

# 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 2019.

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 January 2019, Ofsted Inspectors visited Turton and rated us a school that continues to be good. Their report was highly positive and reflective of the general feedback we receive from all visitors to Turton.

Turton's overwhelming qualities are a calm, purposeful atmosphere where students flourish. Expectations are clear and students behave well, standards are high and students make excellent progress during their time with us.

'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 2019 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.

The Hive Switch defines our expectations for all students and underpins the calm, purposeful atmosphere that allows everyone to flourish.



# Admissions, Visiting the School, Communication

## Admissions

There are currently 270 places in each year group but every year we are oversubscribed. 625 parents applied to Turton for September 2019.

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

## 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' 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, Teaching & Learning

## Curriculum

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 curriculum, 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 are extremely proud of the Turton Curriculum. Students are given the opportunity to procure an education. This does not simply mean a set of exam results, although of course that is part of what is on offer, but also students will embrace the disciplines of academia: the Arts, Sciences and Humanities.

At Turton, we teach according to the ancient art of 'The Trivium' which is a method of teaching that incorporates three skills combined to produce, arguably, a good education. The three skills are referred to as grammar, dialectic and rhetoric. *Grammar* teaches the knowledge and mechanics of a subject to students based on what has been discovered in the past. All subjects have grammar, it is their knowledge base, their structure, the concepts, rules, facts and fundamentals of the subject. *Dialectic* is the thought, analysis, reasoning and discussion, and sometimes argument, which develops understanding. It is through dialectic that we take the best of what has gone before and bring it forward to create the future. Dialectic develops students as thinkers and philosophers who shape the future. *Rhetoric* is the application or the way thoughts and ideas are communicated; this can be in the form of essays, performances, presentations, exams etc. in short, Trivium is the knowledge (grammar) now understood (dialectic) being transmitted outwards as wisdom (rhetoric).

The knowledge that students learn has been carefully selected from universal knowledge to reflect 'the best that has been thought and said' (Matthew Arnold). Every year at Turton is important; no knowledge becomes redundant as a term or year passes: it all counts. The students' journey from year seven to year thirteen has been finely designed to allow for the cross-fertilisation of ideas between disciplines and subjects. It is at these intersections that new thoughts and ideas can flourish, and Students can step on without us to become the next greats of our society.

## 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 settled in October within each of the bands S and T.



# Curriculum, Teaching & Learning

## Key Stage 3: Years 7-9

In KS3 we have designed a powerful, knowledge-rich curriculum. Our KS3 homework ensures that all Students have not only been taught this knowledge, but also more importantly, that they remember it. This review work can take various forms including straight-forward ***rote learning, extending reading, and practice***. We are also confident about the correct sequence of learning, that our homework allows everyone to do the same homework at the same time. Some subjects that are set for ability, will do different homework units to reflect their different curriculum.

Turton KS3 homework both reflects learning being done in class at that time, but also circles back to earlier learning in order to have a cumulative effect by the end of year nine. No knowledge becomes redundant as a term or year passes: it all counts.

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, Teaching & Learning

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 First 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, Teaching & Learning

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, Teaching & Learning

## 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

Citizenship is taught throughout form time and through subject lessons. 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, Teaching & Learning

## 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.

# Curriculum, Teaching & Learning

## 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.

Students are, on the whole, in excellent **homework habits** when they arrive from primary school, and we capitalise on that by seamlessly transitioning into these same patterns of a weekly homework in all subjects, due in on the same set days every week. For the subjects that have more curriculum time (like English and Maths) that homework will take longer than other subjects where Students have only one or two lessons a week. All the homework is given to Students, and shared with parents on our website, in advance of the due date, whether that be in a termly or yearly format.

Our homework patterns support our '**Hive Switch**' (a behaviour agreement that the whole community supports in order to allow effective learning at school). There are no excuses, or extensions for not completing homework, (apart from of course compassionate reasons agreed by the teacher). At Turton we stick to deadlines. There is, of course, also a consequence for Students not working hard at home decided by the teacher. Staff at Turton want to support Students to do their very best, and that includes understanding the consequence of their actions.

By the time they reach Years 10 and 11, students are expected to take more responsibility for managing their work. 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.

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



# Curriculum, Teaching & Learning

## 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 Students, 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 Students whilst offering equality of opportunity and high standards of teaching.

## 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.

We also recognise that the Sixth Form is not just a vehicle for Higher Education, and, for those students who wish to follow a different path, we have dedicated sessions on other options available to them. We have built up links with a number of employers who are interested in students with A level and BTEC qualifications



# 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 March.

Full subject profiles are published once each year for students in Year 10 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 2019 results can be found in the statistical appendices to this prospectus.

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.

We have carefully and thoughtfully considered the nature of the curriculum in KS3 and what we want students to learn. Our assessments inform our teaching by ensuring that we test what has been taught and then assessing the extent to which students have learned the knowledge and skills.

Our aim is to establish a clear view of what pupils have achieved in each subject, and an understanding of their performance in the end of year exams relative to the cohort. This report is a snapshot of your child's progress and achievements throughout the year. It is not intended to reflect every aspect of their many skills and qualities.

The biggest indicator of success in any subject is not ability or intelligence – although these have a part to play – but work ethic. In general, students attain the results they have earned governed by their attitude to learning and the amount of effort they have applied to their learning throughout the year.

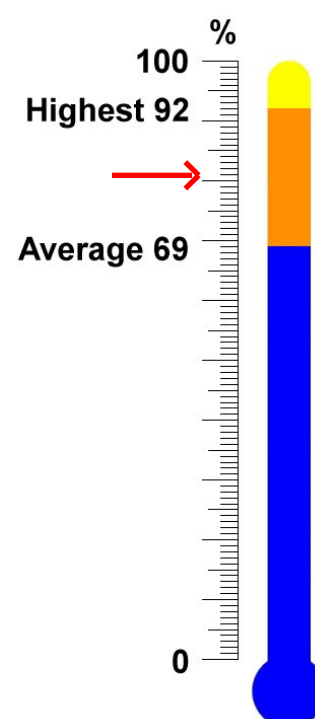
As work ethic is such an integral part of success, on your child's report you will find a work ethic score that is particular to that subject (IN refers to work in the classroom, OUT refers to homework and work done outside of the classroom). In addition to this, you will find an overall comment on your child's work ethic and attitude to learning, which reflects their average effort across all subjects studied.

I am frequently impressed by the learning behaviour and wide ranging talents and abilities of Turton students. Together we can ensure that your child makes good progress in their learning by assimilating knowledge, ensuring that they put forth their best effort to understand that knowledge and apply it in a variety of contexts.

Along with each subject report you will see a scale similar to the one shown here. This scale is designed to give you an indication of your child's performance relative to the cohort (year group). The arrow shows where your child's exam performance sits compared to the highest score on the exam and the cohort average.

I appreciate that you may wish to discuss the content of the report with someone in school. You may do this during our drop in day for parents on Wednesday 17th July between 8.30am and 4.30pm.

Sam Gorse  
Headteacher



# Geography

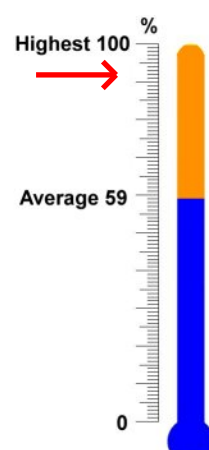
## Why we study Geography - Understanding people and processes through pattern and place.

Geography is a journey towards an understanding of our diverse, amazing and complex planet: Earth. Some 2,220 years ago, Greek scientist, librarian, poet and inventor Eratosthenes of Cyrene wrote a three-volume study of the known world. He called this work *Geographika* and the oldest of the sciences was born. Since that day, many more people have striven to understand, describe and explain the world in which they live. In doing so they have used the title of Eratosthenes book to categorize their efforts: Geography.

Geography utilises the natural sciences – biology, chemistry, geology and physics - and locates these disciplines within a dynamic and spatial understanding of both natural **processes** and of human societies. Whilst physical geography concerns the understanding of the dynamics of landscapes and the environment, human geography is concerned with an understanding of cultures, societies and economies.

Geographers place our understanding of social and physical **processes** within the context of **place**; recognising differences in cultures, political systems, economies, landscapes and environments across the world. While geography celebrates differences it also seeks to explore the many links and shared **patterns** we observe. Geography is about **people** and **processes**, understood through the **patterns** found in our environments, and expressed within a sense and recognition of **place**.

Geography brings together the best of human knowledge with a recognition of the complexities of human societies. Like society itself, and the landscapes in which we live, geographical ideas are constantly evolving, developing and adapting to fit an ever-changing world, and help us all to be more socially and environmentally sensitive, better informed and more responsible citizens.

Class :	7S3/Ge		Teacher:	Miss C H Y Knowles
Attitude to Learning				End of Year %
IN: Excellent	OUT: Excellent			
				93
Achievement:				
Aaaaa has made excellent progress in Geography and achieved an outstanding mark on the end of year exam. He is currently working at a level beyond that expected of someone of his age. He is able to intelligently discuss some of the interactions between the physical world and human activity and draw clearly argued conclusions about those links. When writing about geographical issues Aaaaa has worked to create solid essay structures and is developing a clear personal writing style.				
Strategies for improvement :				
Aaaaa has made an excellent start to Geography and should attempt to deepen his knowledge and understanding of the world by regularly reading a newspaper or watching the news for stories of geographical interest. This will help him continue to make solid progress in Year 8. He should endeavour to maintain his excellent effort and focus in lessons. When writing about the world today, he should try to add more detailed explanations to the descriptions he makes of geographical patterns.				

## 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 Bolton 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 £80 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 2019 –2020

**Deputy Head Teacher** - (Deputy Designated Safeguarding Lead)

Cathy Bach

**Assistant Head Teacher—**(Designated Safeguarding Lead)

Natalie Parry

**Pastoral Secretary**

Janet Hulme

**Attendance Officer**

Tina Hilton

**Head of Year 7**

Mark Sykes

**Head of Year 8**

Laura Smith

**Head of Year 9**

Jess Brown

**Head of Year 10**

Rebecca Wright

**Head of Year 11**

Dan McElroy

**Head of Year 12**

Craig McGowan

**Head of Sixth Form**

Kelly Bali

**Head of Year 13**

Lizzy Lane

**Senior Pastoral Manager (Deputy Designated Safeguarding Lead)**

Claire Whitehead

Mentors

Sarah Taylor

Kelly Hibbert

**Deputy Designated Safeguarding Lead**

Diane Thompson

**CBT trained**

Tom Berry

**Deputy Designated Safeguarding Lead**

Stephanie Thomas



# 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 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 School Ethos 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 9, 11 & 13)
1.00 pm	Lesson 4/Lunch Sitting 2 (Year 7)
1.30 pm	Lesson 4/Lunch Sitting 3 (Years 8, 10 & 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.

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>	<b>Boys Extra- Curricular Team Kit</b>
Navy blue Turton tracksuit (optional)	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 break and lunchtime but not 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. Mobile phones will be confiscated until the end of the school day if they seen during lessons.

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 2019-2020

## TURTON

### SCHOOL TERMS AND HOLIDAYS 2019/2020

#### **Autumn Term**

*Staff Training Day:	Monday 2nd September 2019
*Staff Training Day:	Tuesday 3rd September 2019
Term begins for students (Start for Yrs 7, 11 & 12):	Wednesday 4th September 2019
Term begins for students (Start for Yrs 8, 9, 10 & 13, normal day for Year 7, 11 and 12):	Thursday 5 <sup>th</sup> September 2019
Half Term:	Monday 21st October to Friday 25th October 2019
Term ends:	Friday 20th December 2019

#### **Spring Term**

Term begins for students & staff:	Monday 6th January 2020
Half Term:	Monday 17th February to Friday 21st February 2020
*Staff Training Day:	Monday 24th February 2020
Term ends:	Friday 27th March 2020

#### **Summer Term**

Term begins for students & staff:	Tuesday 14th April 2020
Bank Holiday:	Friday 8th May 2020
Half Term:	Monday 25th May to Friday 29th May 2020
Term ends:	Friday 17th July 2020

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

## **APPENDIX 1**

### **Exam Results**

At Turton we provide the young people in our care with a high quality education that is broad, purposeful and balanced. An education that affords our students a means to attaining the future they dream for themselves; as well as a breath of knowledge and understanding to take out into the world. As reflected in the examination results for 2019, our GCSE successes replicate our commitment to both the more traditional academic subjects and the arts and creative curriculum.

82% of our young people left with a grade 4 or above in English with over 65% gaining grade 5 or above.

Similarly, there were excellent results in French with over 63% getting a grade a grade 5 or above; in Spanish over 76% achieved above grade 5 and in Geography 69% left with grade 4 or above.

23% of our Biology students gained a grade 7 or above.

In dance 38% achieved a grade 9 and in drama 78% left with grade 5 or above; whilst In PE 91 % achieved grade 4 and 82% grade 5 and above.

The successes our students experience at Key stage 4 means that over 60% of them join our sixth form.

They go on to discover equal success in our sixth form where eventually 75% will go to university and 25% into higher level apprenticeships or employment.

Our sixth form is, again, a mix of successful traditional A' Level subjects – 67% of our Government and politics students, 77% of our English Literature students, 100% of our MFL and drama students achieve A\*- B - and Level 2 BTEC awards in subjects such as Health and Social care.

## **APPENDIX 2**

### **Year 13 Leavers 2018 - Destinations**

Out of 103 students, 91 went on to university which is 88% with 24% going to the Russell Group universities . The universities ranged across the country.

A breakdown of degrees is as follows:

English: 2  
History/Politics: 8  
Law: 4  
Journalism/Media/Film: 5  
Accounting/Finance/Business/Economics: 12  
Healthcare/Medical/Veterinary: 19  
Engineering: 12  
Other Sciences: 12  
Geography: 2  
Social Sciences: 6  
Maths/IT: 1  
Architecture/Art/Design/Technology: 5  
Music/Drama/Dance: 3  
Teaching/Education: 2

## STAFF LIST 2019-20

APPENDIX 3

### 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

Lead Data Analyst (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)  
Mrs L Smith (Also English)  
Miss J Brown (Also PE)  
Mrs R Wright (Also PE/English)  
Mr D McElroy (Also PE)

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

#### SENCO

Clare Brindle (Also English)

BA, PGCE (MMU)

#### SIXTH FORM

Miss K E Bali  
Mr P Koller  
Mr C McGowan  
Mrs L Lane

Director of Sixth Form (Also Head of Govt & Politics)  
Deputy Director of Sixth Form (Also History)  
Head of Year 12 (Also Business Studies & Economics)  
Head of Year 13 (Also History)

BA (Hull), PGCE (Nottingham)  
BA (Manchester), PGCE (Edge Hill)  
BA (Leeds Metropolitan University), PGCE (Manchester)  
BA (Manchester), GRTP (Lancashire)

### DEPARTMENTS

#### ART, DESIGN & TECHNOLOGY

Mrs A Terns  
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 (London Guildhall), PGCE (London)  
BA (Liverpool), ATC (Brighton)  
BA, PGCE (MMU)  
BA (Wolverhampton), PGCE (MMU)  
BA, PGCE (Central Lancs)

#### BUSINESS STUDIES & ECONOMICS

Mr M Barrow  
Mr C McGowan  
Mrs A Blakeley

Head of Business Studies & Economics  
Teacher of Business & Economics (Also Pastoral Leader Y13)  
Teacher of Business Studies (Also KS3 Strategy Co-ordinator and Teacher of Computing)

BA (Huddersfield), PGCE (Huddersfield)  
BA (Leeds Metropolitan University), PGCE (Manchester)  
BA, GRTP (University of Manchester)

#### COMPUTING

Mr M Rifai  
Mrs A M Blakeley  
Miss E Davison  
Miss J Pascoe

Head of Department  
Teacher of Computing (Also Teacher of Business Studies & KS3 Strategy Co-ordinator)  
Teacher of Computing (Also Professional Development Lead)  
Teacher of Computing (Also Maths)

BSc (UCLAN ), PGCE (Cumbria)  
BA, GRTP (University of Manchester)  
BL (Leeds), PGCE (Edge Hill)  
BEd (Sheffield City Polytechnic)

#### 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  
Mr A Little

Head of Department  
Head of Resistant Materials  
Head of Food  
Teacher of Food Technology  
Teacher of Food Technology  
Teacher of Design & Technology (Also Mathematics)

BA, PGCE (MMU)  
BA, PGCE (Liverpool John Moores)  
BA (De Montfort, Leicester), PGCE (MMU)  
BA (Liverpool John Moores), PGCE (Edge Hill)  
BA, PGCE (Liverpool John Moores)  
BEng (Queens, Belfast), PGCE (LJMU/School Direct)

#### DRAMA

Ms J Bimpson  
Miss A Helmn  
Mrs J Parr

Head of Department  
Teacher of Drama  
Teacher of Drama (Also Director of School Direct and New Teacher Development)

BA , PGCE (Liverpool)  
BA (University of Manchester), PGCE (MMU)  
BA (Edge Hill), PGCE (Manchester)

#### ENGLISH

Mrs N Travis  
Ms C Bailly  
Mr R Bali  
Miss H Banks  
Ms K Bradley-Law  
Miss C Brindle  
Ms S Cox  
Mrs F Grainger  
Mr D Johnson  
Mrs A Lane  
Mrs S Matthews  
Ms K McKenna  
Miss L E Murphy  
Mrs R Scott  
Miss L Smith  
Miss A Tabner  
Mrs I Taylor  
Mrs R Wright

Head of Department  
Teacher of English (Also Deputy Head)  
Teacher of English  
Teacher of English  
Teacher of English  
Teacher of English (Also SENCO)  
Teacher of English  
Teacher of English  
Teacher of English & KS5 Co-ord.  
Teacher of English (Also Assistant Head)  
Teacher of English  
Teacher of English  
Teacher of English & KS3 Co-ord.  
Teacher of English (Also Media)  
Teacher of English (Also Pastoral Leader)  
Teacher of English (Also Media)  
Teacher of English  
Teacher of English (Also PE and Pastoral Leader)

BA (UCLan), PGCE (Cumbria)  
BA (University of Wales), PGCE (University of London)  
BA (Salford), PGCE (Edge Hill)  
BA (Bolton), PGCE (Manchester)  
BA (Belfast), PGCE (Manchester)  
BA, PGCE (MMU)  
BA (Bolton), PGCE (LJMU/School Direct)  
BA (University of Manchester) PGCE (University of Manchester)  
BA (Open University), PGCE (MMU)  
BA (Leeds), BA (Open University), PGCE (Lancaster)  
BEd (Banglore University), QTS (MMU)  
BA (York), MA (York), PGCE (Manchester)  
BA (Leicester), PGCE (University of Manchester)  
BSc (UCLan), PGCE (LJMU/School Direct)  
BA (Leeds), PGCE (MMU)  
BA, QTS (Edge Hill)  
BA (UCLAN), PGCE (Edge Hill)  
BEd, (Bedford)



## STAFF LIST 2019-20

## HUMANITIES

Mr C Searle  
Miss S Marshall  
Mr R Foy  
Mr D Hier  
Miss R Kale  
Miss C Smith

Head of Department - Geography  
Second in Department - Geography  
Teacher of Geography (Also Lead Teacher in charge of Key Groups )  
Teacher of Geography (Also KS4/5 Strategy Co-ordinator)  
Teacher of Geography  
Teacher of Geography & History

BSc, PGCE (MMU)  
BSc (Sheffield), MSc (Sheffield)  
BA (Staffordshire), PGCE (MMU)  
BSc (Salford), PGCE (MMU)  
BSc (Leeds), SCITT (Kingsbridge)  
BSc (Aberdeen), PGCE (MMU)

Mr S Tither  
Mrs C Eccles  
Mrs K E Ball  
Mr T Cordwell  
Mr T Grogan  
Mr P Koller  
Mrs L Lane  
Miss B Allcock

Head of Department - History  
Second in Department - History  
Head of Government & Politics (Also Director of Sixth Form)  
Teacher of History (also Oracy & KS4 Strategy)  
Teacher of History  
Teacher of History (Also Deputy Director of Sixth Form)  
Teacher of History (Also Pastoral Leader)  
Teacher of History (Also Faith & Ethics)

BA, MA (Lancaster), PGCE (Cumbria)  
BA (Cardiff), PCE (Southampton)  
BA (Hull), PGCE (Nottingham)  
BA (Lancaster), PGCE (Chester)  
BA (Open University), PGCE (LJMU)  
BA (Manchester), PGCE (Edge Hill)  
BA (Manchester), GRTP (Lancashire)  
BA (Bangor), PGCE (LJMU/School Direct)

Mr R Greenhalgh  
Mrs C E Rowbottom  
Miss B Allcock  
Mrs E Bailey  
Mrs J L Edge  
Miss L B Murphy

Head of Department - Faith & Ethics  
Second in Department - Faith & Ethics  
Teacher of Faith & Ethics (Also History)  
Teacher of Faith & Ethics  
Teacher of Faith & Ethics (Also Assistant Head Teacher)  
Teacher of Faith & Ethics (Also History & Professional Mentor (SD))

BA (MMU), PCE (Liverpool Hope)  
BA , PGCE (Leeds)  
BA (Bangor), PGCE (LJMU/School Direct)  
BA (Bolton), PGCE (Edge Hill)  
BA, PGCE (St Martins)  
BSc (Manchester), PGCE (LJMU)

## LANGUAGES &amp; CULTURE

Mrs S Mansell  
Miss S Walker  
Miss R Birchall  
Miss C Booth  
Miss M Diaz  
Mr A Dutta  
Miss S Jackson  
Miss E Kipling  
Mrs E Lanoë  
Mrs C Locke

Head of Department  
Second in Department  
Teacher of Languages & Culture  
Teacher of Languages & Culture (Also Professional Mentor (SD))  
Teacher of Languages & Culture  
Teacher of Languages & Culture  
Teacher of Languages & Culture  
Teacher of Languages & Culture (Also Psychology)  
Teacher of Languages & Culture  
Teacher of Languages & Culture (Also Librarian)

BA (Hull), PGCE (Leeds)  
BA (Liverpool John Moores), PGCE (Liverpool Hope)  
BA (Cardiff), PGCE (LJMU/School Direct)  
MML (Manchester), PGCE (IOE London)  
BA (Autonomous Uni. of Barcelona), MA (Uni. of  
BA (Salford), SCITT (Bulle Hill)  
BA (Leeds), PGCE (Manchester)  
BA (Manchester), BSc (Open University), PGCE (MMU)  
Licence D'Anglais (Université Paul Valéry), PGCE (MMU)  
BA (Bradford), MA (LJMU), PGCE (MMU/School Direct)

## MATHEMATICS

Mr P Howard  
Ms E Johnson  
Mrs C A Barcham  
Mrs A R Cordwell  
Miss A J Jackson  
Mr M A Jones  
Mr C Kelly  
Miss K Leonard  
Mr A Little  
Mr W Y Liu  
Mr L McMahon  
Mrs D Ormisher  
Miss J Pascoe  
Mrs C Sinclair  
Mrs R Thompson  
Mr P Tiltman

Head of Department  
Second in Department  
Teacher of Mathematics (Also Exams Officer)  
Teacher of Mathematics  
Teacher of Mathematics (Also KS5 Co-ordinator)  
Teacher of Mathematics  
Teacher of Mathematics  
Teacher of Mathematics (Also Assistant Headteacher)  
Teacher of Mathematics (Also Design & Technology)  
Teacher of Mathematics (Lead for Teaching & Learning)  
Teacher of Mathematics  
Teacher of Mathematics  
Teacher of Mathematics (Also Computing)  
Teacher of Mathematics  
Teacher of Mathematics  
Teacher of Mathematics (Also Assistant Head Teacher)

BSc (Bolton), PGCE (Edge Hill)  
BEng (Victoria Uni of Manc'r), PGCE (Victoria Uni of Manc'r)  
BED (University of Greenwich)  
BSc, PGCE (Manchester)  
BSc, PGCE (Leeds)  
BSc (Teeside), PGCE (St Martins)  
BSc, Msc ( Lancaster), PGCE (Cumbria)  
BSc, PGCE (Liverpool)  
BEng (Queens, Belfast), PGCE (LJMU/School Direct)  
BSc (Manchester), PGCE (MMU)  
BSc (Edge Hill), PGCE (Liverpool Hope)  
BL (Cardiff), PGCE ( MMU)  
BED (Sheffield City Polytechnic)  
BSc (Newcastle), PGCE (York)  
BSc, PGCE (Leeds)  
BA (Cambridge), GRTP (MMU)

## MUSIC

Mr J M Parkinson  
Mrs H Hale

Head of Department  
Teacher of Music

B.Mus (Hull), MA (York), PGCE (Bretton Hall)  
B.Mus Ed (Aberdeen), GTCS

## PHYSICAL EDUCATION

Mr L Carr  
Miss J Young  
Miss J Brown  
Mr D Lever  
Mr D McElroy  
Miss N R Parry  
Mrs R Wright

Head of Department  
Second in Department  
Teacher of PE (Also Pastoral Leader)  
Teacher of PE (Also Science)  
Teacher of PE (Also Pastoral Leader)  
Teacher of PE (Also Assistant Head Teacher)  
Teacher of PE (Also English and Pastoral Leader)

BSc, PGCE (Edge Hill)  
BSc (Loughborough), PGCE (Worcester)  
BA (Durham), PGCE (Cumbria)  
BA (Edge Hill), PGCE (MMU/School Direct)  
BA (MMU) PGCE (LJM)  
BA with QTS (Leeds)  
BED, (Bedford)

## SCIENCE

Mr M Smith  
Mrs S Kotwal  
Mrs C E Bach  
Mr J N Bach  
Mrs E Closs  
Mrs F Crawford  
Mrs R Downing  
Miss V P Graham  
Mr J Kaniuka  
Mrs A Kelsall  
Mrs A J Kitson  
Mr D Lever  
Dr F Mamedy-Jackson  
Miss K Molyneux  
Miss L Outterside  
Miss S Piercy  
Miss F Ross  
Miss H C Rothwell  
Mrs S Soyler  
Mr M Sykes

Head of Department  
Second in Department (Also KS4 Co-ord./BTEC)  
Teacher of Science (Also Deputy Head Teacher)  
Teacher of Science (Also Lead Data Analyst)  
Teacher of Science  
Teacher of Science  
Teacher of Science (Also KS3 Co-ord)  
Teacher of Science  
Teacher of Science (with responsibility for Physics)  
Teacher of Science  
Teacher of Science  
Teacher of Science (Also PE)  
Teacher of Science (Also New Teacher Development Co-ordinator)  
Teacher of Science  
Teacher of Science  
Teacher of Science  
Teacher of Science  
Teacher of Science  
Teacher of Science (Also Pastoral Leader)

BSc (Leeds), PGCE (Newcastle)  
BSc (UCLan), GRTP  
BSc, PGCE (Leicester)  
BSc, PGCE (Leicester)  
BSc, PGCE (Manchester)  
BSc (Liverpool), MSc (Manchester), PGCE (LJMU/School Direct)  
BSc (Leeds), PGCE (Sheffield Hallam)  
BSc with QTS (Edge Hill)  
BSc (Salford), PGCE (MMU)  
BSc, GRTP (Bolton)  
BSc, PGCE (Manchester)  
BA (Edge Hill), PGCE (MMU/School Direct)  
MChem (UMIST), Ph.D (Manchester), GTP (MMU)  
MSci ( Durham), PGCE (Sunderland)  
BSc (MMU), PGCE (Lancaster)  
BSc (Lancaster), PGCE (Manchester)  
BSc (Manchester), PGCE (LJMU/School Direct)  
M.Biochem (Oxford), PGCE (MMU)  
BSc (University of East Anglia), MBA (Salford), PGCE (MMU)  
BSc, QTS (Edge Hill)

## SOCIAL SCIENCES

Miss I Wright  
Miss A Paa  
Miss V Z Siddall

Head of Department (Key Stage 5 Strategy Lead)  
Teacher of Social Sciences  
Teacher of Social Sciences

MA (St Andrews), PGCE (MMU)  
BSc (Bangor), PGCE (UCL)  
BSc (Bangor), PGCE (Keele)

## LEARNING SUPPORT TEAM

Mrs C Brindle  
Mrs A Davidson

SENCO  
Assistant SENCO

## STAFF LIST 2019-20

## COVER SUPERVISORS

Steve Jones	Cover Supervisor
Mariyam Kadva	Cover Supervisor

## SUPPORT STAFF SERVICES

Ms G Burns	Business Manager	BSc (Warwick), ACA
Miss L Hathaway	HR Manager	
Mrs J Shaw	Head Teacher's P.A. also Clerk to Governors & Leadership Secretary	

## Admin

Mrs B Philbin	Reception Services Supervisor (Also Community/Events)
Mrs W Whipp	Lesson Cover and School Direct Support
Mrs G Curnock	Health Care Assistant
Mrs C Feehan	Supervisor Curriculum

## Finance

Ms E Dearnaley	Finance Office Manager
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## Pastoral

Ms J Hulme	Pastoral Secretary
Mrs T Hilton	Attendance Officer

## Reprographics

Mrs S Wyre	Reprographics Manager and School Essentials
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## SERVICES

## Catering

Mr S Tomlinson	Catering Manager
Mrs A Rowson	Assistant Catering Manager
Ms K Colderley	SMSA Team Supervisor (Also Front of House Supervisor)

## Data

Mr S Buckthorpe	IT/Data Manager
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## Exams

Mr D Haworth	Examinations Manager
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## Housekeeping

Lynn Nuttall	Supervisor
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## IT

Mr T Kwiatkowski	Network Manager
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## Library

Mrs C Locke	Librarian (Also Teacher of Languages & Culture)
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## School Essentials

Mrs S Wyre	Manager, Also Reprographics Manager
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## Site

Mr A Morris	Facilities Manager
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## Student Support Centre

Miss C Whitehead	Senior Pastoral Manager
Mrs K Hibbert	Pastoral Manager (Looked After Children)
Mrs S Thomas	Pastoral Manager (Child Protection )
Mrs D Thompson	Pastoral Manager (Child Protection )
Mr T Berry	Mental Health Worker
Miss N Ingham	Pastoral Care Officer
Miss S Taylor	Pastoral Care Officer

## Technicians

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

## Technicians - Science

Miss F Martin	Senior Science Technician
Mrs J Cooper	Technician
Mr J Phow	Technician

## Turton Sports Centre

Mr D Overend	Community Manager
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GOVERNORS		
Governor	Representative status	Date of termination of office
Mr O Hughes (Chair)	Co-opted	31/08/2021
Mrs T Boylin (Vice Chair)	Co-opted	08/07/2022
Mr L Carr	Co-opted	31/08/2021
Miss K Colderley	Co-opted	06/12/2019
Dr L Cove	Parent	14/10/2022
Mrs M Foley	Co-opted	31/08/2021
Ms A Gorse	Co-opted	11/03/2022
Cllr 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 R Overton	Parent	14/10/2020
Mrs D Waddington	Co-opted	09/12/2021
Vacancy	Co-opted	
Ms S Gorse	Head Teacher	
Mrs J Shaw	Clerk to the Governors	