

FOUNDED IN 1888

STOCKPORT SCHOOL

Prospectus

INFORMATION ABOUT STOCKPORT SCHOOL

www.stockportschool.net

“ The Headteacher has been pivotal in the school’s success. This has been achieved because of his strong unequivocal leading style, which is collegiate yet determined. The senior leadership team is strong and effective, The team, ably supported by middle leaders has enabled pupils to make exceptional progress year on year by the end of Year 11. ”

Ofsted



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Welcome

I am very proud as the Headteacher, to welcome and introduce you to Stockport School and to our Prospectus which I hope you will find both interesting and informative.

The choice of a secondary school is always a difficult one and is usually taken after a great deal of thought. I am delighted that you have taken the opportunity to investigate what Stockport School has to offer your child.

Stockport School has a rich history and tradition which dates back over 130 years. Stockport School first opened in 1888, before moving to the beautiful traditional school buildings on its present site on Mile End Lane in 1938. During those years, the school has played a crucial role in shaping the lives of thousands of Stockport boys and girls - teaching them academic and practical skills to prepare them for life's journey.

Stockport School has since become very much part of the 21st century. With over 1250 students on roll, it is a thriving, dynamic and successful school, and continues to be one of the most popular and over-subscribed schools in Stockport.

The original Latin school motto, which it still retains today, is *Velis et Remis* which translates to with Sails and Oars. It describes going all out or pulling out all the stops to accomplish a feat. The meaning of the original motto is still very much evident in the culture of high expectation, dedication and commitment that our staff and students display in their work and study.

As a school, we insist on personal best as a consistent goal, and take pride in everything that we do. Our students are taught to be responsible citizens and to develop an understanding of the difference that they can make to the world around them. Our school community is respectful, caring and supportive, and as such, creates an environment where students are prepared and ready to excel in everything that they do.

Selecting the secondary school for your child is one of the most important decisions that you will ever have to make on their behalf. Before you make your choice, I invite you to visit us to see at first hand the unique educational experience offered by Stockport School.

I look forward to welcoming you to the Stockport School community.

Yours sincerely

Mr I. R. Irwin
BA (Hons), MSc, NPQH
Headteacher



“Pupils life chances have been significantly improved, especially those of disadvantaged pupils, as a result of the school’s relentless focus on high standards and it’s dedicated moral purpose. The school’s motto *Velis et Remis*’ - meaning ‘with sails and oars’ - aptly characterises the school’s collective determination to achieve its goals.”

Ofsted

This is what the inspectors said when they visited Stockport School



ACHIEVEMENT
OF PUPILS
GOOD

"There are examples of outstanding teaching across a range of subjects including English, mathematics and science."

Stockport School has "...successfully brought about very rapid and sustainable improvement in students' achievement and the quality of teaching."

"Students enjoy school and are proud of it."

Ofsted also credited Stockport School for many areas of outstanding provision, most notably, the school's capacity to keep improving.

"Students' behaviour in lessons and around school is good. Students get on well together and show good respect for each other, the adults working with them and for visitors."

"The school is well run and over-subscribed"



QUALITY OF
TEACHING
GOOD

"Senior leaders, and governors, demonstrate a high level of drive and ambition for the success of the school. They know exactly how well the school is doing and where it could do better."



BEHAVIOUR AND
SAFETY OF PUPILS
GOOD

"School data, confirmed by inspection evidence, shows that nearly all pupils make very rapid progress in their literacy and numeracy skills"

"Teachers forge good relationships with their students based on high levels of respect. This results in students being eager to please their teachers and to give of their best in the vast majority of classes."

"The curriculum meets students' needs well. It provides students with a good range of opportunities to develop and use their skills in literacy and numeracy across a wide range of subjects."

"...teachers have high expectations of their students and set appropriately challenging tasks."

"Students say that they feel very safe in school."



LEADERSHIP &
MANAGEMENT
GOOD

"Strong relationships with parents have been forged. The vast majority of parents are strongly supportive of the school and would recommend Stockport School to other prospective parents."

"Inspection evidence from school data, lesson observations, analyses of students' work and discussions with students confirms that the upward trend in achievement is set to continue unabated."

"Senior leaders, including governors, lead the school well"

In order to read the full Ofsted report on Stockport School, please visit the school website at www.stockportschool.net alternatively the official Ofsted website at www.ofsted.gov.uk



Our Vision and Ethos

We work with others to create a healthy, safe environment within which all our students can enjoy learning, make progress and achieve high standards. We expect all students to participate fully and make a positive contribution to the school and wider community; and, ultimately become successful, motivated, well-adjusted adults who achieve economic well-being.

Our Vision

What we are aiming to achieve for all of our students?

- Achieve high standards in their academic attainment and actively pursue fulfilment in their personal and social development
- Apply and develop their personal, learning and thinking skills across a broad range of programmes
- Excel in aspects of school life beyond the taught curriculum, including taking up and seeking national and international opportunities to further their learning
- Contribute positively to the well-being of the school and the wider community
- Are E-confident learners prepared for living and working in a global society
- Are prepared to contribute positively to society and capable of achieving economic well-being in their chosen career(s)
- Go on to further their education
- Understand the importance of learning throughout their lives.

Our Ethos

What characterises our students?

- Have an enduring set of commonly held values, and learn and live their lives by these
- Have 'personal best' as a consistent goal
- Are well behaved and self-disciplined
- Are motivated, think creatively and are confident learners
- Make informed choices and pursue healthy life-styles
- Are respectful and tolerant of each other and different cultures
- Have a strong sense of community
- Have a strong sense of personal and social responsibility
- Take pride in their own and the school's achievements
- Enjoy attending Stockport School and take an active part in their learning and school life
- Are involved in the development of the school and help shape their educational experience.

“The innovative and enriched curriculum reflects our vision and ethos and meets the needs and aspirations of students.”

“Pupils are very loyal, confident and articulate. They praise teachers for the support they provide and unrelenting confidence they have in every pupil’s potential”

Ofsted

“The headteacher’s and deputy headteachers’ actions are guided by pupils’ best interests. These leaders have also won the support of staff. Teachers and other staff work well to do the best that they can for the pupils.”

Ofsted





Our offer of a distinctive and relevant education for all

Stockport School is a thriving and very successful Local Authority, non-denominational, co-educational, comprehensive secondary school catering for over 1250 students aged 11 to 16 Years old.

Stockport School offers a broad, distinctive and predominantly academic education for boys and girls from 11 to 16 years of age. The school aims to continue to build on its long standing reputation for excellent results and high quality pastoral care for all students. The innovative and enriched curriculum reflects our vision and ethos and meets the needs and aspirations of students.

Strong and inspiring leadership and management by the senior leadership team sets clear goals for success for all. Staff work together to promote high achievement, inclusion and full participation in the enrichment programme. Students too have an active role in the life of the school.

Parents and carers are actively encouraged to work in partnership with staff enabling all students to make good progress year on year and achieve their personal best.

Stockport School places a high premium on providing excellent care to ensure this becomes a reality for all. Personal and social achievements are fully recognised.

As a British Council recognised International School, the international dimension is a significant part of our students' education, giving them the confidence and the competence to play a full part in a global society. Our students have opportunities to gain an insight into the languages, cultures and traditions of other countries through online contacts and exchange visits.



Enrichment

“The good range of popular enrichment activities adds significantly to students’ personal development and their good spiritual, moral, social and cultural development.”

Ofsted



Extra-curricular and enrichment activities are a real strength at Stockport School. We offer a widespread range of activities available to all students from all Year groups with all of our staff dedicating their own time to the organisation and running of these groups and clubs. All staff contribute a minimum of 45 minutes per week to enrichment.

We encourage all of our students to become involved in a variety of activities during lunchtimes and at the end of our school day. They are advertised on school notice boards, during Form times, on the school website and are also publicised by the staff who are involved.

Some examples of these activities, clubs and groups are:

- Art Club
- Breakfast Club
- Cheer-leading
- Code-breaking Club (for the Mathematicians)
- Creative Writing Club
- Debate Club
- Drama Performances and Production
- Drama Technicians Club
- Duke of Edinburgh Training Award Programme
- Gardening Club
- Graphics Club
- Homework Club (in the LRC for students to work in a quiet conducive atmosphere with computer access)
- Jazz Band
- Languages Club
- Masterchef Classes/Cook Club
- Music Practice/Rehearsal
- Quiet Reading Club
- Rewards Trips
- Robotics Club
- School Choir
- School Orchestra
- Science Club
- Signpost for Young Carers
- Subject Revision Session and Additional Study Sessions at exam time
- War-Hammer Club
- Yarn-bombing Club

We have an excellent PE department who provide lots of different sporting activities which take place during school time, lunchtimes and after the end of the school day as well as all of our school teams who participate (with many victorious results) against other schools in the borough.

Some examples of these are:

- Athletics
- Badminton
- Basketball
- Cricket
- Cross-Country
- Dance
- Dodgeball
- Fitness and Strength
- Football
- Futsal
- Hockey
- Leadership Days
- Netball
- Rounders
- Rugby
- Softball
- Table-Tennis
- Tennis
- Zumba

In terms of performing arts; Music, Dance and Drama are vibrant. In Music, students can learn to play an instrument, join the school band, orchestra, string, woodwind and brass chamber ensembles, and the choir, giving public performances each term. The annual school musical is a highlight of the year. There are opportunities for students to take part both on stage and behind the scenes.

We also hold whole school events which everyone can get involved in which are fun and have also raised amounts for charity too, such as the Race for Life for Cancer Research UK, Sport Relief.

We encourage all of our students to get involved with extra-curricular and enrichment activities and clubs as we feel that they are valuable and provide enjoyment as well as enhancement to their school life and education.

Enrichment helps students to develop their interests and abilities, provides valuable learning experiences outside their studies, and promotes independence and inter-personal links with students in other Year groups. Our students work hard, enjoy life and celebrate their successes.





“The curriculum meets students’ needs well. It provides students with a good range of opportunities to develop and use their skills in literacy and numeracy across a wide range of subjects.”

Ofsted

Our Curriculum Offer

Key Stage 3

In Years 7 to 9 students experience a wide range of subjects across the main areas of the learning experience (scientific, mathematical, technological, aesthetic and creative, human and social, physical, moral and spiritual). All students study English, Maths, Science, Humanities, Religious Studies, Languages, Technology, Drama, Art, Music, ICT and Physical Education throughout these three years.

The Year 7 intake is placed in sets for Maths and in broadly banded groups for other core subjects according to ability, and mixed ability groups for most other subjects. Students study at least one foreign language throughout Key Stage 3, emphasising the importance and status of languages in the modern world. Biology, Chemistry and Physics are taught in specialist laboratories.

Key Stage 4

In Years 10 and 11 all students follow a predominantly academic curriculum with a broad range of GCSE subjects. Core GCSE subjects of English, English Literature, Maths and at least one Modern Foreign Language along with a choice of a Humanities subject are studied. Students also study either Combined Science or the three separate Sciences to GCSE level.

Students choose from a wide range of optional subjects to complete their GCSE portfolio. Teaching and learning takes place mainly in ability sets for the core GCSE subjects and in mixed ability groups for optional subjects. A mentoring programme operates to provide individual support for all students in Key Stage 4. Careers education is integrated into the extended tutorial programme and all students have a work experience placement. Students are encouraged to participate in a wide range of extra-curricular activities and to seek opportunities to take the lead in these.

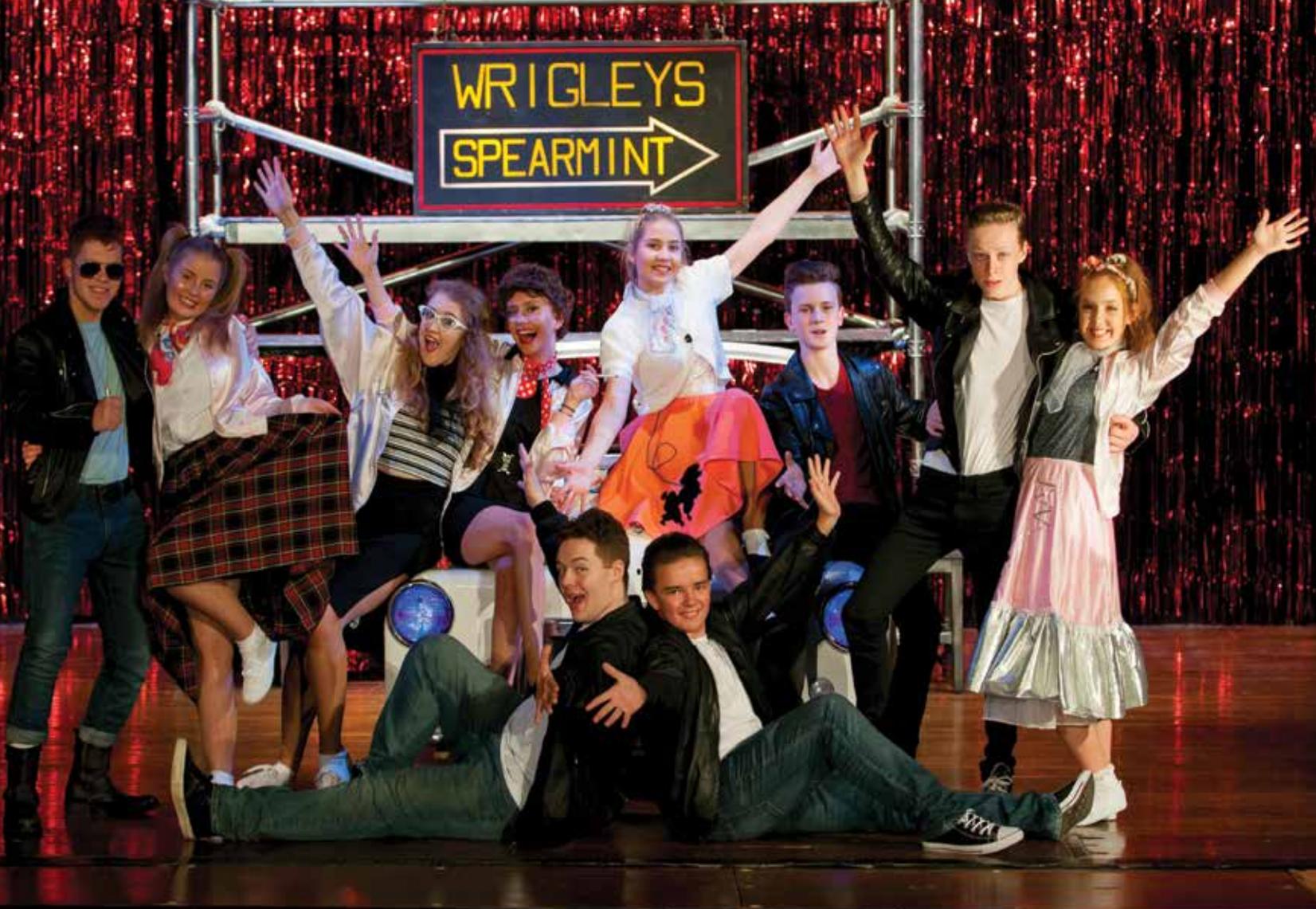
“Leaders have high expectations of their pupils. Leaders aim to provide a first-rate and all-round education. They want to set Pupils up for life.”

Ofsted

Optional Subject Choices at GCSE - Popular Choices

- Art
- Biology
- Business Studies
- Chemistry
- Computing
- Creative Media - BTEC
- Dance
- Design Technology
- Drama
- French
- Geography
- German
- Graphics
- Health and Social Care
- History
- Hospitality and Catering
- Music
- Music Technology
- Performing Arts
- Photography
- Physical Education
- Physics
- Product Design
- Religious Studies
- Spanish
- Sports - BTEC
- Science (Combined)
- Statistics
- Textiles
- 3D Art - Product Design





Careers Information, Advice and Guidance (CIAG)

Careers Information Advice and Guidance (CIAG) is seen as essential to every student's curriculum. All students have an entitlement to an appropriate programme of provision. At both Key Stages, CIAG is delivered through our extended tutorial programme and all students have equal access to the taught elements.

Work related learning and work placements take place in Year 10.

All students in Years 8-11 are given CIAG input to raise their awareness of post 16 opportunities. All students identified as being in need of guidance are given the opportunity to meet with a Services for Young People careers adviser for a 1-1 interview. A careers based website is available to all students. Access to the careers resources is available before school, at break, lunchtimes and after school for students. The careers adviser also attends key events including Parents' Evenings and KS4 Information Evenings.



“Well-thought-out provision for students’ personal, social and health education ensures that students are well-prepared for life in a multicultural society”

Ofsted

Respect, Beliefs and Values through Religious Studies (RS)

Religious Studies are taught throughout the school as part of the core curriculum. This fulfils the requirements of the Education Reform Act and conforms to the aims of the Stockport LA agreed syllabus. As part of their studies, students will consider the major world faiths - Christianity, Judaism, Islam, Hinduism and Buddhism.

The course also considers aspects of Citizenship, including an understanding of what it means to be a Citizen, Rules and Laws, Rights and Responsibilities and topical issues affecting our community.

The idea of respect is a key theme that runs through this part of the curriculum. Students will be encouraged to question sensitively their own ideas and beliefs. The courses seek to foster respect for the religious beliefs and practices of others and students learn to appreciate that people hold differing beliefs, including religious, and to understand some of the reasons for this.

Should you wish, you may ask for your son or daughter to be excused from aspects of the Religious Studies course.

Sex and Relationship Education (SRE)

After consultation with parents/carers, governors and teachers our Sex and Relationship Education courses have been revised to reflect the requirements of the Sex and Relationships Education Guidance document (DfE 0016/2000).

We aim to support the personal and social development of all students, ensuring that they have the ability to accept their own and others sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse.

We recognise that teaching about the physical aspects of sexual behaviour should be set within a clear moral framework in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others, and helped to recognise the physical, emotional and moral risks of casual and promiscuous sexual behaviour. Students should be helped to appreciate the benefits of a stable married and family life and the responsibilities of parenthood. This is delivered through the PHSE curriculum.

Should you wish, you may ask for your son or daughter to be excused from some aspects of the PHSE/SRE Programme.





Homework and Independent Learning

Homework and Independent Learning are important extensions to the school curriculum and are vital to assist students in the extension and consolidation of their learning. Homework is considered an integral part of the learning experience and is set for all subjects and Year groups.

- Homework will be set according to the Homework Policy. Copies are available via the school website. Homework should be completed on time and to the best of the student's ability.
- There are opportunities for students to complete homework in school if they wish to do so and independent learning is encouraged and supported as a means of students becoming self confident, independent and resilient. The school library (LRC) is open before school, at break, lunchtime, and at the end of the day.

Ensuring that homework is completed is one of the main areas in which parents can help their child to achieve. We ask parents to support the homework policy by checking their child's task page on Firefly (see further details in the next column) and their child's Student Planner/Diary and by signing it on a weekly basis. Parents and carers can also help by ensuring that the correct books and equipment are in their child's school bag each day and that homework is handed in on time.

Helping students to establish good routines regarding homework is important, and a key to success as student's progress through school.

To help students further we request that parents and carers:

- Ask what homework has been set each night
- Help establish a routine whereby homework is done at the same time each day in the early evening
- Provide a quiet area or time for working
- Check their child's planner/diary for homework set
- Communicate with subject teachers or Form Tutor if their child struggles with any homework set.



Firefly is the school computer dashboard and students are able to log in and use it to access their homework. See what has been set, who/which subject it has been set by and when/how it needs to be submitted. Firefly is available and accessible at all times and is fully functional on all smart phone and tablet devices as well as PC and laptop.

“Leaders and managers, including the governing body have worked hard and successfully to raise the quality of teaching and students’ achievement. They evaluate the effectiveness of the school accurately and use the outcomes to plan and implement appropriate initiatives to drive the school forward.”

Ofsted



The School Timetable

As a school we prioritise learning, and take every opportunity to capitalise on this. Our school timetable is a prime example, where we provide an innovative 26 lessons per week (52 lessons per fortnight timetable). The 26 lessons per week maximises teacher-student contact and provides an additional taught lesson each week from that of most traditional school timetables, which when added up over the course of a school year allows for the equivalent of an additional 8 days of teaching or 8 full weeks over the course of a 5 year school career.

In addition to taught lessons, we provide a comprehensive tutorial programme for our students, which comprises of 5 x 20 minute sessions per week. Students engage in a range of activities during their tutorial time, including; assemblies, SEAL, PHSE, citizenship, careers, musical tuition, accelerated reading, curriculum intervention and support, mentoring programmes, charitable activities, and school council activities.

All of our students are also encouraged to participate and engage in our extensive enrichment programme which runs during lunchtimes and at the end of the school day.

The school day starts at 8.35am, at which time the school gates are locked. Students are expected to arrive and line-up outside their Form Room ready to start work promptly at 8.40am. All students are expected to be punctual and are encouraged to arrive early where possible. The school offers a breakfast club in the dining room from 8.00am until 8.35am each morning.

Students have a 20 minute mid-morning break and a 40 minute lunch break. Food and drinks are served at both of these break times in the dining room. Students in Years 7 -11 must remain on-site throughout the whole day including lunchtime. However, our Year 11 Prefects are offered the privilege of signing out and in again at lunchtime, if they wish (with parental permission).

Our school day finish time varies across the week to accommodate the additional lesson time. Students finish at 3.00pm on a Monday to Wednesday, although all students are encouraged to then engage in our after school enrichment programme. On a Thursday, the school day finishes at 3.50pm and on a Friday, all students finish at the earlier time of 3.00pm.



Timetable



Monday - Wednesday

08.00

Breakfast Club

Students allowed access to dining room
Independent study
in the LRC

08.35

Start of School Day

All students on-site and
School gates locked

08.40

Tutor Time

20 minutes

AM Registration

09.00

Period 1 | 1 hour

10.00

Period 2 | 1 hour

11.00

Break 20 minutes

11.20

Period 3 | 1 hour

12.20

Period 4 | 1 hour

13.20

Lunch 40 minutes

Enrichment

14.00

Period 5 | 1 hour

15.00

End of School Day

Monday - Wednesday

15.05

Enrichment Programme

Monday - Wednesday

Thursday

08.00

Breakfast Club

Students allowed access to dining room
Independent study
in the LRC

08.35

Start of School Day

All students on-site and
School gates locked

08.40

Tutor Time

20 minutes

AM Registration

09.00

Period 1 | 1 hour

10.00

Period 2 | 1 hour

11.00

Break 20 minutes

11.20

Period 3 | 1 hour

12.20

Period 4 | 1 hour

13.20

Lunch 40 minutes

Enrichment

14.00

Period 5 | 1 hour

15.00

Period 6

50 Minutes

15.50

End of School Day

Thursday

Friday

08.00

Breakfast Club

Students allowed access to dining room
Independent study
in the LRC

08.35

Start of School Day

All students on-site and
School gates locked

08.40

Tutor Time

20 minutes

AM Registration

09.00

Period 1 | 1 hour

10.00

Period 2 | 1 hour

11.00

Break 20 minutes

11.20

Period 3 | 1 hour

12.20

Period 4 | 1 hour

13.20

Lunch 40 minutes

Enrichment

14.00

Period 5 | 1 hour

15.00

End of School Day

Friday

Independent Learning Mon - Thurs until 5:00pm and 4:00pm on a Friday in LRC



Lunchtimes

Students can buy a freshly prepared hot or cold lunch from our dining rooms. The school lunch includes a selection of hot foods, sandwiches, baguettes, panini's, soups, salads, pasta, fruit boxes, vegetarian and halal options. All food must be consumed in the dining rooms and we ask that students reduce the amount of litter by using the bins provided.

Free School Meals

Children from families in receipt of Income Support/Income Based Jobseekers Allowance/Child Tax Credit, but who are not entitled to Working Tax Credit and whose income (as assessed by HMRC) does not exceed £16,190 (subject to review) are eligible for free meals at the school. Application forms and further information are available from Stockport Local Authority's Education Services Pupil Support Team (Tel: 0161 474 3878) or any of the Local Authority's Information Offices..



Assemblies

Assemblies provide opportunities for Year groups to meet on a regular basis. They play an important part in the moral, cultural and social development of our students. They aim to promote a sharing of the Stockport School values, to foster a spirit of unity and community and to raise awareness of the beliefs, needs and rights of others. We hope to encourage the consideration of current moral and ethical issues, and to stimulate the exploration of complex philosophical ideas.

We also use assemblies as a time to celebrate and to take pride in the achievements of individual students, teams of students and the school as a whole. Each Year group has a timetabled assembly each week, led by either the Headteacher, a member of the senior leadership team, the Director of Progress for that Key Stage or the Pastoral Manager.

The aims of our Collective Worship policy are:

- To provide a focal point of unity and strengthen a sense of community within the school
- To reinforce a real sense of common purpose and common concern, and further students' spiritual and moral development
- To give students a greater understanding and appreciation of the diversity of religious beliefs and practices in our multi-faith society
- To promote concern for truth, justice, peace, and express and affirm values such as honesty, integrity, respect, understanding, tolerance, caring, sharing, loving and forgiving
- To celebrate the various achievements of members of the school and show them to be of worth
- To reflect on aspects of human life and the natural world and appreciate them.



After School Activities and Events

Various extra-curricular enrichment activities and team matches take place after the school day officially ends.

Students who wish to participate and who are selected for teams are given details well in advance of the dates, locations and probable finishing times of the matches. If the match is at another school or institution, students will be transported there either by coach, minibus, taxi or in staff cars. Parents are expected to arrange transport home from any such activity, except with certain matches, when transport back to the school is more practicable. Students would then need to be met at school at an approximate given time.

Visits and Excursions during the School Day

During the course of the year, students may take part in visits or expeditions connected with their studies. Some of these visits will take place during normal lesson time, under the supervision of school staff. Appropriate transport, when necessary, will be provided, to which the students may be expected to make a voluntary contribution.



Attendance and Punctuality - Students who are not here are not learning!

Attendance is a key factor in success at Stockport School. The school and the Government place great emphasis on full attendance.

A copy of the school term and holiday dates for the current academic year is available on the school website www.stockportschool.net

Students should be at school by 8.35am. If your child is absent, we ask that you telephone the school office before 8.35am on 0161 483 3622 Ext. 250. Students not in school, whose parents/carers have not informed us of a reason for absence, will receive a telephone call, text message or email to check that the absence is genuine on the first day that they are away.

On the day that a student returns, a note must be brought in to explain the absence. Any unexplained absence is recorded as truancy. The school is bound by DfE regulations. The DfE now regards all unauthorised absence as truancy, aided and abetted by parents.

Absence is classified as unauthorised in the following cases:

- If the reason for absence is unacceptable to the school
- If the student does not bring a written explanation of absence from a parent
- If the student misses a lesson without the permission of the teacher
- If the student leaves the school site without the written permission of a parent and a member of staff.

Unauthorised absence is noted in a student's individual school record and has to be reported to the DfE.

“Attendance levels are above the national average.”

Ofsted

“Pupils arrive to lessons on time. They are ready to learn and try hard in lessons. They usually behave well around school. Pupils say that they feel happy and safe at school. They say school is a good place to make friends and to learn.”

Ofsted

“The school has very thorough procedures for checking on attendance and promoting its importance. Consequently, attendance has improved and is above the national average.”

Ofsted

Leave of Absence

Legal amendments were made to The 2006 Education Act (Pupil Registrations - England) which came into force in September 2013. The amendments make it clear that it is no longer possible for Headteachers to grant a leave of absence for family holidays. Leave of absence during term time can now only be granted if 'there are exceptional circumstances'.

The Annual School Calendar should be used carefully to avoid taking time off during the school year which can be disruptive to your child's education, frustrating for their teachers and for which the Headteacher can no longer give permission.

Absence is a handicap to a student's academic progress, and creates extra stress on your child when they have to copy up work missed. Absences for non-essential appointments may clash with pre-examination revision periods, examination dates, coursework deadlines, and other important events in the school. Supporting a student when they return from an absence reduces the teacher time available for other students in the class.

We ask that you arrange medical and dental appointments after the school day or in holidays wherever possible. If your child needs to leave during the day, or arrives late due to such an appointment, a note or the appointment card should be brought in to school. If it is essential and unavoidable that your child attends a medical appointment during the school day then they must make every effort to attend school before or after the appointment.

The school reserves the right to withdraw the examination entry of students who have unauthorised absences.

Individual Lesson Monitor

Stockport School places the safety of all students as its priority, and as such we take steps to ensure that all students are accounted for throughout the day. All of our staff have access to computers in lessons that are linked to our SIMS network, enabling us to conduct individual registers for all subject lessons throughout the day. This means that in addition to the main AM and PM Registration sessions, there are 4 other times throughout the day when your child will be registered. We will regularly monitor and track student's patterns of attendance and punctuality via use of this system.

We will also notify parents if we have any concerns regarding their child's record of attendance or punctuality to lessons.

Punctuality

Lateness to school is unacceptable and is punishable by a detention unless the student has a valid reason and a parental note or telephone call. All students arriving late should sign in at the Attendance Office. Lateness to lessons is monitored by staff using our Lesson Monitor system, and students who are regularly late are referred to the Pastoral Manager or Director of Progress.

Attendance and punctuality are monitored by the school, the Local Authority, and the DfE.





First Day of Absence Calling

“Strong relationships with parents have been forged. The vast majority of parents are strongly supportive of the school and would recommend Stockport School to other prospective parents.”

Ofsted

Of paramount importance to our school is the safety of the students and effective communication with parents and carers. We also acknowledge the importance of the Government's 'Every Child Matters' agenda in promoting child safety, and providing peace of mind to parents and carers.

In order to address this area we will contact you directly if your child is marked absent during morning registration. If your child is absent and you have not already notified us of this you may receive an email, text or voice message informing you of the absence and requesting that you either email, text or call the school to explain this. This will ensure that the reason for the absence is known as soon as possible and alert you if your child is not in school when they should be.



Transport To and From School

Stockport is an urban area well served by public transport. Services are provided by Transport for Greater Manchester (TfGM). Any queries about school buses should be directed to the TfGM Telephone Enquiry Line (0161 228 7811).

Children aged 11 to 16 will need an igo pass to pay the concessionary fare on buses in Greater Manchester. Some children qualify for free travel passes if transport is considered necessary to facilitate school attendance. In considering each application, the authority, as required by law, will have regard, amongst other things, to the age of the child and the nature of the route. For more information go to www.tfgm.com

Inclusion

Stockport School is committed to providing the best education and care for each child, thereby helping them to consistently achieve their personal best.

“Leaders know and understand each pupil’s possible barriers to learning and work hard to address them.”

Ofsted



**Stockport Inclusion
Quality Mark**



“Teaching assistants work very effectively in class to guide the learning of students with special educational needs. They know what is expected of them and make a valuable contribution to students’ good and improving achievement.”

Ofsted

Students with Special Educational Needs or Disability (SEND)

Parents who wish to discuss specific learning difficulties with respect to their child should contact our SENCO. If parents have obtained specialist educational advice, for example from an educational psychologist, they are asked to provide the school with a copy of the specialist’s report. This will help us to construct an Individual Education Plan, in discussion with the student, which will identify and address the aspects in which they are experiencing difficulty.

Teachers of the relevant subjects will be provided with advice on how to tailor their teaching to best support the student. The Individual Education Plan summarises areas of strength and areas of difficulty and sets targets for the student. The school will provide an Individual Education Plan for all students who have an Education Health Care Plan and the relevant student will be given educational support by the SEN Learning Support Team. The Director of Progress, Pastoral Manager and Pastoral teams are available to provide emotional guidance, where appropriate.



Disability Equality and Access for the Disabled

“Students who are disabled or who have special educational needs are treated with respect and are successfully encouraged to play a full part in school life.”

Ofsted

Stockport School is committed to promoting and ensuring equality for all. Stockport School recognises its responsibilities under the Disability Discrimination Act 1995 (DDA) not to discriminate against current or prospective students or employees with disabilities because of a reason relating to their disability.

The requirements of the school’s Disability Equality Scheme apply to all staff and students. Everyone in Stockport School accepts personal and professional responsibility for fully implementing the scheme and are encouraged to share their views on the scheme and make suggestions for its improvement.

Excellence and equality of opportunity are two of our core values which underpin all of our activities. We believe that the active promotion of equality and equal opportunities enriches the lives and experiences of all students. Stockport School is therefore committed to provide the very highest standards of education for all students, whatever their ability. Stockport School seeks to deal with the individual needs of all students and prospective students with disabilities as far as reasonably practicable. The school’s policy in relation to access to the buildings and the curriculum is set out in the Disability Equality Scheme/Accessibility Statement, which is available via the school website www.stockportschool.net

“A culture of inclusion permeates the school and being different is not a barrier to being accepted.”

Ofsted



Gifted and Talented/More Able Students (G&T)

A distinct and discernibly different teaching and learning programme is provided for all of our gifted and talented/more able students. Stockport School is committed to meeting the needs of our most able students through a broad, challenging and relevant curriculum. There is a Gifted and Talented Co-ordinator who is responsible for ensuring that gifted and talented/more able students' talents and abilities are met by:

- Identifying a student cohort in the top 10% of each subject as gifted and talented with the assistance of all staff, using cognitive testing data and other relevant information such as teacher assessment
- Ensuring that the students participate in partnership activities which complement their learning programme
- Providing a wide variety of extension resources to identify students within their regular classroom lessons, thus providing a 'distinct' curriculum for the most able to maintain levels of challenge
- Providing an extensive range of clubs and activities during enrichment sessions for extension both across the curriculum and in other areas.

“Teachers have good subject knowledge that they use well to challenge students' thinking and drive their progress at a good rate.”

Ofsted

Pupil Premium Students

Pupil Premium is additional funding intended to support our students who are either on or who have received Free School Meals in the last six years, students whose parents are in the armed forces and young people who are living in care. Further details of the background to the Pupil Premium grant can be found at the Department of Education's (DfE) [website www.education.gov.uk](http://www.education.gov.uk)

At Stockport School we effectively and strategically deploy our Pupil Premium funding across three main waves (see right), to improve outcomes for all students and to close the gap in attainment between students from different cohorts across the school. A full explanation of how we allocate our funding along with an evaluation of its impact is available to view on our school website www.stockportschool.net



Pupil Premium The Three Main Waves

Wave 1

Whole School Strategies

Benefiting all students

Wave 2

Intervention Strategies for targeted groups of under performing students

Benefiting Pupil Premium students and other under-achieving groups

Wave 3

Targeted Strategies for Pupil Premium students

Benefiting specifically Pupil Premium students

English as an Additional Language (EAL)

Our student community is enriched culturally by its bilingual students. We provide extra support in English for any bilingual students who feel that they would like it in order to raise their academic performance.

Promotion of Equal Opportunities

Our equal opportunities policy raises awareness in the school community of the part we all play in ensuring that Stockport School fulfils its agreed aims to provide:

- A supportive learning environment
- A lively, stimulating and friendly environment
- An excellent education for students from all backgrounds.

Stockport School endeavours to:

- Provide equality for all students and will not discriminate on grounds of ethnic, religious, social or cultural background, or against students with disabilities
- Ensure that any incidents of ridicule or the making of derogatory remarks about a student's colour, their ethnic, religious, social or cultural background, their disability, their academic achievement, their commitment or their enthusiasm, will be the subject of strong disapproval and will be dealt with appropriately (refer to the Anti-Bullying Policy)
- Assess the need for support or special provision to be made for individuals or minority groups within the school and to satisfy that need.

Promotion of Race Equality

Stockport School is committed to providing the highest standards of education for all students whatever their ability, race, colour, gender or creed and to supporting all staff to deliver this service within its resources. The school recognises that discrimination may take place, and the main purpose of its Race Equality policy is to eliminate unlawful discrimination, and to promote equality of opportunity and good race relations in all areas of life within the school and in the wider community.

Excellence, access, inclusion and equality of opportunity are the core values which underpin all of our activities. We believe that the active promotion of racial equality within the overarching equality of opportunity enriches the lives and experiences of all students and staff who work at Stockport School.

Stockport School recognises that its community is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures, and seeks to retain a student intake from within the geographical base in the city and outside.

“Teachers have high expectations of every pupil. Pupils rise to the challenge as a result. The most able, particular, are on track to make even better progress than in previous years across many subjects because teachers aim high.”

Ofsted

“Pastoral care is second to none. Pupils say they feel safe and they praise the pastoral team, including their form tutor for the support they receive.”

Ofsted

Pastoral Support

The pastoral care of students within Stockport School is a high priority. The school aims to provide support, encouragement and information so that all students have many opportunities to achieve their personal best across a wide range of studies and enrichment activities. We emphasise positive attitudes and relationships based on mutual respect.

The basis of the school's pastoral system is the Form Tutor. Students should use their Form Tutor as the first point of reference if there is a problem or an issue. Each Form Tutor is part of a team led by a Director of Progress. The Director of Progress is supported by a non-teaching Pastoral Manager for each Year group. The SEN and Intervention teams also provide additional pastoral support, as required.

The Directors of Progress, Pastoral Managers, Form Tutors, SEN and Intervention teams, and subject teachers, form a network of support for each student. Senior leaders hold overall responsibility for the co-ordination of pastoral support throughout the school at the different Key Stages. The Pastoral team aims to work in co-operation with students and their parents to maintain high standards of progress, achievement and effort, and to create a supportive community.



“Students have a good understanding of the different kinds of bullying. They state that instances are rare and that, on the few occasions when it happens, it is dealt with swiftly and effectively.”

Ofsted

Anti-Bullying

Bullying is unacceptable and is not tolerated!

At Stockport School we believe that all individuals have a right:

- To be treated with respect and courtesy
- To be regarded as unique and accepted and valued as such
- To be able to speak without fear of being bullied
- To be safe and secure in school and between home and school

All individuals have a responsibility:

- To treat others with respect, courtesy and kindness
- To respect each other's individuality
- To express their opinions in a manner which does not harm others
- To behave in a manner which is neither threatening or bullying

Some examples of bullying are:

- Teasing in a nasty way
- Name calling
- Isolating a person
- Hiding belongings
- Writing nasty notes
- Hurting physically

We can only deal with bullying if we know about it. We encourage all our students to tell us if they are bullied or if they see bullying taking place. We can only take action if we know it is happening.

If you feel that you are being bullied you should:

- Tell your Form Tutor; Director of Progress, Pastoral Manager; or any other member of staff
- Tell your parents
- Avoid the bully or bullies

If you see bullying you should:

- Not join in the bullying
- Tell your Form Tutor; Director of Progress, Pastoral Manager; or any other member of staff
- Tell the bully not to act in this way

Asking for Help

There are many different people whom our students can turn to for advice and guidance in Stockport School:

- Friends, Mentors, and the Head Boy/Girl and Prefect Team can help in lots of ways. They can show students the way around and explain the day-to-day routines of the school
- Form Tutors see students every day and can help with anything (or know someone who can). Students should always try to discuss any concerns with their Form Tutor
- The Pastoral Manager will be on hand as a point of contact for students and their parents and carers should they need any information, advice or have any important questions that need answering. The Pastoral Manager will help to guide students towards the correct member of staff or the support that they need.
- Subject Teachers can give advice and guidance on the work in their lesson but can also help with more general things.
- The Director of Progress is responsible for students overall progress and development in school. They will have an overview of student's standards of work, effort and behaviour. They are also there to support students if they have a specific issue or problem. Always ask someone if you are unsure of anything. We can only help if you let us know there is a problem!

“Students say that they feel very safe in school.”

Ofsted

“Staff know Pupils well and are highly vigilant”

Ofsted



Teaching and Learning

Students of all abilities at Stockport School are given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies are used effectively and appropriately to accommodate differing learning styles.

Although we recognise that extensive learning takes place within the classroom, students should also realise that there are opportunities for learning outside the classroom.

All of our teachers are also learners and they strive to evaluate and improve their practice. This means understanding both the teaching and learning process and building on students' skills, knowledge, and understanding. Our teachers are managers of the learning environment, facilitating all students to reach their full potential. In order to facilitate the learning process for our teachers we provide and invest significant opportunities for professional development.

We believe that a good learning environment is created when students participate in, and are motivated by the lesson content, interact well with both the teacher and other students, and improve their skills and confidence in themselves as learners. Students are encouraged to feel that they are learning and therefore achieving.

All members of Stockport School are most strongly encouraged to: Develop a passion for learning, and to be the best that they can be.

Visit our website at www.stockportschool.net to learn more about the exciting teaching and learning activities that take place within all aspects of the school.

“.....pupils are provided with high-quality learning opportunities, which they enjoy and relish. Pupils appreciate teachers' knowledge, skills and passion for their subject.”

Ofsted

“Across the whole school, from the senior leadership team through the managers to the staff, there is a culture of continuous improvement being driven. Overall, people described the school as being a great place to work--.”

Investors in People

**“The schools’
‘...rigorous
use of data to
track students’
progress
towards
demanding
targets has
contributed
significantly
to better
achievement.”**

Ofsted

**“Pupils achieve
well, across
most subjects,
in national
examinations.”**

Ofsted

Monitoring Student Progress and Assessment, Recording and Reporting

Assessment is at the heart of learning at Stockport School. Students' experience of assessment should, as far as is practicable given the demands of each subject, be consistent across the school. Research shows that this is one of the key elements in raising standards. The experience of assessment within curriculum and subject areas should be consistent.

- Assessment within the school will help students develop an understanding of their learning, and motivate them. It should help students recognise their next steps in learning and how to take them. It should provide teachers with a range of diagnostic information to help them plan work to suit the needs of the students.
- Assessment procedures within the school recognise that students and teachers need to have a shared understanding of clear, explicit and achievable objectives, targets and long term goals. Not everything that happens in lessons or appears in students' work can or should be assessed. Assessment must be simple and manageable.
- Assessment within the school provides parents with information about their child's progress and achievements both in the light of their abilities and in comparison with national expectations.
- Assessment information recognises the range of students' achievements, not just those which are academic.
- Assessment provides the Headteacher and the school leadership teams with information about how well the school is doing and enables the governing body to monitor performance.

Marking

“Teachers mark students’ written work regularly. Some marking is of exemplary quality, for example in English, in showing students the steps that they need to take to improve their work and in insisting that comments are followed up and acted upon.”

Ofsted

One key element to ensure that students improve is by staff consistently applying a marking policy. This policy has been developed through a detailed series of discussions and workshops with staff to ensure that the final policy meets the precise needs of the students and staff. Curriculum and subject area policies reflect whole school practice; Subject Leaders are responsible for ensuring that the policy is monitored and adhered to.

Details of our Marking Policy are available on our website www.stockportschool.net





Reporting

“Leaders and managers monitor the quality of teaching regularly. They have sharpened their focus to take greater account of the impact that teaching has on students’ learning and progress rather than purely on the quality of teaching observed.”

Ofsted

The school issues a regular termly report to parents as a short check on progress concentrating on current effort and attainment based against challenging personalised targets. The school also issues an annual summative report, detailing a student’s overall progress in each subject. We also hold an annual subject specific parents’ consultation evening. Under most circumstances, the school aims to place one of these reporting opportunities in each academic term to allow regular contact with parents.

Interim reports and grade cards carry an effort or attitude to learning grade in each subject. Staff meet on a regular basis to discuss any individuals who are giving cause for concern and parents are invited into school to play a part in the monitoring of their child’s progress.

Full details of our assessment, recording, and recording policies and procedures are available on our school website www.stockportschool.net

“Students enjoy school and are proud of it. The vast majority behave well around school and in lessons. They get on very well together.”

Ofsted

“Students’ behaviour in lessons and around school is good. Students get on well together and show good respect for each other, the adults working with them and for visitors.”

Ofsted

Our Expectations of our Students’ Behaviour

We are here to learn!

We are committed to creating and maintaining the ideal learning environment for our students. Good behaviour both in and outside the classroom is seen as a real priority at Stockport School. We expect from our students a very high standard of self-discipline and behaviour; a positive approach to their studies and a co-operative and supportive relationship with peers and staff. Parents are asked to work in partnership with staff to assist the school in maintaining high standards, and to take responsibility for the behaviour of their child in school and on the way to and from school. We also ask parents to ensure that their child reads and understands the Code of Conduct. Students are asked to read and understand the Code of Conduct and classroom expectations. They should take responsibility for maintaining good standards of behaviour and for reporting to staff any incidents of harassment they have witnessed.

Staff will aim to create a supportive learning community through:

- Establishing good order and discipline in classrooms and all other areas of the school
- Developing student self-esteem and self-discipline
- Setting high personal standards and thus promoting amongst students a proper regard for authority
- Establishing positive teacher-student relationships based on mutual respect
- Ensuring equality of opportunity and fairness of treatment for all
- Ensuring that responses to both negative and positive behaviour are consistent across all staff
- Monitoring the impact of special educational needs on behaviour to ensure early intervention
- Providing a safe environment for staff and students, free from disruption, bullying and any form of harassment and aggression
- Building constructive relationships with parents and carers, and involving them in implementing the school's behaviour policy. Copies of the full behaviour policy are available on the school's website at www.stockportschool.net

Positive Behaviour

We believe in recognising and rewarding good work and good behaviour!

Students will be praised and rewarded regularly if their conduct is a credit to the school. Stockport School recognises and rewards good behaviour; attendance, punctuality and citizenship, in addition to effort and exceptional work.

Success in work is recorded and rewarded using our in-house tracking and monitoring system. Students are praised and then recognised/rewarded for good effort and work (both inside and outside of classrooms) and gain certificates, badges and other rewards for themselves and their House.

Each student is placed in a Form group and also a House team and they are encouraged to contribute to the success of their team via their own hard work and individual achievements.

“Pupils’ behaviour in class and around the school is exemplary.”

Ofsted

Negative Behaviour

Unacceptable behaviour will be dealt with appropriately!

Unacceptable behaviour is that which:

- Prevents oneself or others from learning
- Is offensive or disrespectful to others in the community in or outside the school
- Damages the school environment or its resources
- Endangers oneself, or other people, or is illegal
- Is contrary to Stockport School rules or behaviour policy.

We hope that with parental support all of our students will work to the best of their ability and that our school community continues to be a happy and successful one.

“Teachers forge good relationships with their students based on high levels of respect. This results in students being eager to please their teachers and to give of their best in the vast majority of classes.”

Ofsted

Expectations

Students are expected to:

Punctuality:

- Arrive on time, entering the classroom in an orderly manner
- When a teacher indicates the end of a lesson, pack their bags and move to the next lesson quietly and quickly.

Organisation:

- Bring the correct equipment, books and completed homework
- Record the homework in their student planner/diary.

Good manners:

- Listen when others are speaking
- Speak only when their contribution is relevant to the lesson
- Raise their hands to answer or to ask a question
- Work co-operatively with others.

Concentration:

- Participate fully in the lesson
- Listen carefully to instructions
- Stay focused on the task
- Allow other students to concentrate on the lesson.

Health and safety:

- Ensure that their behaviour in class does not endanger anyone
- Leave the classroom in a clean and orderly state.





Our Code of Conduct

This was developed and agreed by students, staff and governors.

Around Stockport School and the wider community we agree to:

- Treat everyone as we would like to be treated
- Respect people of all races and their beliefs
- Be caring, courteous and considerate
- Respect school property at all times
- Respect other people's possessions
- Always do our best to be punctual
- Always be sensible around the school
- Always be polite and helpful
- Be honest.

Child Protection and Safeguarding

The policies of Stockport School reflect the Children Acts of 1989 and 2004, which include the principle that '...the welfare of the child is of paramount importance'.

Stockport School staff have a responsibility to protect students from harm. The Children's Act gives the school the right to do what is reasonable in all circumstances for the purposes of safeguarding and promoting the child's welfare, and schools have a responsibility to work with the child, parents and colleagues, and with outside agencies, to create a safe environment.

Stockport School has a member of the senior leadership team as its Senior Designated Person for Child Protection.

All staff (both teachers and support staff) and volunteers undergo an enhanced Disclosure and Barring Service Check (DBS) to ensure that they are suitable and fit to work with children.

Complaints Procedure

Stockport School has a complaints procedure that outlines to parents the process for making a complaint. A copy of this is available upon request from the school, and is also available to view on our website at www.stockportschool.net

Uniform and Appearance Policy

All students are expected to take pride in their appearance and to wear the school uniform correctly at all times. A full outline of the school uniform and appearance policy is included at the back of this prospectus. A copy can also be obtained from our website www.stockportschool.net

“The Headteacher and the designated safeguarding leaders are dedicated to ensuring the safety of the whole school community.”

Ofsted

“Inspection evidence from school data, lesson observations, analyses of students’ work and discussions with students confirms that the upward trend in achievement is set to continue unabated.”

Ofsted

Equipment

Every student is expected to provide the following basic items of equipment for every lesson:

- Black or blue pens
- Pencils
- Coloured pencils
- Eraser
- Ruler
- Pencil sharpener
- Calculator
- Student planner/diary.

Accessories

Mobile phones, electronic games, MP3 players, iPods and personal stereo equipment are the responsibility of students and must be kept switched off and out of sight during the entire school day, from entry to the school grounds in the morning, until leaving through the school gate at the end of the day. Apple and smart watches are not allowed to be worn at any time whilst in school. Students who abuse this rule may have the item confiscated and stored safely for parents to collect.

Our Students’ Achievements

At Stockport School, teaching makes a real difference to our students’ achievements. We can demonstrate excellent ‘added value’, which is to say that our students’ results at Key Stage 3 and GCSE exceed their predicted attainment when they join the school.

Full details of our examination results over the past few years are included at the back of this prospectus. They are also available to download from our school website www.stockportschool.net

Where do our Year 11 Leavers Go?

The vast majority of our Year 11 leavers go on to their first choice of Sixth Form College or apprenticeship. Further details of about the destinations of our previous leavers are available on our school website www.stockportschool.net





Admission Arrangements

Stockport School follows the Local Authority policy for admissions for 11-16 students. For further information on Secondary admissions in Stockport, please visit the Stockport Council website www.stockport.gov.uk and search for Secondary School admissions, where you will find links to useful information, including the appeals process. An admissions information leaflet is also included at the back of this prospectus; a copy of which can also be downloaded from our website www.stockportschool.net

Each year the school arranges an Open Evening early in the autumn term, for prospective students and their parents/carers. Details of this year's Open Evening are available on our school website www.stockportschool.net

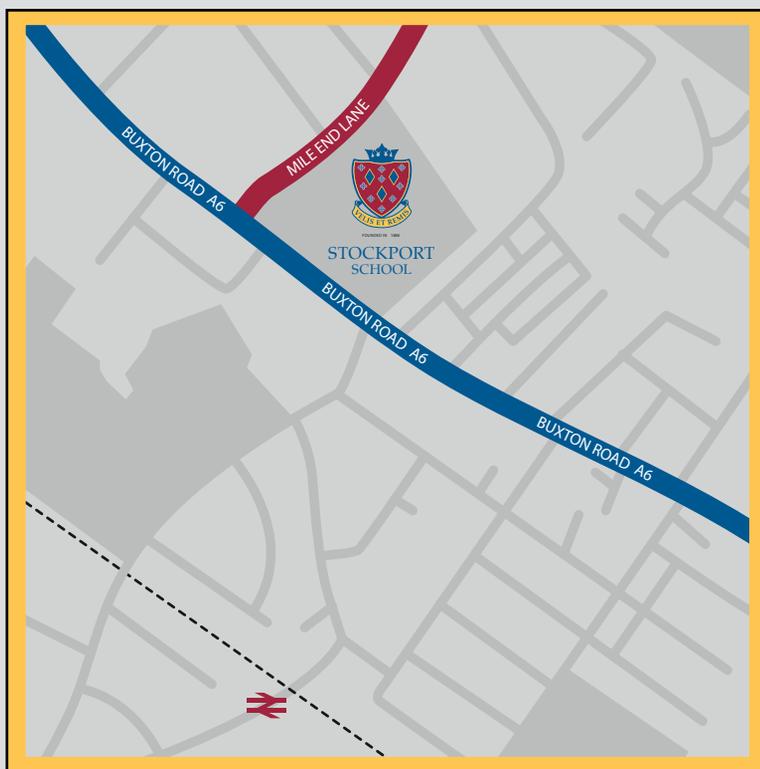
Once we know which students are due to attend there is a series of events and meetings from May onwards to ease the transfer from primary school. These include: primary sports sessions, a New Parents' Induction evening, an Induction day for new students and a transition/induction programme. In addition key staff visit the main primary schools to discuss transfer information with appropriate teachers.

The Governing Body

We are pleased to have such an effective working partnership with our Governing Body. The Governors meet as a full body once a term and its various sub-committees (Teaching and Learning and Finance and Resources) meet as appropriate at least once a term. Governors make regular visits to see the school working during the day, as well as attending key school events, functions and performances. A full list of the members of Stockport School's Governing Body is available on our website www.stockportschool.net

The Staff

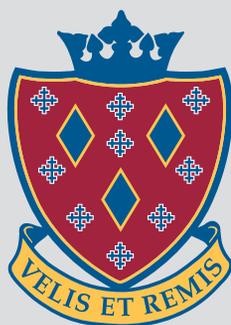
Stockport School is fully staffed by well qualified, skilled and experienced teaching and non-teaching staff. A full list of staff at Stockport School, including their associated roles and responsibilities is available on our website www.stockportschool.net



Further details and enquiries about almost any aspect of Stockport School can be sought by visiting our website at www.stockportschool.net or by contacting our main office via the telephone number and address below.

**Mile End Lane, Stockport
Cheshire SK2 6BW**

Tel 0161 483 3622 Fax 0161 456 9452
Email headteacher@stockport.stockport.sch.uk

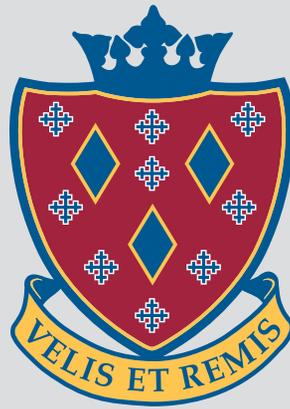


FOUNDED IN 1888

**STOCKPORT
SCHOOL**







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