

## **THE FALLIBROOME ACADEMY PROSPECTUS**

### **ADMISSIONS CRITERIA 2013/14**

In the event of The Fallibroome Academy being over-subscribed the Governors of the school, in prioritising applications, will use the following criteria:-

1. Cared for Children – as defined in section 22 of the children act 1989.
2. Pupils whose brother or sister attends the school and who is expected to continue at the school in the following school year. This also includes half-brothers/sisters and unrelated children living together as part of one household.
3. Children of all staff employed at the Academy for two or more years, at the time at which the application for admission to the school is made, or staff recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Pupils who attend one of the following feeder primary schools:-
  - Bollinbrook
  - Broken Cross
  - Mottram
  - Nether Alderley
  - Prestbury
  - Upton Priory
  - WhirleyAll schools will be treated equally.
5. All other pupils based on distance criteria.

If the school is named in a statement of educational needs the Governors have a duty to admit the child to the school.

In relation to children of multiple births, exceptionally it may be necessary to offer places over the published admission number. This is to ensure that, as far as possible, siblings (i.e. twins, triplets or children from other multiple births) can attend the same school.

Where capacity is exceeded in any of the above admission criteria a place will be allocated to the student living nearest to the school measured using an 'address – point system'. (i.e. the Local Authority distance measuring system which measures straight line distance in miles from the student's permanent place of residence to the main school).

Proof of address and residency may be required and the Governors retain the right to withdraw any place offered on the basis of a fraudulent or intentionally misleading application.

When a child lives at more than one address e.g. spends part of each week at different addresses, full details of the arrangements must be included on the application form (or by means of an accompanying note) to enable the Governors to decide which address (or, exceptionally, addresses) to use for admission purposes.

Late applications for places will be considered after all applications received on time.

Repeat applications will not be considered within the same school year, unless the parents' or the school's circumstances have changed significantly since the original application was made.

Pupils whose applications for year 7 are unsuccessful will be placed on a 'reserve list' for the first term of the academic year. If any further places become available, they will be allocated according to the oversubscription criteria set out in these arrangements.

Following changes in admissions legislation, applications for school places received after the first day of the school year into the relevant age group (which includes the reception class at age 4+ and secondary transfer at 11+) or into any other year group must be made on the common application form provided by the authority where you live, i.e. your 'home' local authority.

#### SCHEDULE FOR ADMISSIONS TO YEAR 7

September	Information and application packs are made available for parents by the local authority, inviting a parental statement of preferences of secondary school.
October	Preference forms are to be submitted to the authority by the given date.
November	The authority sends preference forms to school and the Governors' Admissions Panel applies the agreed criteria.
January	The school informs the authority of which pupils are to be offered a place.
March	The authority advises parents whether their application has been successful and informs unsuccessful applicants of their right of appeal.

#### SIXTH FORM ENTRY REQUIREMENTS

Fallibroome Sixth Form is open to students of Fallibroome and other schools for whom AS level study is the next suitable step. Students should have attained GCSE passes at grade B or above in the subjects they wish to study and meet other entry requirements as stated on each subject information page. All students should have gained a minimum of three B grade passes at GCSE, and two grade C passes at GCSE including a pass at A\*-C in English and Mathematics although in some cases students with extenuating circumstances or strong performance in particular subject areas will be favourably considered. There should also be evidenced of sustained effort in Year 11 and good attendance sufficient to ensure a successful outcome at AS/A2 level.

## **THE FALLIBROOME ACADEMY**

Fallibroome was granted Academy status on September 1<sup>st</sup> 2010. We are a state maintained independent school but remain an open access comprehensive school serving our local community.

The Academy is a registered company limited by guarantee and is an 'exempt charity', governed by a Board of Governors appointed by the Academy Trust. In September 2010 all the Governors of Fallibroome High School transferred to the Academy Board. The Academy is committed to the principles of comprehensive education and serving the needs of our local community. In addition we are a National Support School and take the lead role in the national drive for higher standards by actively supporting schools in challenging circumstances.

In addition we are a designated National Teaching School. To date this significant role has been awarded to only 100 schools in the country. Following rigorous assessment of standards, outcomes and the quality of support offered other schools, designated Teaching Schools are charged with improving the quality of teaching, learning and leadership across an 'Alliance' of schools. This is a welcome benefit and a significant responsibility. Fallibroome staff will have access to the highest quality professional development, which will lead to improved opportunities for students. Our staff will also engage in research and development projects so we can ensure we are constantly improving.

We are also a Specialist College of Performing Arts which brings enhanced opportunities for students and staff to succeed.

Our prime concern is to create the conditions for personal growth and effective learning. This simple philosophy has generated outstanding outcomes, by any measure, in recent years and we relentlessly strive for further improvement.

## **THE BUILDING**

We continue to invest in building improvements and in 2012 opened a £1.5m suite of eight classrooms, a new conference facility and a bespoke Pastoral Support Centre. The Governors are committed to further improvements to the built environment in order to provide our students and staff with top quality, well maintained facilities.

The school is situated near the boundary between Macclesfield and Prestbury, adjacent to the Macclesfield Leisure Centre.

The buildings are modern, attractive, and well constructed. During thirty three years of the school's life there have been significant additions to the building, all of which have been constructed in keeping with the style of the original phase. The specialist accommodation includes nine Science laboratories and excellent Technology, Performing Arts, ICT, PE and Art facilities. There is also high quality suited accommodation for English, Mathematics, History, Geography, Business Studies, Learning Support, RESPECT and Modern Languages.

The recently constructed eLearning Suite comprises six specifically designed ICT enabled learning spaces offering flexible accommodation to support a variety of learning activities. These are available for use by all departments throughout the year. All teaching rooms are equipped as eLearning environments with digital projectors and electronic whiteboards as standard.

We opened our new Media Suite in 2010 which includes industry standard production and editing facilities and a state of the art TV studio. All areas of the curriculum are supported and our students are offered constant high-speed Internet access from all workstations together with a personal e-mail account. A well-stocked and professionally managed Learning Resource Centre ensures that students have access to every kind of resource to support their studies.

In recent years one of our major projects was the £2.8 million programme to extend the Music, Dance and Drama facilities, which included the building of new Dance, Drama and Music Recording studios. We also doubled the size of the ICT suite. In 2008 we initiated a rolling programme of investment in Science and Technology with the refurbishment of two Science labs and the Food Technology suite.

Our sports facilities are good with a large, recently refurbished sports hall and a separate training hall, as well as extensive, very attractive sports fields, which include tennis and netball courts, soccer, rugby and hockey pitches and a new synthetic pitch. (There is an excellent area for ecological study, and also a courtyard garden and pond that enhance the already attractive buildings).

A purpose-built Sixth Form Centre with a large common room, ICT Suites and Seminar Rooms provides excellent accommodation for students in post-16 education.

A Medical Suite with improved facilities for physically disabled students was completed in 2004.

## **eLEARNING**

Fallibroome has a proven track record of embracing the use of new technologies in teaching and learning and offers a comprehensive suite of Information Technology Services across the campus.

We use a commercial broadband solution to enable full access to a range of internet services, including the school website and learning platform plus an increasingly wide variety of online curriculum resources. Cloud technologies are utilised and all students have a Fallibroome Gmail account to use for their studies at home and at school plus an eportfolio space on the learning platform.

A school wide high speed network supports all curriculum and administrative functions, with over 600 workstations. Hundreds of curriculum software titles are available across the

network, alongside subject specialist applications in designated suites, such as ICT, Design and Technology, Music and Media.

Wireless access to this network is available for staff and students in all areas of the school to enable mobile learning practices using laptops, netbooks, iPods and more recently, iPads.

In addition, students can access our wireless hotspot to access the Internet using their own devices such as iPods, Smartphones, iPads, tablets etc.

Our web-based Parental Gateway offers all parents secure access to up-to-date information about their child, such as attendance, timetable, behaviour etc. Communication with parents is also facilitated by the use of email, Twitter and text messages. Staff can be reached easily by email and addresses are published on our website.

Our students enjoy safe broadband Internet and email access supported by industry standard web filtering solutions. We take eSafety very seriously and provide a comprehensive programme of education and training activities within the curriculum. Our eSafety Policy is published on our school website.

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## **SPECIALIST ARTS COLLEGE**

The Fallibroome Academy achieved Specialist Status in the Performing Arts in 2003 and since then has embarked on an adventurous and forward thinking programme of Arts activity permeating the life of the school, a network of partner primary schools, Park Lane Special School, and local, regional, national and indeed international community. Providing numerous opportunities for students to participate in the Performing Arts, both within the curriculum and through an extended programme of extra curricular activities, our specialist status has brought significant extra funding into the school allowing us to develop the accommodation and resources we have available, as well as releasing funding to support the whole school community. Students have numerous opportunities to participate in workshops with professional artists, take part in visits to the theatre, concert hall and locations abroad, and benefit from access to a network of organisations providing work experience and expert advice. Above all, every student has the opportunity to develop the skills and competencies required to succeed in the modern work. Performing Arts status also allows us to celebrate achievement and creativity, witnessed through regular performances in and around the school and events through the school year.

## **CURRICULUM POLICY**

The curriculum, both inside and outside the classroom, provides the framework through which our aims for each individual will be achieved. It is planned to equip young people

with the knowledge, concepts and skills required to help them meet the demands and challenges of an ever-changing technological world and become useful citizens, both in the world of work, and in the local, national and international communities.

The National Curriculum is delivered in a context of equal opportunity, and an environment of personal challenge, in which achievement is a prime factor. We respect the students' entitlement to quality in all areas of their education, and accept our responsibility to strive to ensure it.

In order to create coherence and continuity The Fallibroome Learning Community has been established with seven partner primary schools. This unique model allows the schools to plan progression from age 3 – 19 and to adopt common teaching and learning protocols. Work in this area has been recognised by the award of Leading Edge Status by the DfE and the Specialist Schools and Academies Trust who recognised our Partnership by the prestigious Chief Executive Award for the 'school that makes the most significant contribution to enhancing opportunities for its family of schools' in 2008.

Fallibroome has always demonstrated strengths across the whole range of the curriculum and these are reflected in our excellent examination results and in high achievement in such areas as Sports and the Performing Arts. This breadth of opportunity provides students with a wide range of examination courses, whilst maintaining essential balance and choice.

The combination of Fallibroome's traditional strengths and the constant drive for innovation and improvement is one of the school's trademarks. The Fallibroome Academy actively supports the values and principles of the Cheshire 14 – 19 Learning Entitlement. This commitment to collaboration has led to greater coherence at KS4 and KS5 and wider opportunities for students.

All subject areas strive to adjust their teaching strategies and the organisation of their groups to cater for the individual needs of their students, according to age, ability, capability and learning style. Information and Communications Technology forms an integral part of their work and provides a tool for more effective learning.

Religious Education is taught throughout the school and follows the agreed Cheshire Syllabus. Parents have the right to withdraw their children from this part of the curriculum, and should contact the Principal should they wish to do so.

### **Key Stage 3, Years 7, 8 and 9**

In Year 7, students follow a common curriculum and there is some grouping by ability. Specific learning difficulties and other special needs are addressed through Quality First Teaching including those of the more able students. These issues are tackled using different strategies according to the subject area. The Learning Support Department will

identify students to receive extra support and tuition. Students are offered a variety of pathways through the curriculum in order to enhance their opportunities to succeed.

The study of a second modern foreign language, either German or Spanish, is introduced for the large majority of the pupils in Year 8.

From Year 8, students are taught in ability groups in English, Mathematics, Modern Foreign Languages, History and Geography.

Information and Communications Technology is delivered across all subject areas and via discrete lessons. Some students follow an alternative curriculum in Y9 which has been developed over recent years.

### **Key Stage 4, Years 10 and 11**

In addition to the core subjects (English, Mathematics, Science, Physical Education, Religious Education and Personal and Social Education), options are chosen leading either to the General Certificate of Secondary Education (GCSE), BTECs or other vocational qualification.

For most students, these courses lead to 9 or 10 GCSEs/BTECs (more in some cases), with a small number of students following courses leading to a vocational qualification. Work placements and alternative curriculum options are also provided, according to need.

The Curriculum is kept under review to ensure that it remains relevant to the needs of our students.

### **Key Stage 5, Years 12 and 13**

The Sixth Form programme will be in line with the requirements of current legislation and ensures that students follow a broad range of subjects. Students usually select 4 subjects to study to Advanced Subsidiary Level (AS), taking modular examinations during Year 12. Some students leave with AS qualifications but most will continue to study 3 or 4 of their chosen subjects to Advanced Level (A2) in Year 13.

There are also diverse opportunities for personal growth and leadership development for Sixth Form Students through a variety of voluntary programmes, such as community work, fund raising, peer tutoring and in-class support. Students are also invited to apply to join one of the many management teams, including the Student Management Team which represents the views of the student body and meets regularly with the Head of Sixth.

Alongside their AS/A levels, students follow a curriculum enrichment programme designed to develop their range of knowledge and skills. Students follow the AQA extended project, take part in national challenges or add to their skills through courses such as grub on a

grant, digital photography, first aid or working towards the Duke of Edinburgh silver/gold award. Further details can be found in the Sixth Form prospectus.

“The Sixth Form enrichment programme is outstanding and sets a new benchmark for Sixth Form extra-curricular activities.” Ofsted

## **SEX EDUCATION**

The Education Reform Act (1988) requires that the school curriculum should promote the spiritual, moral, cultural, mental and physical development of all students, and prepare them for all the opportunities, responsibilities and experiences of adult life.

The Education Act (1993) further requires that sex education, including education about HIV, AIDS and other sexually transmitted infections, is provided for all students, and that the school’s policy document concerning this aspect of the curriculum is available to parents on request.

The governors recognise their legal duty under the National Curriculum to ensure that students are taught about human reproduction and the physical and emotional changes which take place during adolescence.

Sex Education is an integral part of the RESPECT course, which continues throughout the school curriculum. It seeks to provide opportunity for personal growth, the development of values and attitudes and an understanding of the skills required to build caring relationships. Responsible behaviour, decision making within a moral framework and the benefits of a stable family life are features of the course.

A wide range of topics, some of which may be considered sensitive, are covered with groups as appropriate, according to the age and maturity of the students. They include:

- Personal Relationships
- Education for Parenthood
- Family Life
- Gender Differences
- Contraception
- Sexually transmitted infections, including HIV and AIDS

The courses are delivered by a specialist team of teachers, who will sometimes include speakers representing Family Planning and other Health Agencies.

Sex Education is seen as a partnership between school and home to help young people reach responsible adulthood. Parents having any concerns about their child’s participation in these lessons are encouraged to raise the matter with the Principal or the Head of RESPECT.

## **SPECIAL EDUCATION NEEDS POLICY AND LEARNING SUPPORT**

The school is committed to inclusive education and strives to respond to the particular learning needs of each individual student, and subject departments make every effort to accommodate these in their teaching strategies and Quality First Teaching.

Some students experience particular learning difficulties as a result of one of many possible causes, such as Dyslexia or Dysgraphia. This may result in the student having poor reading and numeracy skills, thereby hindering progress in the curriculum. Others are emotionally, behaviourally or physically disadvantaged. A few students are the subject of Statements of Special Educational Needs made under the 1981 Education Act, which identify the support required for the difficulties they encounter. The Learning Support Department generates strategies for these students, called Accessibility Plans, and co-ordinates their implementation.

- Students with Statements or Individual Pupil Funding (IPF) receive the resources and help identified in the statement. Where this includes the help of a Teaching Assistant, that person accompanies the student to the appropriate areas of the curriculum – as determined by the SENCO.
- When there is a need for specialist learning support, but the problem is not deemed by the Local Education Authority to warrant a Statement, the school may decide to withdraw the student from some lessons in order to provide this.
- Students with poor reading skills are identified at the beginning of their time at Fallibroome and are given extra help to improve basic skills. This help is provided by a team of staff, parents and senior students who undertake specific training for this purpose.

The school follows the guidelines for learning support provided by the Department for Education (DfE). It also works closely with the Educational Psychologist and other external support agencies which provide help for students, in order to assist each individual in gaining most benefit from the curriculum. The work of the Learning Support Department is overseen by an Assistant Principal of the school. We are very conscious of the importance of this aspect of our work and it is therefore essential that parents feel able to contact the school with any questions and concerns they may have.

Despite our Academy status the Local Authority retains responsibility for the allocation of places and funding for students with identified special educational needs.

## **THE PASTORAL STRUCTURE**

The pastoral system aims to provide each student with a happy, secure school environment by the use of positive student management. Learning Managers are responsible for

monitoring the progress and welfare of students and for supervising the work of the form tutors. Each student is placed in a mixed ability tutor group of approximately thirty boys and girls. The tutor's job is to get to know the children well, and to take responsibility for day-to-day administration, ensuring high standards of discipline and uniform. During the week, structured activities take place in registration periods focusing on study skills, leisure interests, current affairs and other diverse topics.

The Learning Manager is the first point of contact with parents when there is concern about the progress or welfare of any student. The school has contact with a number of support services and can provide help and advice in many ways. The pastoral system is overseen by two Assistant Principals who have responsibility for Year 7 – 11 and Years 12 and 13 respectively. They are assisted by a non-teaching Pastoral support team.

Over the years we have tried to encourage an open-door policy, where parents can feel free to come in, by appointment, to discuss their child's progress, or to voice any concern, however small. This dialogue between parents and the school is of mutual benefit, and is complemented by the many occasions set aside during the year for consultations and curriculum explanations.

We have strong links with our associate primary schools which enable us to maintain continuity and progression in our curriculum.

All students are invited to spend at least one day with us during the summer term preceding entry into Year 7, in order to experience a normal working day.

All students belong to one of four Communities, each led by a Community Manager and supported by 6<sup>th</sup> form students. This system provides opportunities for students to participate with people from other year groups in a variety of competitions, challenges and fundraising activities. Students in Year 7 – 11 can apply to be on the Community Council which consists of 5 sub-councils; Primary liaison council, Events council, Press and publicity council, Charity council and Leadership council. This provides an opportunity for students to develop their leadership skills, make a significant contribution to the school, present ideas about how the school could be improved to the Leadership Team and work with students from our feeder primary schools.

Diverse opportunities for personal growth and leadership development also exist through a variety of voluntary programmes, such as Year 7 Student Ambassadors, Student librarians, ICT leaders, Dance leaders, Year 11 Peer Mentors and Student Leaders. Sixth Form can apply to join the Student Liaison Team in Year 12 or the Student Management Team in Year 13.

Diverse opportunities for personal growth and leadership development also exist through a variety of voluntary programmes, such as Year 7 Student Ambassadors, Year 10 Peer Mentors and Year 11 Student Leaders. Students in Years 7 – 11 are also invited to apply for election to the Year and School Councils and students in the Sixth Form can apply to join the Student Liaison Team in Year 12 or the Student Management Team in Year 13.

## **The Anti-Bullying Policy**

We believe that children have the right to be in a secure environment, protected from all types of bullying. The importance of this issue is underlined by the School's Anti-Bullying Policy, which was drawn up by governors, staff, parents and students and undergoes periodic review by a similar group. It is also one of the fundamental principles of the 'Every Child Matters' agenda. The subject forms a significant part of the Pastoral Curriculum and is also dealt with in several modules of work in RESPECT lessons. We consider bullying to be against our underlying ethos and completely unacceptable. Our policy addresses both the issues faced by the victim and strategies to be adopted with the perpetrator. Students and parents are encouraged to make the school aware of instances of bullying which are then dealt with by senior staff.

## **The Drugs Policy**

The governors are very conscious of their responsibilities with respect to Drugs Education. The subject is an important part of the curriculum throughout the school and involves the health and social issues associated with the use of both legal and illegal substances, stressing the strategies young people can use to avoid becoming involved with them. The school's policy on Drugs Education emphasises the need for an effective partnership between the school and parents, in a concerted effort to ensure that the students are well informed about all aspects of the subject. Lessons are taught by a specialist team of teachers and are planned to help students develop a thorough understanding of the likely consequences of drug abuse and also have the judgement to say 'no' to their use. It is against the school rules for illegal and other potentially dangerous substances to be brought into school, and instances of contravention of this rule are dealt with very seriously by the governors.

## **Child Protection Policy**

The school follows the Local Authority Child Protection procedures, outlined in our Child Protection policy. An Assistant Principal is the designated Child Protection Teacher, and one of the Learning Managers deputises in his absence.

## **COLLECTIVE WORSHIP AND ASSEMBLIES**

We have a planned programme of collective reflection which includes assemblies held in Year Groups and for separate sections of the school.

It is our intention to foster high moral and ethical standards and to encourage students to reflect on important issues and demonstrate a caring attitude, enabling them to develop greater emotional intelligence and awareness of the needs of others.

Parents have the right to withdraw their children from this activity, as well as the Religious Education part of the RESPECT course, but we are pleased to say that this is a very rare occurrence.

## **HOMEWORK**

The purpose of homework is:

- To encourage students to develop the skills, confidence and motivation needed for lifelong independent learning
- To consolidate skills and understanding
- To extend learning beyond the classroom e.g. through additional reading and research
- To manage particular demands, such as GCSE deadlines

In summary, homework helps to develop a positive attitude to study and learning and is thus an important part of the student's experience from the outset.

All subjects at KS3 will set homework with the exception of PE, Music, Dance and Drama. Departments will:

- Set a minimum of 1 homework every 3 lessons
- Set a project each half term
- Or a mixture of both

Each department has a Home learning page for Years 7 – 11 on the school website which explains their practice in further detail and provides resources you use to help support your child's learning at home: [www.fallibroome.org.uk](http://www.fallibroome.org.uk)

At KS4 homework is set on a regular basis. Extended writing tasks, exam-style questions and assessment preparation tasks are common homework tasks at this level.

Each student has a planner, which must be kept up to date. We ask parents to sign this weekly to let us know that they are aware of the work to be done.

It is also important that students are able to do their homework in a quiet environment that is conducive to study. We strongly recommend that the student is seated at a table and that the television, radio and CD player are switched off. We also recommend that homework occupies a specific part of the evening or weekend, and does not become a fragmented process that punctuates other activities.

Whether used for homework or classwork, books should be free of graffiti and kept solely for the purpose for which they were given.

If you have issues relating to homework please contact the subject teacher in the first instance and then if the issue is not resolved the Director of Teaching and Learning (contact

details can be found on the Home learning pages on the school website.) If you have issues across several subject areas please contact the Learning Manager.

Homework Club is held every lunchtime 12.30-1.20 in C15 and Monday, Wednesday and Thursday until 4.30 pm in the LRC (Tuesday until 3.35 pm.)

## **BEHAVIOUR AND ATTENDANCE**

We believe that an ordered, disciplined atmosphere is the best environment for effective learning. Our system is based on the premise that we exhibit mutual respect and exercise self discipline. The small number of rules in the Code of Conduct are for the safety and mutual benefit of each member of the school community.

We aim to start from a positive stance with the emphasis on reward rather than sanctions. This is done by using a wide range of methods, including Community Stamps, Letters of Commendation, and positive verbal and written comments.

The Code of Conduct is given to everyone in the school community, and everyone is expected to adhere to it.

It is sometimes necessary to use sanctions in support of our school discipline. These include extra work, withdrawal of privileges, internal reporting, misconduct forms and detentions. After-school detentions, level 1, 2 and 3, run until 4.30 pm, at the latest and are operated by individual departments, and for more serious instances the Principal's detention, known as School Detention Level 3, takes place each Friday after school. This latter detention is recorded in the student's file.

Parents receive notification of detentions in writing, via their child, and they are asked to sign the form to acknowledge receipt. At least twenty-four hours' notice is given for all after-school detentions, so that issues such as transport can be re-arranged. It should be noted that Section 5 of the Education Act 1997 permits schools to detain students after school for disciplinary reasons without parental consent.

Our intention is always to involve parents where there are serious concerns regarding a student's work or behaviour and the appropriate Learning Manager or the Student Manager will meet parents to discuss issues. Only the Principal may decide to exclude a student, either for a fixed term or permanently. In the event of this happening, the school will advise parents of their opportunities to appeal against the decision.

In an attempt to avoid exclusion, students may be required to attend a School Panel Review meeting with representative governors and the Student Manager. This provides an opportunity for an agreed standard of behaviour to be set out in writing and signed by the student.

The school makes every attempt to ensure that everyone is aware of the standards of behaviour, dress and punctuality that we expect, and makes every effort to be consistent in dealing with the issues which arise.

## SCHOOL UNIFORM LIST

### GIRLS

1. Bottle-green blazer - with school badge
2. Grey box pleated skirt with Fallibroome logo; length size 18" and 20" or plain charcoal grey/black tailored trousers
3. Grey V-necked jumper with Fallibroome logo (optional)
4. White blouse with shirt collar
5. School tie: green with red and white stripes
6. Black, flat/low broad-heeled leather/leather-look shoes no higher than 5cms./2 ins. No thin/stiletto-type heels of any height. No trainers.
7. Black, grey or natural plain tights (or black, grey or white ankle or knee-length socks)

In summer girls can wear the summer blouse with school logo, (no tie or blazer), or may continue to wear the winter uniform.

### Games Kit

1. Bottle-green wrap-over skirt (kilt style) - with school badge
2. Plain black 'fitness' shorts
3. Plain black shorts with school badge – optional
4. Plain White polo shirt with a collar - with school badge
5. Plain black tracksuit bottoms with school logo
6. Monogrammed bottle-green sweatshirt with school badge
7. Bottle-green socks
8. Training shoes, not pumps.

### Design and Technology

Apron

### Dance and Drama

1. Plain black T-shirt
2. Plain black tracksuit bottoms.

**The wearing of jewellery or make-up is not permitted under any circumstances.**

**Extreme hair styles and/or colours are not acceptable.** All items of uniform are available from Finesse or Trutex, Macclesfield.

## **BOYS**

1. Bottle-green blazer - with school badge
2. Plain charcoal grey/black tailored trousers
3. Grey V-necked jumper with Fallibroome logo (optional)
4. White shirt
5. School tie: green with red and white stripes
6. Black leather/leather-look shoes not trainers
7. Black, grey, white or green socks

In summer boys can wear the summer shirt with school logo, (no tie or blazer), or may continue to wear the winter uniform.

### **Games Kit**

1. Bottle-green Rugby shirt with school badge– reversible with a white band
2. Plain black tracksuit bottoms with school logo
3. Plain Black shorts with school badge
4. Plain White Polo shirt with collar - with school badge
5. Bottle-green football / rugby socks
6. Training shoes (not pumps) and football/rugby boots
7. Gum Shield

### **Design and Technology**

Apron

### **Dance and Drama**

1. Plain black T-shirt
2. Plain black tracksuit bottoms.

**The wearing of jewellery or make-up is not permitted under any circumstances. Extreme hair styles and/or colours are not acceptable. All items of uniform are available from Finesse or Trutex, Macclesfield.**

## CARE OF BELONGINGS

Students are asked to take care of their property. It is essential that all items are named. Valuables may be handed to the Form Tutor or Learning Manager for safe-keeping, provided that they are in a named container. However, the school cannot accept responsibility for lost or stolen articles.

## ASSESSMENT, RECORDING AND REPORTING

At present, the school is engaged in exciting and innovative work in the area of assessment. At the heart of this initiative lies the belief that assessment processes need to provide high quality feedback to students and give them the opportunity to act upon this advice. As a result, we have redesigned many of our school procedures and policies in recent years to place greater emphasis upon formative processes and to rely less upon summative grading alone. This work has formed part of our contribution to the Campaign for Learning, a national project focussing upon innovative classroom practice. This project has required us to methodically research our impact and to publish our findings. These research papers are available for download on [www.fallibroome.org.uk](http://www.fallibroome.org.uk) (follow the Teaching and Learning link).

### Key Stage 3

This forms the focal point of our work on formative assessment across the school. There are five strands to our work in this area:

1. Communication of clear learning objectives in lessons and assignments.
2. Structuring classroom dialogue to maximise participation and raise the level of thinking.
3. Providing the opportunity for students to assess their own and classmate's work.
4. Providing high quality written feedback from the teacher to the students.
5. Using summative tests in a formative manner.

These principles guide our work in Key Stage 3 on a day-to-day basis. We have also designed our school reporting processes and parents' evenings to support this work. To illustrate how these processes work, a summary of the Year 7 schedule is provided below (processes in Year 8 and Year 9 are very similar):

### Term 1

We schedule a Year 7 'Parents' information Evening' at the start of the year. We use this event to communicate in more detail our pastoral and academic processes.

In November, you receive a short report detailing effort grades in each subject. These grades are on a scale from 1-5 (5 being the highest) and give you an early indication of how your son/daughter has settled in. These are given for work ethic, behaviour, homework and organisation.

Shortly after receiving the effort report, you are invited into school to meet your child's tutor. This is intended to give you the opportunity to discuss any pastoral or academic issues that might be causing you concern as well as giving you some general feedback from our perspective.

## Term 2

We have a 'Progress Review Week' for Year 7 students in January. Most subjects use this period to carry out a summative assessment to help grade each students' performance to date. We place a lot of emphasis upon preparing the students for these assessments and explaining the outcomes to them afterwards. We also actively encourage students to use their results to identify their own areas of weakness and use this to negotiate personal learning targets with their teacher. This is then used to provide the majority of the content for the subject reports that are written shortly afterwards.

You receive a detailed report from every subject in March. This quantifies performance as a National Curriculum Level in each subject and provides advice about your son's/daughter's particular strengths and weaknesses. Each subject also provides efforts grade using the same scale as before.

You are invited to attend a Tutor Consultation later in the term. This gives you the opportunity to discuss all aspects of your son's/daughter's life in school and to set specific and achievable improvement targets as appropriate. We also offer an additional evening after this event to discuss subject-specific issues with individual teachers should the need arise.

## Term 3

We schedule a second 'Progress Review Week' for Year 7 students in June. This is designed to quantify students' learning since January, although a similar emphasis is placed upon explaining the outcomes to each individual student.

At the end of this term, you receive a short report detailing the end-of-year attainment and effort grades in each subject. This is designed to allow you to gauge progress since January/February and, in particular, to gauge if the targets set in the Tutor Consultation have been met.

## **Key Stage 4**

While we continue to place a strong emphasis upon formative advice at Key Stage 4, there are important differences in the way assessments in this key stage work compared to KS3. In the first place, we use GCSE attainment grades (A\*-G) instead of National Curriculum levels. We also place greater emphasis upon the use of formal examinations as the students approach the end of their course. Our current pattern of assessment at KS4 is summarised in the following table:

	<b>Year 10</b>	<b>Year 11</b>
Term 1	<p>Information Evening for parents to explain school academic and pastoral systems.</p> <p>Target setting day in which we explain the predicted grades for each student and the systems that we use to derive them. Students set themselves target grades for each subject following this discussion.</p> <p>Effort Report from each subject.</p>	<p>Effort and attainment grades</p> <p>Target setting day in which we review Year 10 performance and compare it to each student's target grades. Students will be able to amend target grades as a result of this discussion.</p> <p>Mock Exams in every subject.</p> <p>Mock results day</p>
Term 2	<p>Short report (effort and attainment in each subject).</p> <p>Parents' Evening to follow-up and support the short reports.</p>	<p>Full report from every subject based upon the mock exams.</p> <p>Pastoral report from Form Tutor and Learning Manager.</p> <p>Parents' Evening to follow-up and support the subject reports.</p> <p>Short report (effort and attainment in each subject).</p>
Term 3	<p>End-of-year exams in each subject.</p> <p>Full report from every subject based upon the end-of-year exams.</p>	<p>Study Leave.</p>

### **Key Stage 5**

When students enter the Sixth Form, they are advised of what their minimum level of achievement should be at A level, based on the points which they have scored at GCSE and our prior experience of working with young people in a challenging educational environment. Throughout the students' time in the Sixth Form, attendance, progress, attitude to study and academic achievement are measured and monitored. There is regular feedback to both students and parents, so that each student knows at any point whether he or she is on target.

Throughout the two years there is a structured monitoring programme for the students. Performance indicator grades are given by subject staff each half term, and individual review meetings take place with personal tutors, who work with the students to help them meet their academic and other targets. Achievement grades are compared with target

grades determined at the beginning of the course and supportive strategies are agreed in order to ensure that the students achieve to their maximum academic potential.

### Academic-At-Risk Processes

As detailed elsewhere, we have excellent systems in place to support and care for each student from a pastoral perspective. In addition, we have highly effective processes for monitoring the academic progress of every individual student in each key stage. We regularly review attainment data for each student in every year group and compare it to their individual targets. We use this review to compile our 'academic-at-risk register'. Once compiled, we initiate a range of intervention strategies aimed at supporting students who appear to be underachieving, as well as recognising and rewarding those who are doing particularly well. A key part of this intervention includes communicating with parents and ensuring that they are kept fully informed about progress. We have found this to be highly effective in helping students and parents to address problems before they become too serious.

## EXAMINATION PERFORMANCE 2011

### Key Stage 4

The key indicators used to measure performance are:

- The percentage of students achieving 5 or more A\*-C GCSE grades
- The percentage of students achieving 5 or more A\*-C GCSE grades including English and Maths

National data for 2010 is shown for comparison purposes.

	% 5+ A*-C			% 5+ A*-C (including English and Maths)		
	'09	'10	'11	'09	'10	'11
<b>Fallibroome</b>	78.2	82.8	82.8	67.4	74.4	71.0
<b>National (2010)</b>	76.1			55.1		

## Key Stage 5

There are many approaches to reporting A-Level performance, the simplest of which is the percentage of full A-Level entries graded A\*-B

The table below shows our performance from 2009-2011 in addition to the national average in 2010.

	%A*, A or B Grades		
	'09	'10	'11
<b>Fallibroome</b>	63.8	62.8	67.2
<b>National (2010)</b>	52.1		

## **HOME SCHOOL AGREEMENT**

Parents are invited to sign this document which sets out the respective roles of the school, parents and students, as partners in the children's education. It identifies practical ways in which parents can support the school in raising the performance of their children, regarding the process as a partnership established to achieve a common aim.

This agreement is an evolving document, and we welcome parents' suggestions as to how it may progress further.

## **CAREERS, WORK EXPERIENCE AND LINKS WITH INDUSTRY**

Fallibroome offers a comprehensive Careers Education and Guidance Service in conjunction with our partners, Connexions. Students receive a range of experiences to help them prepare for the future. In Years 7 and 8, this occurs as part of the RESPECT programme, where students acquire decision-making skills and investigate local employment opportunities as part of their community project. In Year 8 students also take part in "The Real Game" – a series of activities designed to introduce life skills to them.

In Year 9, a specialist Careers programme, "Reflections", is designed to help students choose their GCSE courses with confidence. This is delivered by tutors, working under the guidance of the Careers Co-ordinator, and allows students to find out about their own attributes, strengths and weaknesses, discovering information about possible career paths using a wide range of material. They undergo further decision skills training and are interviewed by a Connexions Advisor, and continue with "Real Game" activities.

In Year 10 students undertake an ICT- based career matching programme called KUDOS and receive information about post-16 options as preparation for making valid career decisions for the years ahead. All take part in a two-week block of work experience in local industry, for which they are thoroughly prepared, and undertake a comprehensive evaluation of their experience. A limited number of students take part in day-release placements throughout Years 10 and 11 as part of their studies.

In Year 11, all students are offered interviews by one of the school's Connexions Advisors. In addition, they take part in a "hands-on" module to equip them with the skills needed to prepare application letters for Higher Education and jobs, including composition of their curriculum vitae and interview practice.

Throughout the Sixth Form, students are constantly supported in their chosen career paths by their Personal Tutor, the Year 12 and 13 Learning Managers the Head of Sixth Form and the Careers Staff. They are entitled to an individual interview and undertake a further block of Work Experience in the Summer Term of Year 12. Full support is given to the application process for university and interview practice is arranged as necessary, with specialist support also provided to those entering employment, or embarking on Professional Apprenticeships at the end of year 13.

The school maintains an excellent stock of careers information and guidance materials with a specialist careers library open to students three lunchtimes each week. A large amount of information is also available on the school intranet and students have easy access to the internet for wider searches.

Participation in an *Understanding Industry* programme, involvement in *Young Enterprise*, industrial visits and other activities all contribute to a detailed programme that prepares our students for the world of work.

## **ENRICHMENT ACTIVITIES**

There are a wide variety of activities which provide opportunities to enrich the formal curriculum. All are able to support the underlying values and attitudes that the school promotes. For example, the representative sports teams all enter competitive leagues and competitions, thereby developing a sense of challenge and achievement, together with an understanding of individual and team responsibilities.

The Performing Arts, likewise, provide pupils with opportunities to learn from the experience of being involved in concerts and productions and where the expectations are that the standards achieved will be comparable to those on the public stage. As a Specialist College for the Performing Arts, we are now able to offer a very extensive range of high quality experiences.

A large number of opportunities exist at Fallibroome to develop the talents and to engage the interests of the children, and most students will find an outlet to suit them. Activities take place at lunchtimes, after school, and during holidays. It is almost impossible to describe all the enrichment opportunities offered, but a list of recent activities is provided below:

Activ8	Gymnastics
Athletics	Information Technology Club
Badminton	Junior and Senior Choir
Basketball	Junior Band
Book Club	Library
Brassed Off Brass Ensemble	Netball
Careers Drop-In	Orchestra (Senior and Junior)
Choir(s)	Productions (Drama and Music)
Christian Issues	Rounders
Concert Visits	Rugby
Cricket (Years 7 - 8)	Self Help
Cross Country	Ski Trips
Dance Club (for all years)	Steel Pan and Samba Bands
Drama club (for all years)	String Orchestra
Duke of Edinburgh Award Scheme	Technology for all years
Educational Holidays (Home and Abroad)	Tennis
Engineering Education Scheme	Training in TV: (camera work and editing)
Extension Activities	Trampolining
Football	Windband

## FALLIBROOME AND THE COMMUNITY

In recent years, the school has become part of some important, more extensive networks. We are the lead school in the Fallibroome Learning Community, comprising of the High School and its six partner primary schools. We also enjoy significant local and national partnerships, for instance we are the lead school for a Leading Edge Partnership with three other Macclesfield secondary schools, and enjoy extensive contact with a network of Training Schools. In addition we are a designated National Support School and Principal Peter Rubery is a National Leader of Education. This role involves supporting schools in challenging circumstances and is an opportunity only afforded to schools which demonstrate the highest standards of achievement.



Education at Fallibroome is a partnership between the school and its local and wider community. Over the years links forged with associate primary schools, local organisations, business, industry and commerce, national and international organisations, and the Borough Council, have developed this partnership into a

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Fallibroome Academy  
Place For Excellence

significant and integral part of the life of the school.

All students are encouraged to play an active role in their local community, take on Leadership roles with the school and increasingly, have opportunities to become involved at national and international level.



Locally the school supports many activities that raise money for charities, such as the Swimarathon organised by the Lions Club, poppy sales for Remembrance Sunday, and Cancer Research collections. In conjunction with Marie Curie Cancer Care, a Field of Hope was planted for the Millennium.

We

sustain a sense of belonging by the opportunities created by our four communities. Every year the students decide which charity they want to support and through the Community system raise money by organising and running a range of activities including the annual Winter Wonderland and Week of Love.



Students in the Sixth Form annually organise a Christmas party/concert for residents of local care homes and some also participate in their local community in different ways, such as helping in local charity shops and primary schools. We enjoy an important partnership with Park Lane Special School and organise several joint activities throughout the year.

We also have extensive partnership activity in the Performing Arts. Fallibroome students work on collaborative projects with pupils from our partner primaries and organise an annual summer school for young students.

On a more global level, students contributed to Rescue Mission Planet Earth's Project on Human Rights and were encouraged to participate in both exchange visits and holidays to various countries. In addition to our well-established European experiences, a link has been established with a school in Australia and a partnership agreed with a South African school. Students participate in an annual sponsored walk to raise funds for our partner school in South Africa. Developing an International Dimension to the curriculum is a key plank of the School Improvement Plan.

Many aspects of the curriculum delivery are enriched as a result of strong links with local industry. This partnership arrangement serves many purposes, not the least of which is providing young people with opportunities to work alongside adults on real projects, for example "Just Drop-in", a project co-ordinated by the local churches, where pupils designed the logo for the project. Staff are also committed to making maximum use of interaction

with the local and wider community for the benefit of their students and representatives from industry and other organisations are frequently invited into school to talk both to classes and year groups. Students also benefit from a wide variety of visits, arranged to complement their work within the curriculum.

The Fallibroome Academy is very proud of both the academic achievement of its students and its role within the local, national and international community.

## **FALLIBROOME SIXTH FORM**

A very high proportion of students in Year 11 wishing to follow the post-16 A Level route enter our Sixth Form and this natural step ensures continuity in learning. A significant number of students also come from other schools and quickly settle into the Fallibroome community.

Our Sixth Form students follow a wide range of AS/A level courses as well as a diverse time-tabled extra curricular programme. In addition to this, students have the opportunity to participate in conferences, courses and educational trips as well as taking a very active role in the wider school community. We are very conscious of our responsibility to prepare the students, either for further study in Further or Higher Education, or for the world of work. In this respect, teaching in the Sixth Form is mindful of the need to develop independent learning skills, and therefore increasingly places responsibility for time management on the students themselves.

Regular monitoring includes half-termly reviews of achievement, attendance, punctuality, effort and the ability to meet deadlines. Students are supported in these reviews by a team of specialist tutors who discuss work and help set targets for further progress.

Over 90% of students continue their education beyond 18 and a structured and successful Higher Education programme is in place which ensures they make the best possible choices. Students moving to employment or Professional Apprenticeships at 18 are equally well supported.

Sixth Form students enjoy a purpose-built Sixth Form Centre providing excellent study, tutorial and social facilities.

The majority of students in the Sixth Form choose 4 AS subjects in Year 12 leading to 3 A Levels in Year 13. Minimum entry requirements are three B grade passes at GCSE and two grade C passes at GCSE including a pass at A\*-C in English and Mathematics.

There is no uniform in the Sixth Form, but there is an agreed Dress Code which requires each student to be smartly dressed in a tailored suit.

As a result of our students' achievements at A level, Fallibroome Sixth Form frequently features amongst the top comprehensive schools in the country. However, the Sixth Form

is not just about results and prides itself on the fact that students leave at 18 fully prepared to tackle the challenges of both higher education and the workplace.

“Students’ achievement is outstanding ..... a result of ....excellent care, support and guidance given to individuals”. Ofsted

Please note that a separate prospectus for the Sixth Form is available from the school and an annual Sixth Form Open Evening is held in January.

## **FURTHER INFORMATION**

### **Maintenance and Disclosure of Records**

We keep a record on each student and parents may have access to this on request.

### **Charges for School Activities**

Parents will be asked to contribute to optional trips out of school hours, but otherwise activities will be free or a negotiated basic contribution may be requested.

### **Complaints Procedure**

In accordance with the requirements of the Education Reform Act 1988 (section 23), provision for the consideration of complaints is made with respect to the curriculum and collective worship. Anyone who has a complaint should contact the Principal.

### **Examination Entry Policy**

All students who have completed the course in a subject will be entered for examination in that subject unless, in our considered opinion, they are unlikely to gain any qualification.

### **Absence from School**

If your son or daughter is absent from school due to illness, a note explaining the absence should be sent to the Form Tutor on the day of their return. In the interests of safety we are keen to be kept well informed regarding any absences. On the first day of absence parents are asked to ring 01625 627229 before 8.45am to let the school know that your child will be absent.

The attendance for 2011-2012 was 94.4%.

We hope that you have found this prospectus interesting and informative. If you require any further information please contact the school.

We are always pleased to welcome visitors and you are invited to meet the Principal and look around the school by telephoning for a convenient appointment. We also hold an Open Evening each September.

**The Fallibroome Academy, Priory Lane, Macclesfield, Cheshire, SK10 4AF**  
**Telephone: 01625 827898**  
**Email: [info@fallibroome.org.uk](mailto:info@fallibroome.org.uk)**  
**Website: [www.fallibroome.org.uk](http://www.fallibroome.org.uk)**  
**Principal: Mr P W Rubery**  
**Chair of Governors: Mr R D Hipperson**

Listed below are other informative publications about the school, which we will send on request.

Attendance Statistics  
Leavers' Destinations  
National Curriculum Documents  
Schemes of Work  
OFSTED Reports  
Curriculum Statement  
Sixth Form Prospectus  
Years 10 and 11 Options Book  
School Holiday Dates  
Examination Results  
School Improvement Plan  
Anti-bullying Policy  
Behaviour and Attendance Policy  
Child Protection Policy  
Special Needs Code of Practice - a guide for parents  
'Introducing Fallibroome' (for Year 7 and any other new pupils)  
Drugs Policy  
ICT Responsible Use Policy  
Homework Policy