



William Hulme's Grammar School

The best in everyone™

Part of United Learning

Primary Prospectus 2023



Welcome to William Hulme's Grammar School Primary Phase

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Welcome from the Primary Phase Headteacher

We are always excited to welcome new families and children into our caring school community and feel privileged to have the opportunity to support your children as they learn and grow into respectable, young people.

Throughout the Primary Phase, our children are encouraged to become independent and enthusiastic learners. We are really fortunate to work in a brand new purpose-built building, opened in September 2016. The bright and well equipped classrooms are complemented by the facilities that we share with the Secondary Phase, such as the sports pitches, ICT suites and the Great Hall, promoting an environment where children can develop fully.

We are a multicultural community and value highly the harmony, tolerance and understanding that we promote. William Hulme's is committed to continuous improvement. We welcome involvement from the local community and we are part of the United Learning group that is committed to bringing out 'the best in everyone'.

Here at WHGS, we also strive to meet the needs of every single child who comes through our door, with additional support or challenge for those who need it. English and Maths are paramount, but we also value creativity, so we provide a highly ambitious, creative wider curriculum. Sport and physical education are enjoyed by all the pupils, with a strong emphasis on participation for all. Our clubs and extra-curricular activities aim to enrich the children's experiences and involve them in as many positive and exciting activities as possible.

Together we can continue to be a school of which children, teachers, parents, governors and the local community can be proud.



Kate Heaton
Primary Phase Headteacher

Making a Reception Application

The Academy will offer 60 places for the September 2023 Reception Class intake. Applicants should have a date of birth between 1 September 2018 and 31 August 2019. Please note that being already on roll in our Nursery Class in September 2022 will NOT guarantee transfer to Reception Class in 2023. All Nursery Class children must re-apply for Reception in September 2022, along with other external applicants.

1. Co-ordinated Admission Scheme

William Hulme's is part of the Manchester Local Authority Co-ordinated Admission Scheme in compliance with the 2021 School Admissions Code. This is intended to simplify the admission process for parents. In September 2022, parents can expect to receive a Primary School admissions pack from their own Local Authority (LA). Parents should refer to the LA information for an explanation of how the Co-ordinated Admission Scheme works.

2. Common Application Form (CAF)

Applicants will be required to complete a **LA Common Application Form (CAF)** online, following the guidelines provided by their local authority. If applicants wish to apply to William Hulme's Grammar School, they **MUST** name this school as one of their preferences on the CAF.

Please note that the Academy is unable to consider applicants who do not name the school on their CAF. Applicants should read the Local Authority information carefully to help them decide the order in which to place their school preferences.

The Reception Class application closing date is 16 January 2023. Late applications will only be considered after all on-time applications, unless the Academy admissions team considers that there are exceptional circumstances (supported by third party evidence received in writing) for the late application.

If you wish to apply under the Medical and Social Needs (exceptional circumstances) criterion, you will need to provide written evidence to the school of your child's significant social or medical needs, addressed to the Admissions Officer, William Hulme's Grammar School, Spring Bridge Road, Manchester, M16 8PR. **This must be sent directly to the school by the closing date of 16 January 2023.**

Examples of significant medical or social circumstances, which the Academy may be able to take into account would be:

- Your child has a sensory impairment and needs to walk to the closest school for safety reasons.
- Your child has a serious physical disability which means they are unable to walk long distances or use public transport, and this is your nearest school.

Making a Nursery Application

The Academy will offer 52 places for the September 2023 Nursery Class intake. Applicants should have a date of birth between 1 September 2019 and 31 August 2020.

Applications for Nursery Class should be made directly to the Academy, as they are not part of the Co-ordinated Admission Scheme. The application form is available to download from our website: www.whgs-academy.org/Admissions, and can also be obtained from school reception. **The Nursery Class application closing date is 16 January 2023.**

Please note that being already on roll in our Nursery Class in September 2022 will NOT guarantee transfer to Reception Class in 2023. All Nursery Class children must re-apply for Reception in September 2023, along with other external applicants.



Admissions Policy for 2023/24

Procedures where the Academy is oversubscribed (Primary Phase)

Where the number of applications for admission is greater than the number of places available, applications for the Primary Phase of the Academy will be considered against the criteria set out below. After the admission of pupils with Education, Health and Care Plans in which the Academy is named (and whereupon the number of available places will reduce accordingly), the following criteria will be applied in the order in which they are set out below:

- a) A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order.
 - A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions as set out in section 22 of the Children Act 1989.
 - An adopted child is considered to be a child adopted from the care of a local authority and where an adoption order has been granted. A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian(s).
 - This includes children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. (Paragraph 1.7 of the Code).
 - b) Pupils whose admission to the Primary Phase because of special circumstances to do with significant medical or social needs. Significant means the education of the pupil will be seriously affected if they did not attend the Academy and this is clearly shown in the supporting written evidence from a doctor, social worker, or other relevant professional person. The definition of what constitutes medical or social needs for this purpose will be set out in the Academy's prospectus and on its website.
 - c) Pupils who, before the date of admission, have an older sibling already currently on roll in Reception to Year 11 of the Academy and who will still be on roll in Reception to Year 11 on the date of admission. Within this criterion priority will first be given to children with a sibling in the primary section (Reception to Year 6) ahead of children with siblings in Years 7-11. The term "sibling" means a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of their entry to the Academy. The Academy may require proof of relationship.
- If a tie-break is necessary in criteria c) to determine who is admitted, criterion d) will be used.
- d) The remaining places will be offered to pupils living nearest to the Academy on the close of the admission application date. The distance will be measured as the direct line distance between the child's permanent address to the Academy's main entrance in Springbridge Road using the computerised Geographical Information System (GIS) determined by an independent agency. The distance is measured to the exact Ordnance Survey point of each applicant's home. A child's permanent address is where he or she normally lives and sleeps and goes to school from. If a child's parents share responsibility for a child, the permanent address is the address they spend the majority of the school nights (i.e. Sunday to Thursday). Where parents share equal access on school nights, the address closest to the Academy will be used.

Distance Tie Break

In the event of a tie break under the distance criterion, random allocation will be used. This will be overseen by an independent scrutineer.

If false or misleading information is used to gain entry to the Academy at any phase, the offer of a place may be withdrawn.



Frequently Asked Questions (FAQs)

Key Dates

Open Mornings / Afternoons	Wednesday 9 November 2022 (2.00pm-3.00pm) Thursday 24 November 2022 (9.00am-10.00am) Monday 12 December 2022 (2.00pm-3.00pm) Friday 6 January 2023 (10.00am-11.00am) Wednesday 11 January 2023 (2.00pm-3.00pm)
Application Closing Date	16 January 2023
Nursery Class Offer Day	By the end of March 2023
Reception Class Offer Day	17 April 2023
Deadline for Lodging Reception Class Appeals	15 May 2023
Reception Class Appeal Hearings	June 2023
Induction Day	July 2023
Reception Class Reserve List Closed	31 December 2023

Number of Applications

The Academy received 250 applications for the 60 Reception Class places available in 2022. The Academy received over 100 applications for the 52 Nursery Class places available in 2022.

Looked After Child (LAC) or Previously Looked After Child (PLAC)

If the applicant is, or was previously, looked after by the local authority please send a copy of the care order or other evidence to the Admissions Officer, William Hulme's Grammar School, Spring Bridge Road, Manchester, M16 8PR.

Siblings

Siblings are considered to be a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of application and of their entry to the Academy. To gain the sibling consideration, the sibling must be older than the applicant and currently on the roll of the Academy. Sibling consideration is not given where the older sibling will be in Years 12 or 13 in September 2023.

Distance Criterion

The Academy does not have a 'catchment area' as such. The distance is measured 'as the crow flies' from the main school gate on Springbridge Road using a geographical information system. This measures the distance to the exact Ordnance Survey address point of each applicant's home and is very accurate.

For information, in 2022, the furthest distance from school of a pupil offered a place in Reception Class under this criterion was 0.7 miles. This distance will vary from year to year depending upon the addresses of those children who apply.

Medical & Social Needs (Exception Circumstances) Criterion

Parents and carers applying for admission may feel that there are exceptional reasons why their son or daughter's application should be given special consideration over and above those who meet the oversubscription criteria as set out in the admissions policy. These reasons may relate to the child but occasionally may relate to a member of the

child's immediate family or to the family's circumstances. In a request for special consideration, parents/carers need to demonstrate that William Hulme's **is the only school which can meet the child's needs**.

Special consideration will not be given unless the request is supported in writing with independent third party evidence from someone in a professional capacity who is qualified to speak about the exceptional circumstances. For example, medical needs must be supported by a letter from a doctor or consultant; social needs must be supported by evidence from a social worker or educational psychologist. The Academy is not able to consider any exceptional circumstances unless you make your request at the time you first apply. If the reason is related to an immediate family member, please ensure that the evidence presented is for that person.

Examples of exceptional circumstances to which the Academy is unlikely to give special consideration:

- Your child has been bullied at primary school and you make a request on the basis that the Academy is the only school able to deal with this situation. The Academy is likely to argue that other schools will also be able to deal positively and respond to your child's social needs.
- Your child's friend already attends the Academy and you could share lifts.
- Your child has a medical condition such as mild asthma. The Academy is likely to argue that medical conditions like mild asthma can also be supported in other schools.
- You would find it very convenient because the Academy is on your route to work every day.

Examples of exceptional circumstances to which the Academy may be able to give special consideration:

- Your child has a sensory impairment and you live very close to school. You may argue that for safety reasons your child needs to walk to the nearest school.
- Your child has a serious physical disability which prevents your child from walking a long distance or using public transport and this is your nearest school.

Reserve (Waiting) List

The school will hold a waiting list until 31 December 2023 for Reception Class applicants who have not been offered a place. If a vacancy becomes available, places will be allocated from this reserve list strictly in order of the admissions criteria. Beyond 31 December 2023, pupils will only remain on the waiting list when the parents contact their local authority to make an in year application.

Appeals

Under the School Standards and Framework Act 1998, parents have the right to appeal to an independent appeals panel against the decision of an admissions authority not to offer their child a place at a particular school.

Unsuccessful Nursery Class applicants do not have a right of appeal.

Admissions to all other Years outside the Normal Admissions Round

Applications for places in Primary Phase and Secondary Phase should be made through the applicant's local authority as part of co-ordinated admissions arrangements. This may be at the start of the school year or 'in-year'.

Parents who are considering making an application for other years should be well advised that all other years in the school are currently full and an application is likely to result in the child's name being placed on the waiting list until a place is vacated by another student leaving the school.

William Hulme's Way - Ethos

Whilst we have a very strong academic focus throughout the school, at William Hulme's Grammar School, we believe that there is more to a good education. As well as ensuring our students achieve well academically, we also aim to develop character, compassion and service. Throughout their time here, pupils are expected to contribute to our school community and to society. We want children to try things they cannot do, to persist in the face of difficulty and to become resilient in overcoming obstacles. This is 'the William Hulme's Way'.

With this in mind, we provide a breadth of opportunities and experiences which seek to help our students become confident, well-rounded and ambitious young adults. Our curriculum and enrichment programme is overflowing with opportunities to try something new and develop new skills.

In addition to our very wide range of extra-curricular clubs, our students enjoy trips to activity centres, performing in front of their friends and families, educational trips and visits, talks from inspirational speakers as well as countless opportunities to collaborate with their peers at United Learning schools across the country.

We are incredibly proud to deliver an Education with Character; an education which challenges, inspires and excites our students and prepares them for the ups and downs of life.

No two days are the same at William Hulme's; our children are constantly introduced to new and different experiences, designed to prepare them for the next stage of their education and beyond.



The William Hulme's Way

3 Charters

WHGS is a friendly, multicultural community that prides itself on producing fully rounded, successful and active members of the community. This is achieved through hard work in and out of the classroom and our emphasis on equality, tolerance and respect. Our School Ethos is defined by our three school values:

Ambition Charter

I will:

1. Show pride in everything I do.
2. Be enthusiastic and say 'yes' to opportunities that come my way.
3. Show resilience by adapting to overcome obstacles.
4. Show determination, embracing failure and learning from my mistakes.
5. Challenge myself and step out of my comfort zone.

Compassion Charter

I will:

1. Be kind to everyone, including myself.
2. Be inclusive, understand, celebrate and embrace diversity.
3. Show empathy, by being open to others' points of view.
4. Challenge behaviour that I feel is unkind or morally wrong.
5. Be generous and help others within the school and local community.

Respect Charter

I will:

1. Speak with respect.
2. Respect the school environment.
3. Behave with respect.
4. Respect other students' learning.
5. Respect my own learning.



"Leaders have an unwavering commitment to pupils' wider personal development. There is an extensive extra-curricular programme coupled with plentiful leadership opportunities."

Ofsted, 2019





Our classrooms have “an ‘electric’ atmosphere. This is because teachers plan the curriculum effectively and pupils enjoy their learning.”

Ofsted, 2019



EYFS Curriculum

In WHGS Early Years Foundation Stage, our intent is for children to be independent learners who are happy to come to school.

We create opportunities for our children to be explorers, active learners, critical thinkers and risk takers.

We understand that play is a fundamental part of this development and developing children's language and communication skills is central to our practice, as is the need to build strong social and emotional skills.

We plan activities around the children's interests and enhance our classroom provision with resources that will ignite and support their enquiring minds.

Children are expected to tidy up after themselves; this promotes care and respect for their environment and gives them a sense of responsibility.

We consider ourselves partners in your child's learning and welcome observations and information about your child from home.

The Educational Programmes set out in the Government's Early Years Foundation Stage statutory guidance has informed our Curriculum which will be implemented with activities and experiences tailored to the needs of our children at William Hulme's Grammar School.

The curriculum consists of three prime areas:

- Communication and Language
- Personal Social and Emotional Development
- Physical development

These are essential in nurturing a child's natural development and four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

which provide opportunities for the children to broaden their knowledge and skills. The development of children's spoken language underpins all seven areas of learning and development and all areas are important and inter-connected.

Our practice is shaped by four overarching principles set out in the Framework:

- A unique child
- Positive relationships
- Enabling environments with teaching and support from adults
- Learning and development

We also understand that children learn in different ways and we are guided by the three Characteristics of Effective Learning documented in the Framework.

Characteristics of Effective Learning

Playing and Exploring

Children Investigate and experience things and 'have a go'.

Active Learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically

In order to develop independence, confidence and resilience in our children, a rich and challenging learning environment is provided to inspire all learners to reach their potential. We do this through:

- Models of excellence
- Teaching and Learning
- Levelled continuous provision
- Responding to children's interest
- Having a growth mindset culture
- Using a Talk for Writing approach
- Observations and assessments
- Interventions
- Local trips and visits
- Involving parents

Key Stage 1 / Key Stage 2 Curriculum

Intent

The curriculum intent at WHGS Primary Phase is to develop independent, self-motivated children who are excited and enthused learners. During their time here, children will master skills and obtain a deep knowledge in a breadth of subject areas, ensuring progression and depth as they continue through the Primary Phase and into their secondary education. Through our rich, stimulating and balanced curriculum pupils will be equipped with self-awareness and tolerance as our learning is underpinned by our school values- respect, ambition and compassion. Furthermore, at WHGS we are a Rights Respecting School, our curriculum reflects this as links are made to pupils' rights through their learning, thus empowering our students to have a voice and allowing us to instil characteristics that encourage them to contribute positively to our multicultural society.

At WHGS we intend to:

- Provide an engaging, wider curriculum as well as the core learning of Maths and English
- Ensure equal opportunities- removing barriers to learning, regardless of starting points.
- Teach children to take independent responsibility for their learning and behaviour.
- Encourage our children to be proud of who they are and what they do.
- Develop leaders of our school and leaders of the future.

Implementation

At WHGS Primary Phase, we follow a research-driven, evidence-based teaching and learning approach. Our curriculum is implemented with high expectations, ensuring children take pride in all they do.

To support children in becoming independent, reflective learners, aware of their learning journey and next steps, they are provided with:

- Teachers who follow Rosenshine's principles of instruction.
- A knowledge organiser which outlines the learning required (including vocabulary).
- A single subject curriculum from Year 1 to Year 6.
- Baseline assessments to ensure learning is not repeated and that lessons are always purposeful.
- Formative assessment opportunities i.e. talk partners and co-operative feedback.
- Repeated low stakes quizzing to ensure retention of knowledge, enabling children to know and remember more.
- A learning journey through each unit of work that is carefully sequenced in small steps for progression and depth of learning.
- A curriculum that is designed to allow children to gain knowledge and understanding of their local community, reflecting our diversity.
- Personal Development Plans which ensure that immersive learning experiences and educational visits are planned to engage pupils in their learning.
- Access to electronic devices (such as iPads, Chromebooks and BeeBots) that are used in lessons to enhance learning outcomes.

Impact

WHGS Primary Phase demonstrates impact of our curriculum intent through the acquisition, mastery and retention of knowledge and skills. Our independent learners are well prepared for their next step into Secondary education.

If you would like to discuss the Primary Phase curriculum any further, please contact Mrs Heaton (Headteacher) or Miss Dalton (Deputy Headteacher). Look out for our half termly newsletters updating you on what your child is currently learning about in school.

Personal Development

Life at WHGS extends beyond what we learn in the classroom and we firmly believe in the importance of a well-rounded education, where children have access to activities and opportunities beyond the curriculum. This Education with Character, offers an education that is broad and rich, that challenges children to try out new and difficult things and that provides opportunities for our children to lead, work in teams and develop good personal and social awareness.

Values

As part of United Learning, we ensure that we deliver an 'education with character' and bring out 'the best in everyone'. Our approach to teaching and learning is underpinned by three core values; Respect, Ambition and Compassion, as detailed in our Charters (page 11).

Rights Respecting

We are a Rights Respecting School; we embed children's human rights in our ethos and culture. Children learn about their rights within their lessons and during assemblies, enabling children to have an awareness of their rights, feel empowered by them and have a voice regarding them. Language around their rights is used by adults throughout school, who are all duty bearers.

There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.

The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

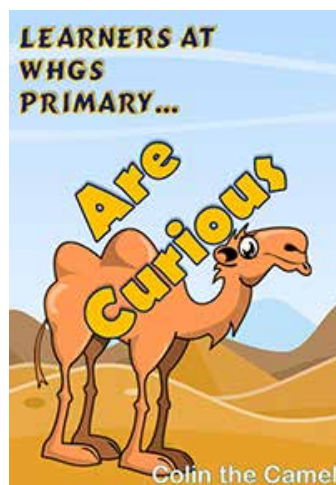
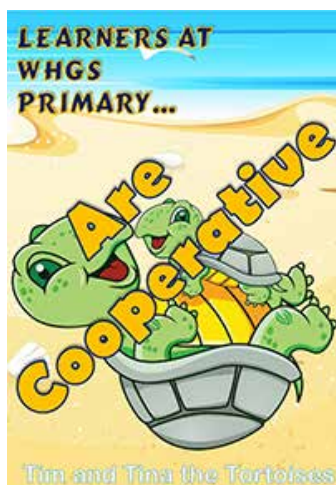
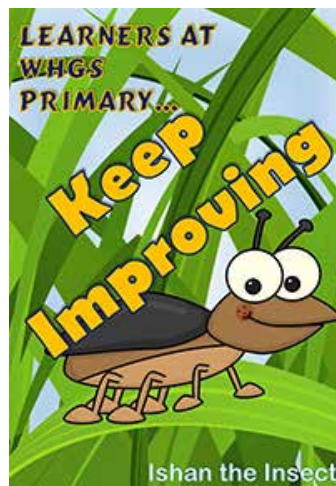
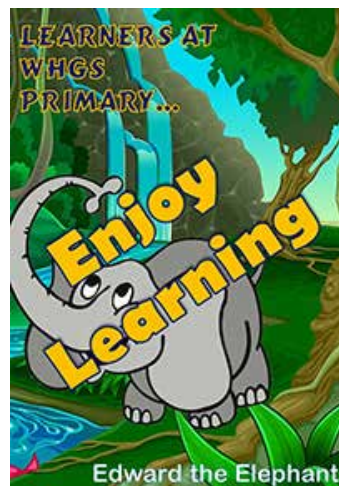
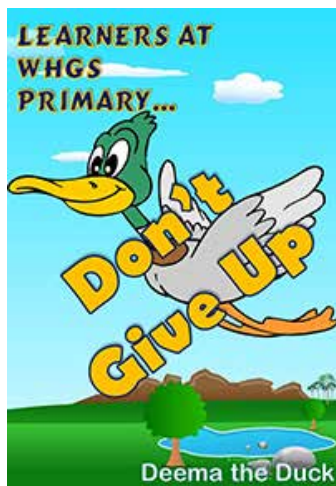
- Children are healthier and happier
- Children feel safe
- Children have better relationships
- Children become active and involved in school life and the wider world

Growth Mindset

At WHGS, we know that children who have a positive attitude towards their learning, will perform well in primary school. Children with a growth mindset believe that intelligence can be developed – it isn't fixed; they thrive in the face of challenge, embrace and celebrate mistakes and they see effort as a key part of their learning journey. Having a growth mindset means being open to and acting on feedback, being a reflective learner and ensuring they are in the learning zone, constantly challenging themselves. We praise children for identifying their mistakes and recognising how they have learnt from them.

In order to support the development of a growth mindset and metacognitive skills, we use eight key learning powers:

- Don't Give Up (Deema Duck)
- Enjoy Learning (Edward Elephant)
- Keep Improving (Ishan Insect)
- Use Your Imagination (Isabel Iguana)
- Be Cooperative (Tim and Tina Tortoises)
- Concentrate (Kuba Caterpillar)
- Be Curious (Colin Camel)
- Have a Go (Hamed Hedgehog)



Careers Education

At WHGS, we enable children to have high aspirations for their futures through our careers education programme. Following the Career Development Framework (CDI; Oct 2021), children are taught to become enterprising, optimistic, adaptable and resilient.

Children learn the career development skills that they need to facilitate positive careers through the six learning areas:

- **Grow throughout life**
Grow throughout life by learning and reflecting on yourself, your background and your strengths.
- **Explore possibilities**
Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- **Manage career**
Manage your career actively, make the most of opportunities and learn from setbacks.
- **Create opportunities**
Create opportunities by being proactive and building positive relationships with others.
- **Balance life and work**
Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- **See the big picture**
See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Each half term, children take part in career days, based around these six learning areas. These days broaden their horizons, challenge stereotypes and help them develop the skills and sense of self that will enable them to reach their full potential. Alongside these lessons, we hold annual careers marketplace days with a diverse range of careers and speakers involved from the local community.

Pupil Leadership

We offer a range of different leadership roles that children are able to undertake. We aim to develop pupils' leadership skills during their time at WHGS and prepare them as leaders for the future.

These roles include:

- Head Girl and Head Boy
- Prefects
- SMART Council Communication Team
- Rights Respecting School Ambassadors
- Sports Leaders
- Eco Representatives
- Behaviour Panel
- Reading Buddies

Lunchtime Offer

During lunchtimes, children are encouraged to take part in a range of different activities, led by both adults and pupil leaders. Each lunchtime, there are focused sporting activities available for any child to join in, as well as smaller, skills-based activities led by our Sports Leaders. Children may also choose to read outside or take part in the imaginative activities on offer, such as den building.

After School Clubs

Sports

A variety of after school sports clubs are available for all children to take part in each half term. The sports chosen are of a wide variety and are changed each half term. Some of the sports we have on offer include lacrosse, flag football and even round net.

Choir

Children in KS2 are invited to join the choir where they are able to take part in amazing opportunities such as the Young Voices concert, held in the Summer term.

Archaeology

Children in the Young Archaeologists' Club have the chance to learn about what archaeology is and how we know what we know through practical, hands on sessions and visits from archaeologists and specialists from local Universities and Museums.

Trips/Visits/Guest Speakers

As well as the learning that takes place within school, we also ensure that out of school visits are planned for each year group. This include trips to places of worship, museums, the local area and other settings, linking to learning within the curriculum. We also provide the children with immersive classroom experiences, such as workshops or guest speakers. Over their time at WHGS, all pupils will have experienced a range of out of school visits, guest speakers and workshops. These experiences enhance the learning from the curriculum and support children in making links from learning to real life.



Public Examination Results 2019

Early Years Foundation Stage (EYFS)	
GLD (Good Level of Development)	71%

Year 1	
Phonics	77%

Key Stage 1 Teacher Assessment Results	
% of pupils meeting expected standard in Reading	75%
% of pupils meeting expected standard in Writing	68%
% of pupils meeting expected standard in Maths	78%

Primary Phase National Curriculum Key Stage 2 Assessment Results	
% of pupils meeting expected standard in Reading, Writing and Maths	65%
% of pupils meeting expected standard in Reading	72%
% of pupils meeting expected standard in Writing	72%
% of pupils meeting expected standard in Maths	78%
GPS	87%

Contact Details

Position	Name	Telephone Number
Principal	Mr P Mulholland	0161 226 2054
Chair of the Local Governing Body	Mrs J Andrews	
Vice Chair of the Local Governing Body	Mr J D Marsden	
Primary Phase Headteacher	Mrs K M Heaton	0161 241 1500
Primary Phase Deputy Headteacher	Miss L S Dalton	
Primary Phase Office Manager	Ms E E Dunn	
Primary Phase Support Services Administrator	Miss K Wren	
Admissions Officer admissions@whgs-academy.org	Mrs D R Malkin	0161 241 1489
Primary SENDCO SEND@whgs-academy.org	Mrs R J Britton	0161 241 1500



Governance

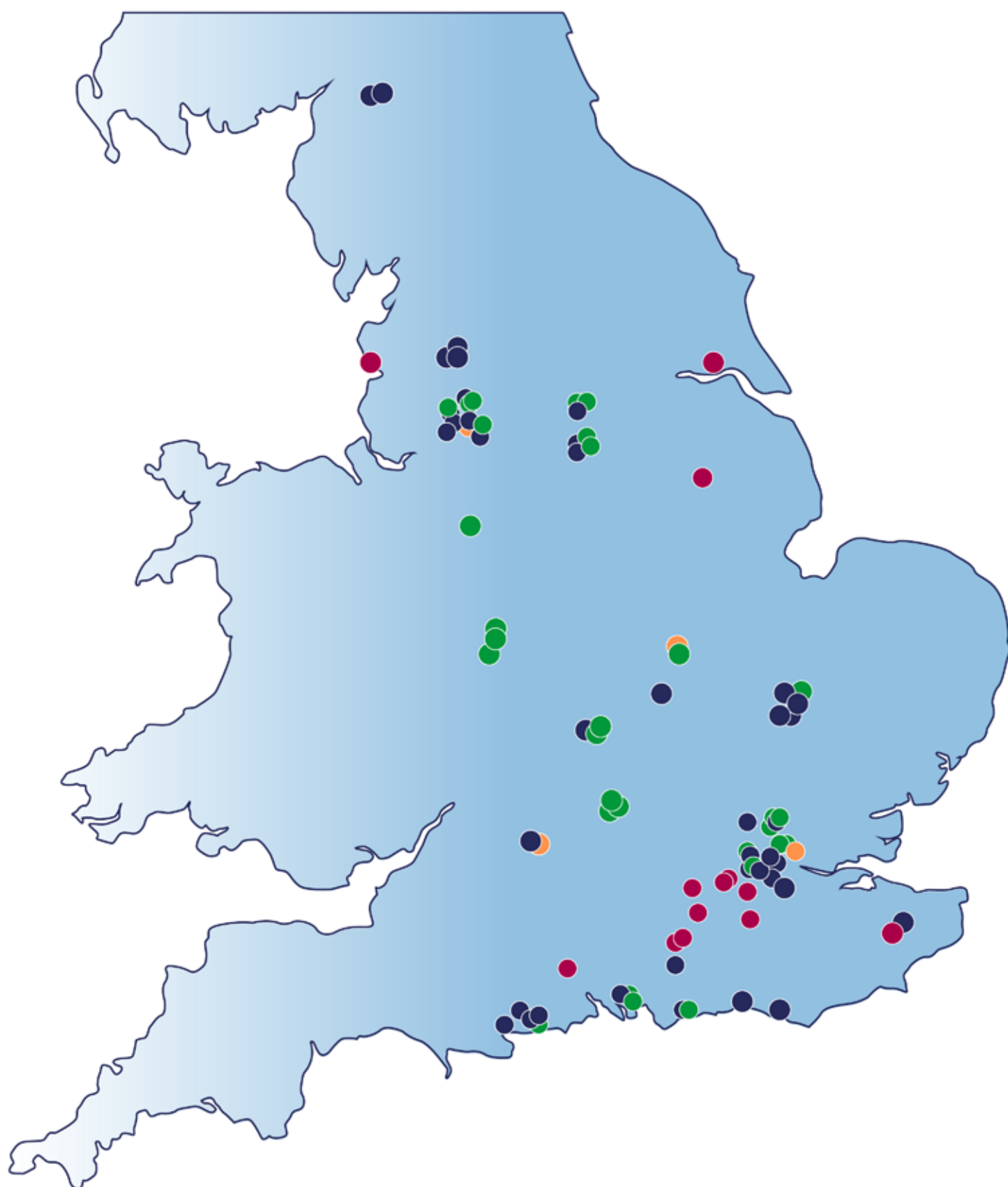
The WHGS Local Governing Body (LGB) supports the Principal in monitoring policies and operations such as admissions, behaviour, and discipline; the academy budget; the curriculum and its delivery; and maintaining the quality of the academy and its links with the community. It has special responsibility to monitor academic progress as it is reviewed year by year.

The LGB consists of a minimum of 5 and a maximum of 15 members.

- The Chair
- The Vice Chair
- The Principal (ex officio)
- The Headteacher of the Primary Phase (ex officio)
- One elected staff member
- One person representing the Local Authority
- Other such members as appointed by the Local Authority, LGB or Board of United Learning

Our Schools

Primary Secondary All-Through Independent



Accurate as of June 2021



United Learning
The best in everyone™

William Hulme's Grammar School
Spring Bridge Road
Manchester M16 8PR
Tel: 0161 226 2054
Email: enquiries@whgs-academy.org
www.whgs-academy.org

United Learning
Company number: 4439859