistant Head Teacher)	BA, PGCE (St Martins)
Mr C Moorhouse	Teacher of History and Faith & Ethics (Also KS4 Strategy)	BA (Manchester), MA (Bangor), PCE (Liverpool Hope)
Miss L B Murphy	Teacher of History and Faith & Ethics	BSc (Manchester), PGCE (LJMU)

## INFORMATION & COMMUNICATION TECHNOLOGY

Mr M Rifai	Head of Department (Acting)	BSc (UCLAN ), PGCE (Cumbria)
Mrs A M Blakeley	Teacher of Computing/ICT (Also Head of Faculty Key Stage 5 )	BA, GRTP (MMU)
Miss E Davison	Teacher of Computing/ICT	BL (Leeds), PGCE (Edge Hill)

## LANGUAGES & CULTURE

Mrs S Mansell	Head of Department	BA (Hull), PGCE (Leeds)
Miss S Walker	Second in Department	BA (Liverpool John Moores), PGCE (Liverpool Hope)
Miss C Booth	Teacher of Languages & Culture	MML (Manchester), PGCE (IOE London)
Miss M Diaz	Teacher of Languages & Culture	BA (Autonomous Uni. of Barcelona), MA (Uni. of Barcelona), PGCE (Uni. of Cumbria)
Mr A Dutta	Teacher of Languages & Culture	BA (Salford), SCITT (Buile Hill)
Miss S Jackson	Teacher of Languages & Culture	BA (Leeds), PGCE (Manchester)
Miss E Kipling	Teacher of Languages & Culture (Also Psychology)	BA (Manchester), BSc (Open University), PGCE (MMU)
Mrs E Lanoe	Teacher of Languages & Culture	Licence D'Anglais (Université Paul Valéry), PGCE (MMU)

# STAFF LIST 2018-19

## MATHEMATICS

Mr P Sexton	Head of Department (Acting)	BSc (Manchester), PGCE (MMU)
Mrs C A Barcham	Teacher of Mathematics (Also Duties and Educational Visits Co-ordinator)	BEd (University of Greenwich)
Mrs A R R Cordwell	Teacher of Mathematics	BSc, PGCE (Manchester)
Mr S Hayhurst	Teacher of Mathematics (Also Co-ordinator for Mathematics Mastery Across all Key Stages)	MEng (Bristol), PGCE (Institute of Education)
Miss A J Jackson	Teacher of Mathematics (Also KS5 Co-ordinator)	BSc, PGCE (Leeds)
Mr M A Jones	Teacher of Mathematics	BSc (Teeside), PGCE (St Martins)
Miss R Kinsella	Teacher of Mathematics	BSc (Manchester), PGCE (Edge Hill)
Miss K Leonard	Teacher of Mathematics (Also Assistant Headteacher)	BSc, PGCE (Liverpool)
Mr W Y Liu	Teacher of Mathematics (Also Teaching & Learning)	BSc (Manchester), PGCE (MMU)
Mr L McMahon	Teacher of Mathematics	
Miss J Pascoe	Teacher of Mathematics	BEd (Sheffield City Polytechnic)
Mr P Rigby	Teacher of Mathematics	BSc, PGCE (Loughborough)
Mrs C Sinclair	Teacher of Mathematics	BSc (Newcastle), PGCE (York)
Mrs R Thompson	Teacher of Mathematics	BSc, PGCE (Leeds)
Mr P Tiltman	Teacher of Mathematics (Also Assistant Head Teacher)	BA (Cambridge), GRTP (MMU)

## MEDIA STUDIES

Mrs E Miller	Lead Teacher Media	BA (Manchester), GRTP (Lancashire)
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## MUSIC

Mr J M Parkinson	Head of Department	B.Mus (Hull), MA (York), PGCE (Bretton Hall)
Mr S Shepherd	Teacher of Music ( Also Assistant Co-ordinator Schools Direct)	BA (Derby), PGCE (MMU)

## PHYSICAL EDUCATION

Mr L Carr	Head of Department	BSc, PGCE (Edge Hill)
Miss J Young	Second in Department	BSc (Loughborough), PGCE (Worcester)
Miss J Brown	Teacher of PE (Also Pastoral Leader)	BA (Durham), PGCE (Cumbria)
Mr D Lever	Teacher of PE (Also Science)	BA (Edge Hill), PGCE (MMU/School Direct)
Mr D McElroy	Teacher of PE (Also Pastoral Leader)	BA, PGCE (MMU)
Miss N R Parry	Teacher of PE (Also Assistant Head Teacher)	BA with QTS (Leeds)
Mrs R Wright	Teacher of PE (Also Pastoral Leader)	BEd, (Bedford)

## SCIENCE

Mr M Smith	Head of Department	BSc (Leeds), PGCE (Newcastle)
Mrs S Kotwal	Second in Department (Also KS4 Co-ord./BTEC)	BSc (UCLan)
Mrs C E Bach	Teacher of Science (Also Deputy Head Teacher)	BSc, PGCE (Leicester)
Mr J N Bach	Teacher of Science (Also Associate Assistant Head Teacher)	BSc, PGCE (Leicester)
Mr N V Coleman	Teacher of Science	BSc (Dundee), PGCE (Liverpool)
Mrs E Closs	Teacher of Science	BSc, PGCE (Manchester)
Miss R Downing	Teacher of Science (Also KS3 Co-ord.)(Maternity)	BSc (Leeds), PGCE (Sheffield Hallam)
Miss V P Graham	Teacher of Science	BSc with QTS (Edge Hill)
Mr J Kaniuka	Teacher of Science (with responsibility for Physics)	BSc (Salford), PGCE (MMU)
Mrs A Kelsall	Teacher of Science	BSc, GRTP (Bolton)
Mrs A J Kitson	Teacher of Science	BSc, PGCE (Manchester)
Mr D Lever	Teacher of Science (Also PE)	BA (Edge Hill), PGCE (MMU/School Direct)
Dr F Mamedy-Jackson	Teacher of Science (Also New Teacher Development Co-ordinator)	MA (Manchester), PGCE (MMU)
Miss K Molyneux	Teacher of Science	MSci ( Durham), PGCE (Sunderland)
Mr P O'Hagan	Teacher of Science	BSc (Belfast), PGCE (Edge Hill)
Miss L Outterside	Teacher of Science	BSc (MMU), PGCE (Lancaster)
Miss S Piercy	Teacher of Science	BSc (Lancaster), PGCE (Manchester)
Miss F Ross	Teacher of Science	BSc (Manchester), PGCE (LJMU/School Direct)
Miss H C Rothwell	Teacher of Science	M.Biochem (Oxford), PGCE (MMU)
Mrs S Soyler	Teacher of Science	MBA (Salford), PGCE (MMU)
Mr M Sykes	Teacher of Science (Also Pastoral Leader)	BSc, QTS (Edge Hill)

## SOCIAL SCIENCES

Miss I Wright	Head of Faculty (KS5)	MA (St Andrews), PGCE (MMU)
Miss A Paa	Teacher of Social Sciences	BSc (Bangor), PGCE (UCL)
Miss V Z Siddall	Teacher of Social Sciences	BSc (Bangor), PGCE (Keele)

# STAFF LIST 2018-19

## LEARNING SUPPORT TEAM

Mrs C Brindle  
Mrs A Davidson  
Mrs R Gartland

SENCO  
Learning Support Manager and Assistant SENCO  
Assistant Learning Support Manager

## SUPPORT STAFF SERVICES

Mrs G Burns  
Miss L Hathaway  
Mrs J Shaw

Business Manager  
HR Manager  
Head Teacher's P.A. also Clerk to Governors & Leadership Secretary

### Admin

Mrs B Philbin  
Mrs W Whipp  
Mrs G Curnock  
Mrs C Feehan

Reception Services Supervisor (Also Community/Events)  
Cover and School Direct Support  
Health Care Assistant  
Supervisor Curriculum and Sixth Form Support

### Finance

Ms E Dearnaley

Finance Office Manager

### Pastoral

Mrs J Hulme  
Mrs T Hilton

Pastoral Secretary  
Attendance Officer (Also Repro.)

### Reprographics

Mrs S Wyre

Reprographics Manager

## SERVICES

### Catering

Mr S Tomlinson  
Mrs E McCrory

Catering Manager  
School Meal Supervisor (Also Catering)

### Data

Mr S Buckthorpe

IT/Data Manager

### Exams

Mr D Haworth

Examinations Manager

### Housekeeping

Lynn Nuttall

Supervisor

### IT

Mr T Kwiatkowski

Network Manager

### Library

Mrs J Sprawling

Chartered Librarian & Learning Resource Centre Manager

### Site

Mr A Morris

Facilities Manager

### Student Support Centre

Miss C Whitehead  
Mrs K Hibbert  
Mrs S Thomas  
Mrs D Thompson  
Mr T Berry  
Miss S Taylor

Senior Pastoral Manager  
Pastoral Manager (Behaviour)  
Pastoral Manager (Child Protection )  
Pastoral Manager (Child Protection )  
Mental Health Worker  
Pastoral Care Officer

### Technicians

Mr R Hindle (Music & Events)  
Mrs C Holden (Design Technology)  
Miss K Ackers (Design Technology)

Curriculum Technician (Music & Events)  
Curriculum Technician (Design Technology)  
Curriculum Technician (Design Technology)

### Technicians - Science

Miss F Martin  
Mrs J Cooper  
Mr J Phow

Senior Science Technician  
Technician  
Technician

### Turton Sports Centre

Mr D Overend

Community Manager

**STAFF LIST 2018-19**

<b>GOVERNORS</b>		
<b>Governor</b>	<b>Representative status</b>	<b>Date of termination of office</b>
Mr O Hughes (Chair)	Co-opted	31/08/2021
Mrs T Boylin (Vice Chair)	Co-opted	08/07/2022
Mrs S Brown	Parent	12/10/2020
Mr L Carr	Co-opted	31/08/2021
Miss K Colderley	Co-opted	06/12/2019
Mrs M Foley	Co-opted	31/08/2021
Ms A Gorse	Co-opted	11/03/2022
Clr D Greenhalgh	Local Authority	14/10/2022
Mrs U Hodgson	Co-opted	31/08/2022
Mr M Jones	Staff	21/01/2022
Mr I Moore	Co-opted	16/10/2020
Mrs D Waddington	Co-opted	09/12/2021
Vacancy	Parent	
Vacancy	Co-opted	
Ms S Gorse	Head Teacher	
Mrs J Shaw	Clerk to the Governors	

Correct at time of print Sept 2018