

Solway Community Technology College

Head teacher: Lois Baird BA

Liddell Street
Silloth
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"A Good school"

"94% of teaching judged to be good or outstanding"

"Students do much better than expected"

"Every child is known by adults and each one matters"

"My child is happy and confident ..."

... small is best"

Ofsted 2010

Pupils' achievements in the top

20% of schools nationally

The Specialist Schools & Academies
Trust 2012

Progress continues to be good

Ofsted 2013

**70% 3 levels of
progress in English
& Maths**

97% 5 A*-G

51% 5 A*-C

Results 2014

68% 5A* to C

98% 5A* to G

100% 2A* to G

Results 2013

Solway Community Technology College

is an LA maintained 11-16, mixed Comprehensive school of approximately 200 pupils, proudly serving the coastal town of Silloth and its surrounding villages. We are also an integral part of the innovative Rural Academy, a group of schools that work together to extend and improve learning opportunities for our pupils. We are constantly seeking to improve and are committed to achieving the best for all our pupils, whatever their abilities.

At Solway, every child matters and we have the time and the skills to ensure that your child has the opportunity to achieve his or her potential. With a well-equipped music room, excellent computing, science and technology facilities and a spectacular sports hall, which is also open to the community, we are fully equipped to help your child develop as an individual. We provide all pupils with an enriching and exciting education which will prepare them for adult life.

Our small size makes us special for many reasons:

- Your child soon gets to know all the staff and their way around;
- Even **more** importantly, staff will know your child as an individual;
- We personalise learning to meet your child's particular needs;
- The school is a friendly and pleasant place to learn;
- Pupils are almost part of an extended family rather than an institution;
- Older pupils look after the younger ones.



SCHOOL VALUES

These values are shared by the staff and governors and underpin the education we offer at Solway Community Technology College.

We believe in:

- every pupil's entitlement to learn, feel safe and be happy;
- encouraging our pupils to have high expectations of themselves;
- caring for others, particularly the feelings of others;
- co-operating with one another and talking to solve problems;
- respect for nature and the environment;
- equal opportunities;
- mutual respect between pupils and staff;
- self-respect and self-discipline;
- a sense of community.

These values inform our work. We share these values with pupils through our day-to-day interactions, through our assemblies and through our curriculum.



SCHOOL AIMS

Solway Community Technology College seeks to create a happy working environment where

Pupils can:

- develop inquiring minds and the ability to question, discuss and apply themselves to tasks;
- develop confidence, responsibility and open mindedness;
- achieve their potential academically, physically, socially, morally and creatively;
- appreciate and respect their environment;
- become helpful and active members of the community.

Staff can:

- communicate and teach effectively;
- work to create a pleasant environment;
- feel committed to cross curricular co-operation;
- develop and achieve their potential.

Governors:

- are interested and active members of the school;
- liaise with staff;
- support the school aims above;
- keep parents informed and encourage dialogue.

Parents:

- are fully informed about the progress of their children;
- play an active part in the life of the school;
- may visit and talk to the Head or staff on any school day.

Pupil Voice

The pupils are represented by the Head Boy and Head Girl and Year 11 leaders who help run the active School Council which is made up of elected representatives from each House who bring issues and ideas to discuss with the Headteacher. The opinions and ideas from the Council are both valued and taken into account by the Governors and teachers.

“Students enthusiastically engage in opportunities to take on roles of responsibility within school such as mentors, sports leaders and lead learners in helping others to develop.”
OFSTED 2010

The **School Council** introduced the rewards system to school. Pupils are active in the review of school uniform and other issues. The council established the school as a Fair Trade School. Other senior pupils work as Lead Learners with staff and pupils to constantly improve learning across the school.

Pupil representatives are involved in the appointment of staff to the school and in meeting prospective parents and pupils.

We also take part in the Joint Schools Council which includes all secondary schools and colleges in the West of the County.

“Here you can discuss issues with senior staff and they take your ideas into account.”

Ex pupil 2010

Admissions

For those parents considering Solway Community Technology College for their child, we invite you to visit the school. All you have to do is phone or call in to arrange a time convenient to you. As a maintained school we follow the LA policy on admissions. We will arrange

- A meeting with the Headteacher
- An introduction to other staff who will be responsible for your child e.g. Deputy Headteacher, Head of House and Tutors.
- A tour of the school, led by pupils who will be able to give you their unbiased view.
- Access to relevant information regarding curriculum, assessment, discipline, uniform etc.
- An opportunity to have your questions answered.

A copy of the admission policy for the County, which has been adopted by the Governing Body, is included in this prospectus. Any other policy you wish to consult is available at the school or on our website www.solwayschool.co.uk.



Primary School Links

By the time most of them enter secondary school, pupils from our Partner Primary Schools will have already visited, as part of our Technology, Science, Creative, Maths or Gifted & Talented Days. During these activities pupils become both familiar with our school community and thoroughly enjoy these educational experiences. Our Year 10 Sports leaders will have met them all during the previous year's Primary Sports Festivals which they run. New Year 7 pupils have already been introduced to the older pupils who will look after them in their tutor groups and house. Technology days are particularly popular as pupils take part in a variety of exciting activities such as designing and making their own packet of biscuits.



In July before they start, all new entrants are invited to spend two days at Solway school to become accustomed to their new friends, to meet the staff and have some experience of the subjects that they will be following from the beginning of the next term. On the evening of the second day, we invite parents to a presentation given by the pupils about their reactions to their experiences. Members of staff of all the schools meet regularly in order to facilitate the transfer of pupils between the schools. Summer school also runs during the summer break.



Building on the success of the existing links with our Partner Primary schools, we meet with our Primary colleagues to work jointly on modules of work in specialist areas. This is an exciting development that aims to extend the learning experience of the younger members of our community.

Recently we have undertaken Charity events eg. Walk for water, with our primary colleagues to raise funds to support the supply of clean water across the world.



The School and the Community

The community aspect of our name reflects the close involvement and extensive links we have with various community based organisations. Through curriculum based projects pupils develop an understanding of our unique environment working closely with the AONB. Our Young Ranger group has developed from this relationship and volunteer pupils develop both their understanding of and improve our local environment during extra curricular sessions.



The local community volunteers who form our Fire Brigade, Lifeboat Crew and First Responders Team provide an invaluable service to residents and visitors alike. We value the time they are willing to spend with our pupils to help them develop the knowledge and understanding of their roles and work done in our community.

All Year 7 pupils have the opportunity to work with both the Lifeboat crew and the Fire Brigade, learning valuable lessons for life and having a lot of fun!

Our Year 10 pupils have had the opportunity to apply and train as Young Fire Fighters. As a registered 'Heart Start' centre, all our pupils have the opportunity to learn basic life saving skills, equipping them with the knowledge required to act responsibly in an emergency. As part of the Heart Town initiative, the school has been given a defibrillator and staff have undertaken training in its use.



The work of our pupils is acknowledged by the Town Council with their prestigious Town Council's "**Young Citizen of the Year Award**", presented annually to the pupil or group of pupils who have consistently demonstrated responsible action in the school and wider local community. We have welcomed the town councillors into school to work with Year 9 pupils. Pupils have recently undertaken litter picking to support the town to gain the prestigious Green Flag Award.

Pupils and staff regularly raise money for **charity**. We support research into breast cancer with our **Pink day** in October and the Race for Life, as well as Sport Relief, Walk for Water, which we do alongside the Primary schools, Children in Need, Epilepsy, SOS for the local life boat to name but a few as well as responding to global tragedies such as the Japanese Tsunami appeal.

THE CURRICULUM

Our aim is for every young person to achieve their full potential, and we promote an active view of learning throughout the school. Attention is paid to pupils' individual learning needs: Challenging targets are set for them, linked to prior learning and regular assessments; and the learning environment provides the facilities to make lessons enjoyable and challenging.

Key Stage 3 Curriculum



Solway Community Technology College is a small school where each pupil is valued as an individual and the Key Stage 3 curriculum is designed to provide opportunities for Gifted and Talented pupils to make rapid progress, as well as extra support for individual pupils.

To help the transition from Primary School our Year 7 and 8 pupils follow an 'Opening Minds' curriculum where History, Geography and Citizenship are taught through themes or topics. This allows the pupils to work in small groups and has been shown to improve motivation, attendance and achievement: it provides a less fragmented week for the pupils who then settle more quickly into secondary school.

Over the Key Stage, pupils are timetabled in ability sets for English, Maths, Science and Modern Foreign languages. This allows pupils who require support in literacy to have an extra literacy lesson in a smaller group and other pupils to have the opportunity to access a second foreign language - French. Spanish is our main foreign language and while national trends show a decline in the number studying a foreign language to GCSE, enthusiasm for languages here has been such that numbers opting to continue Spanish in KS4 have significantly increased. We have invested in Green screen equipment and training for many pupils to use this state-of-the-art technology in lessons.

"The curriculum is a strength."
OFSTED 2010

"The school listens to pupils carefully and shapes the curriculum to ensure that they get the best from their time in school."
OFSTED 2010

Year 7/8/9 : English, Maths, Science, Technology (Food & Resistant materials), ICT, PE, RE, Citizenship, Spanish, French, History, Geography, Drama, Art and Music.



Key Stage 4 Curriculum

“A range of vocational courses, complemented by the popular and successful technology subjects, provide enjoyment and good levels of engagement in learning.”

OFSTED 2010

The Key Stage 4 curriculum offers a broad range of GCSE subjects, both traditional and vocational. All pupils study a core curriculum including: English language, English literature, Mathematics, Double or Triple Science, PE, RE and opt for three other subjects from a range (see below).

Pupils may take up to 12 GCSE subjects; they are given help in making their choices with careers advice an important part of this process. Unlike many other schools, we create the option choices **after** consulting pupils about their preferences.

We offer alternative curricula to individual pupils e.g. AS level Spanish.



- Vocational courses are available:
Health and Social Care: double/single GCSE
BACS (Business and Communication Studies) GCSE
- College courses are also on offer at Askham Bryan (Newton Rigg) for Land based Studies or Equine studies, and The Lakes College for Motor Vehicles, Engineering, Catering, Hairdressing or Construction.
Some pupils may find courses at West Cumbria Achievement Zone more appropriate.
- Pupils may take part in a work experience week in Year 10 where placements are carefully chosen to match the needs of each individual, carefully monitored and linked to the careers programme in school. This is preceded by a Work Preparation week where the pupils learn to write letters of application and produce CVs, have a practice interview with staff from a local employer and receive financial management advice.

Year 10/11: English language, English literature, Maths, Science; Double or Triple, PE, RE and 3 further options from; Spanish, French, History, Geography, Art, Music/ Performing Arts, Health & Social care, PE Studies, Business and Communication Studies, Technology; Hospitality & Catering, or Resistant Materials & Engineering, Film Studies and Extended project.

Homework

Homework must never be considered as a punishment or a chore, but as an opportunity for private study and development of work carried out in class and a valuable opportunity for parents to be involved in their child's education. All pupils have a homework timetable and we ask for parents' support in monitoring homework tasks and the time that they take to complete it. We also ask for support in signing the pupil planner on a regular basis.

The content of homework varies – learning, reading, listening and writing, but the aim is to encourage pleasure in personal study. We consider it perfectly acceptable for a pupil to choose to remain behind in school at lunchtime or after school to undertake private study.

Please let us know if either too much or too little homework is set or in good time, if your child has difficulties with it.

Religious Education

“Careful monitoring of progress of all pupils resulting in the early identification of underachievers and robust strategies put in place to support them.”

OFSTED 2010

All pupils follow the agreed syllabus for Religious Education. At Key Stage 3, pupils follow a modular programme investigating various aspects of different religions aimed at giving a broad understanding of the main beliefs and traditions concerning a variety of faiths, thus encouraging tolerance and understanding of cultures different to their own.

At Key Stage 4, pupils follow the WJEC RE: Specification B GCSE course. Throughout both key stages, pupils are encouraged to develop their thinking skills through the use of philosophical enquiry. Visits are an integral part of this subject area.

The full RE policy can be accessed in school or on our website.

“Social, moral and spiritual development is effective and supports the strong relationships seen and the good behaviour in lessons and around the school.”

OFSTED 2010

PSHE and Citizenship

Our integrated modular programme is designed to address the needs of our young people as they progress through their teenage years. The modules of work encourage pupils to become well informed, thoughtful and responsible members of society whilst promoting and supporting their moral, social and cultural development. From Year 9 onwards, in collaboration with Inspira and form tutors, career lessons are incorporated into this programme, with information and guidance available to all. The aim is to guide, motivate and encourage our pupils into making an informed choice of Post-16 options. Within this extensive programme, there are also specific modules of work that incorporate some of the health modules as explained in the Healthy School section of this prospectus.

Assessment and Reporting

The school operates a detailed system of assessment and this is recorded and reported in the pupil's Record of Achievement which is sent home annually. In addition, the school collects a record of attainment and motivation each half-term. This information is used to determine the progress that each pupil is making as well as to inform the way that classes are taught to ensure maximum progression. Parents receive interim reports which record grades and levels for attainment and motivation.

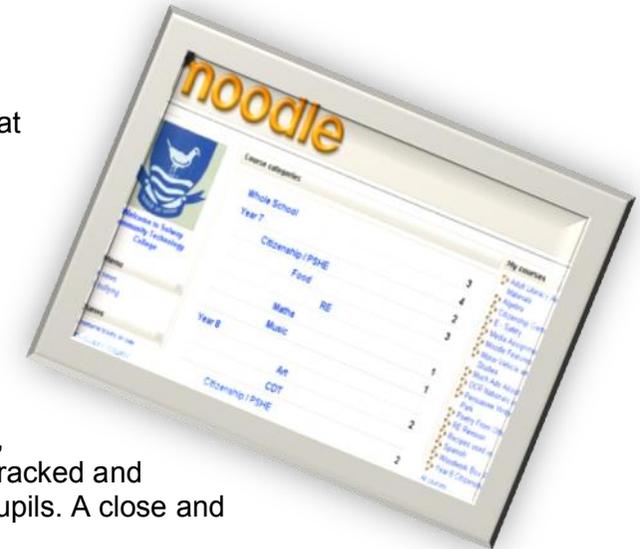
The school uses a range of diagnostic and prior attainment data including information from primary schools, KS2, diagnostic tests and KS3 results to set individual target levels or grades in each subject. Pupils' performance is tracked and progress towards achieving these targets is monitored by tutors, subject teachers and shared with parents and pupils. A close and regular check is kept to ensure that all pupils are progressing well.

Over the years we have identified a strong link between pupils with high motivation and those pupils that achieve their potential at both KS3 and KS4. Our motivation scale is part of a continually developing internal programme of assessment, allowing the school to monitor and provide feedback about pupil performance throughout the school year. This scale is graded from 1-9, with 1 being 'Very poor' up to 9 which is 'Excellent'. Each half-term, an assessment of each pupils' motivation is made for every subject; form tutors can easily spot where problems lie and where pupils are working hard.

School Website

Our website is an established feature of our school life, helping pupils, parents, staff and the community to retrieve and share information. The site is "news based", and we invite all contributors to the school to become part of the editing team to keep the site informative and current. Also incorporated into our site is our online VLE, Moodle, which pupils can use anytime and anywhere they have access to the internet.

Have look at www.solwayschool.co.uk.



EXTRA-CURRICULAR ACTIVITIES

Sporting Activities

Solway has an excellent P.E. and sporting reputation within Allerdale and the County. Our achievements in sports leagues have been very impressive, as shown by the following examples – a few of Solway’s sporting successes from last year.

Boxing

Joseph Fogg

Nemesis Club in Maryport.

Winner of a sparring session and skills bout in Whithorn, Scotland

Basketball

Trip to National Basketball Finals, Birmingham

Netball

Ellie Scott :

Thundercats, Workington most improved junior player

Football

Ell’e Jackson :

Trials for Sunderland Ladies and Carlisle United

Played for U16 County Girls

Coaches Most Improved Player of the Year – North-bank Ladies.

Sports Leaders

The GCSE PE group have excelled in delivering festivals and coaching sessions to our feeder primary schools. They have taken part in a Tennis Leaders course, which involved a 5 hour training session with a specialist Tennis coach. They put their skills in to practise by umpiring at the Tennis challenge festival. Some pupils have also gone on to use these skills and helped umpire competitions in the community.

Tennis

Eve Fisher:

Maryport Tennis Club road to Wimbledon winner and U14 Player of the year

U12 Cumbria team member – County Cup Sheffield

Maryport Open – U18 Girls Doubles Winner

U14 Girls Doubles Winner

Cumbria County Summer Tour – U16 & U18 leaderboard winner

Silloth Tennis Club – U12 Player of the Year

U14 League Winner – Girls Doubles

LTA Awards nominee – played at Wimbledon with

Tim Henman

Showjumping

Macy Baker:

Caldew Riding Club Points Showjumping Winner

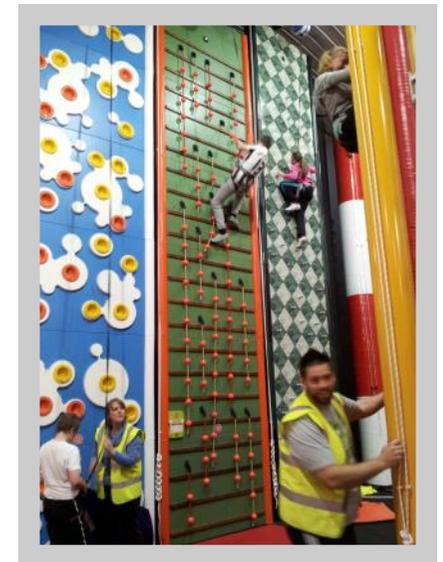
Triathlon

Y7 & 8 pupils completed the Tata Kids of Steel

Triathlon, Workington

“Participation rates in sport are high.”

Ofsted 2010



Inter House Competitions There is fierce rivalry between our four houses; **Dalton**, **Franklin**, **Newton** and **Sharman**, named after famous scientists. This year sees the introduction of an Inter-House Competition that will involve pupils taking part in a series of sporting and non-sporting events after school on a Thursday afternoon. KS3 and KS4 pupils will compete against each other in their Houses in football, badminton, volleyball, basketball, dodge-ball, netball, photography and chess, for example. Points will be awarded for each of first, second, third and fourth place and the House with the highest number of cumulative points at the end of the year will be awarded the Solway Shield. Trophies will also be awarded to the victorious House in each of the individual competitions.

The **Solway Community Sports Centre** offers exciting opportunities, not only for our own pupils, but also for primary pupils and all within the local community. An extended range of activities is available to enhance the already excellent provision at KS3 and KS4, from sports teams to exercise classes which are open to parents and others. Gifted and Talented pupils are equally well catered for through extension work within lessons and their representation at a higher level. We have hosted summer schools for G&T pupils as well as for transition.



Sports Leaders Level 1 Award

This is a very popular course in school, teaching pupils valuable life skills such as effective communication and personal organisation. Much of the work is practical. Pupils run events and festivals within school and in our cluster primary schools. Each year about half of the Year 10s qualify as sports leaders – an impressive proportion of the school.

Sports Coaches in School

Every year sporting coaches come into school. This enables the school to enter Year 7 & 8 tournaments as well as play friendly matches. This year Tennis, Rugby and Trampolining have been taught in curriculum time for Year 7-11 by specialist coaches throughout the year.

Race for Life

We are on Year 9 of entering the Race for Life event, supporting cancer research. Girls are invited to take part in training for the 5km run, jog, or walk. This is a fun event, raising money, awareness and support for a serious life threatening condition.

Sports Clubs

Netball, Badminton, Football, Basketball, Athletics and other out of hours clubs run at various times throughout the year.

Living for Sport

There is an ongoing programme to encourage pupils' participation in a wide variety of sporting activities including Boxercise, Pilates, Gym, Aerobics and Cheerleading. This programme benefits pupils by encouraging participation and creating an environment for learning through sport which is fun, challenging and rewarding, building confidence and self esteem.



Creative Day

PE, Art, Music and Drama with our Primary pupils

Race for Life



Other extra curricular activities

The school offers a range of activities and clubs to meet the needs of pupils of different ages. These are only a few of the examples:

Learning to learn

A programme of structured revision sessions and a coursework support programme is in place to allow pupils to achieve the best result they can in public examinations.

We also run evening sessions for parents to let them know what their children are expected to do for GCSEs and how they might best support them in their studies at home. Parents who attended thought they were very useful and these are now a regular part of our extra curricular programme.

Learning to live

Many groups meet regularly in the Music department including vocal and rock groups and the school Samba Band. Instrumental lessons are available and an after school Music club working with our Musician in Residence meets once a week. The many groups have had numerous successes performing for school, our partner Primary Schools and for the wider community at events in the local area.

"It helped me to catch up because I don't have computer access at home"
Year 11 pupil 2007

"The significant support for charity work and the good involvement of pupils in out-of-college activities show their sensitivity to the needs of others and pupils' commitment to the local community."
OFSTED 2007

"I think these evenings are really useful and informative. It helps us to understand how our children work" Parent 2008



Food Club

The Thursday after school club is well attended with pupils and parents working together to produce a range of delicious edible products.

The Christmas cake project was extremely popular once again and culminated in an exhibition open to general public and received many compliments.

PTA

Our hard working PTA sponsors an Ipad touch as a prize for the pupil who earns the most Smart Marks.



Educational Visits and Links

The School provides opportunities for a wide range of educational visits. These include a variety of museum, theatre and field trips that compliment and provide valuable enrichment to the curriculum.

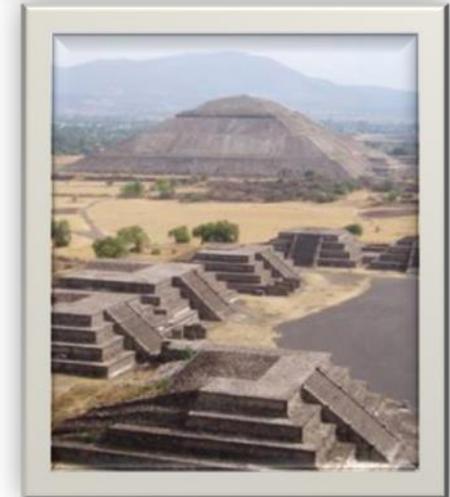
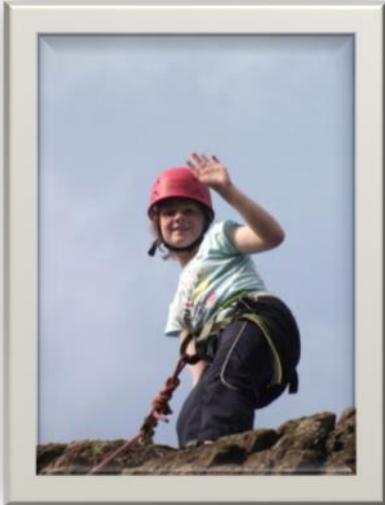
All Year 7 pupils have the opportunity to take part in the residential trip to Borrowdale early in September and there are a number of specialised visits and activities that become available throughout the year. Examples of recent visits organised include the Gifted & Talented summer school residential, the National Science and Engineering week visits for all year groups, the Ski trip, Water sports weekend, Barcelona and Mexico visits. The Solway Mexico Link is a cultural link between our school and EST13 in the centre of Mexico City.

This well-established link provides pupils with the opportunity to both develop an understanding of a different culture and work towards exchange with our Mexican partners.

Pupils who have participated on the Solway Mexico Link throughout the year have the opportunity to take part in a range of activities during the UK exchange visit. These include day trips to Keswick, the North East and Scotland along with the very popular residential visit to London.

"I never imagined that I'd be able to go to Mexico."

Ex pupil 2010



Healthy School

Solway School was designated as a “Healthy School” by the Healthy School Scheme, and re-accredited as a Healthy School. This status was awarded for the development and implementation of our healthy school meals, our health and sex education programme and our drug awareness programme. Various areas of the curriculum collaborate to ensure that pupils are equipped with the facts that will enable them to make informed decisions about their own lives in order to enjoy the benefits of better health, both in and out of school.

All subjects involved give out consistent messages concerning health, ensuring that teaching reinforces and builds on knowledge and understanding developed in different curriculum areas.

“Almost all pupils understand the benefits of leading a healthy lifestyle and they make good choices when selecting food options and when taking up the wide range of sporting activities.”
OFSTED 2010

Healthy Eating

Healthy eating is positively encouraged in our school with our in-house catering team providing healthy balanced meals, freshly cooked and sourced from local suppliers. Our catering department has won the **National Secondary School Catering team award 2010**. Our meals ensure the needs of our pupils are catered for; these are some of the favourites.

The health of our pupils is of great importance to us and, with that in mind; our catering team provide the following service: breakfast, mid-morning snack and lunch.

Over 90% of our pupils enjoy our school meals every day.

The school canteen has now produced two recipe books after requests from pupils and parents. Year 11s choose their favourite meals for their last 2 weeks in June.



Lunchtime Arrangements

So that we can ensure they are safe *throughout the whole day*, all pupils joining our school will have lunch in school unless they have written permission to go home. Packed lunches may be eaten in the school canteen. Where pupils have permission to go home for lunch, we stress that 'home' means just that and not the local cafe or chip shop.

Health, Sex and Drug Education

The biological aspects of human development and reproduction are covered in the science curriculum and reinforced along with the teaching and discussion of the more social aspects of health education through the integrated PSHE Citizenship programme, where the use of specialist visitors is encouraged. Whenever possible the topics are discussed within the context of the family.

Parents can access the policies for the above areas in school or on the website.

“Drop In” Clinic and School Nurse

Pupils can also attend the “Drop In” Clinic. This is a confidential service run by the school nurse and Inspira. They operate a weekly confidential self-referral service offering advice on health matters.

Pupils are generally referred through the inclusion panel discussions, however sometimes pupils self refer if they consider that they have a problem they need to discuss. Parents can also refer a child for support – they should initially discuss this with their child’s form tutor, House Head or the Inclusion Manager, Mr Wigginton.

“Partnerships with other small secondary schools to form the rural academy, give gifted and talented pupils good opportunities to extend their knowledge for example with astronomy and genetic master-classes.”
OFSTED 2007

Gifted and Talented Pupils

We recognise that a number of our pupils are gifted academically and / or talented at arts or sport. We aim to provide extension, enrichment and acceleration within the curriculum for these pupils. We take an inclusive view of this provision, making opportunities widely available across the school. All parents are welcome to contact the Inclusion Manager, Mr Wigginton, about specific needs of their child.

Inspira (Connexions)

This service provides career guidance and works individually with pupils experiencing difficulties in identifying pathways to enable them to experience success. During Year 11 all pupils take part in individual career advice sessions with our Inspira advisor. We have won the ‘Better Information, Advice and Guidance’ Award for our work in this area.

“Careers guidance, including help on further education routes, is effective and has increased the proportion of pupils taking up education or training after age 16.”
OFSTED 2010

Inclusion Panel

This is a multi-agency group involving School, our Primary partners, Inclusion Officer, Police, Inspira, Educational Psychologist and the School Nurse. This panel provides a regular opportunity to both discuss and support pupils who may be experiencing difficulties in school.

“Care, guidance and support are good.”
Ofsted 2007.

Transport

Free transport is provided by the LA from our Feeder Primary Schools outside Silloth.

SCHOOL POLICIES

As a maintained school we adopt the LA policies

Behaviour Policy

Aims

Solway Community Technology College promotes high standards of behaviour and attendance based on the rights and responsibilities of all the members of the school community. The school seeks to create an environment in which effective teaching and learning can take place and all pupils achieve their potential. Poor behaviour cannot be tolerated as it is the denial of the right of pupils to learn and teachers to teach. We are committed to the belief that everyone, pupils and staff, should be treated with dignity and respect at all times.

The schools' aim is for every child, whatever their background or their circumstances, to have the support they need to meet the five outcomes of Every Child Matters:

Be healthy Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being

Everyone in Solway Community Technology College has the right to

- feel safe and secure
- give and receive consideration and respect from pupils and staff
- work in a neat, orderly and attractive environment
- be equally and fairly treated

Procedures

We want every pupil to work hard and be happy, successful and satisfied with their progress.

Each child joins a tutor group under the personal care of the Form Tutor, who gets to know the pupils in their group through the daily registration periods and monitors the overall development and progress of pupils using the Pupil Planner, Interim Reports and the Record of Achievement.

Should you have a concern about your child, no matter how small, please contact the school. The Form Tutor is the best first point of contact.

However if he or she is not available, please speak to their Head of House.

To add structure to our commitment to positive behaviour we have adopted a **Discipline for learning** system.

Within this system pupils can receive **praise** at 4 levels:-

- Verbal
- 'Smart Mark'
- Praise Postcard
- Class Certificate

Similarly, **consequences** also operate on 4 levels

- Verbal warning
- Verbal warning of an after school detention
- After school detention
- Removal from lessons into internal isolation

We firmly believe and are committed to ensure that all our pupils are healthy, safe and enjoy to achieve. They make a positive contribution at school whatever their level of ability. Similarly we are committed to providing our pupils with the skills they need to achieve economic well being. Some pupils require extra support at times in their school career.

*"We were all very impressed by your behaviour and kind offers of showing us around your school of which you are very proud."
OFSTED Inspectors letter to pupils 2010*

"Pupils behave well and learn in a safe, harmonious and stimulating environment." OFSTED 2010

Each of these rewards or consequences also **gains** or **loses** House Points for the individual pupil to foster a team spirit and the idea that behaviour and effort affect others. The school also has fixed term and permanent exclusion available for extreme cases of disruptive or inappropriate behaviour. Exclusions are reserved for extreme and persistent cases and a proper procedure for informing parents, the Governing Body and the LA exists.

Special Educational Needs

The SEN and Inclusion Policy has been written to make the arrangements for inclusion explicit and to ensure continuity of practice across the school. This is in response to the legal framework and guidance which is driving greater inclusion - in particular, the **Special Educational Needs and Disability Act (2001)** and the **Special Educational Needs-Code Of Practice (2001)**.

“Support for vulnerable pupils is good and the deployment of a specialist teaching assistant is well received” OFSTED 2010

Our school is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs (SEN) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Arrangements for the admission of pupils with disabilities and the facilities and procedures in place to maintain equality and access for them are outlined in the Inclusion Policy.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion

*“The teachers are more focussed on you as an individual rather than a whole group”
2009 leaver*

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. The school supports pupils with SEN in a variety of ways including in class support, small group work and support of individuals with identified needs. Pupils identified as in need of support have individual educational plans with negotiated realistic targets for each term. The school is able to access a wide variety of specialist support including educational psychology and specialist teachers.

We believe parents are key partners in meeting the needs of pupils and we recognise their knowledge and expertise relating to their children. All parents are welcome to contact the Inclusion Manager about specific needs of their child.

The complete SEN and Inclusion Policy is available for viewing in the school or on the website. www.solwayschool.co.uk.

Anti - Bullying Policy

Aims

The school is committed to creating an environment where:

Everyone feels safe and confident;

There is no oppression or harassment;

Advice and guidance for pupils, staff, governors and parents is given to provide help for victims of bullying and the bully.

*"My child is happy and confident...
small is best!" Parent 2010*

Procedures

All reported cases of bullying will be investigated by staff. Usually the staff will aim to deal with the problem and move towards a solution. In some cases, parents will be invited to discuss incidents and support the school to find a solution. Where necessary, disciplinary action will be taken.

Further details are available in the School Anti - Bullying Policy.

Policy for a collective act of worship

The organisation of the collective act of worship takes the form of two Assemblies per week: one Full School Assembly and one House Assembly. There are three sessions per week when pupils meet in tutor groups. This means that all pupils meet in some form of group daily.

The content of such meetings is predominantly Christian in its ethical emphasis and takes the form of meditative, thoughtful contemplation of moral issues.

Local ministers lead collective worship on regular occasions.

Parents' Right of Withdrawal

Parents wishing to withdraw their child from worship, and/or Religious Education, on the grounds of belief, should approach the Headteacher so that appropriate arrangements can be made.

Accidents

Some parents wrongly assume that if a child is injured at school, the County Council is held to be responsible regardless of the circumstances, and that its insurance will automatically apply. This is not so - the County Council's responsibility is strictly limited to cases where there was negligence by them or their staff.

Accidents can happen in school, on the sports field, or during school visits, when the County Council or its staff are not in any way at fault and, therefore, are not responsible. The provision of personal accident insurance is considered to be the responsibility of the parents.

Parents who are interested in this form of insurance should contact their local insurance broker.

Charging Policy

The Governors wish to see the Curriculum enriched as far as possible for the benefit of all pupils. They recognise that whatever public funds are made available there will never be sufficient to fund all desirable activities at the required level.

They, therefore, reserve the right to:

- charge parents for activities offered as an optional extra wholly or mainly outside school hours;
- reclaim from parents the cost of wasted examination fees, and voluntary examination re-sits
- wilful breakages and damage;
- draw the attention of parents to activities organised by a third party, thereby giving parents the opportunity to request leave of absence for their children during the school day to join those activities. In those circumstances, charges may well be levied by the third party;
- seek voluntary contributions from parents to fund activities either within or outside school hours and to provide incidentals, e.g. books and equipment;
- request parents to voluntarily provide incidental equipment e.g. pens, pencils, rulers;
- charge parents at cost, or in kind, for materials if parents have agreed in advance to own a finished product.

At the time when any such activity is organised, all parents should be advised that anyone in receipt of family credit or income support is entitled to claim remission of charges for board and lodging on residential trips that are not optional extras.

We reserve the right to cancel an activity if the costs required cannot satisfactorily be met.

Attendance

The school is proud of its overall attendance; we have a target set by the local authority of 95%. Full attendance is very actively encouraged through weekly attendance awards to the tutor groups. Additionally, those pupils with full monthly attendance are entered into a lottery for further prizes. Pupils with attendance concerns are discussed with the Inclusion Officer and support is provided.

When pupils are absent through illness, parents are requested to telephone the School Office (open from 8.30 am) on the first day of absence and provide a written note on the day that the pupil returns to school. If there is a problem parents are encouraged to contact the child's Form Tutor.

The Government has, from September 2013, removed the ability for Head teachers to authorise term time absence except in exceptional circumstances, which would not normally be for holidays. Whilst acknowledging that there are occasions when parents have to take their holidays during term time, it must be stressed that missing a week or a fortnight during school time is very disruptive to a child's education. Parents wishing to take their child out of school must write to the Headteacher explaining the exceptional circumstance and why the leave of absence is required, in advance. Permission is at the discretion of the Headteacher. It is expected that pupils will catch up any work missed through absence, whatever the reason.

Child Protection Procedure

Because of day to day contact with children, schools are particularly well placed to observe outward signs of child abuse; changes in behaviour, or failure to develop. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused, the school is required as part of Cumbria Child Protection Procedures, to report their concern to Children's Services: Social Care. Mrs Quinn, Mr Wigginton and Mrs Baird have received enhanced child protection training.

SCHOOL STAFF

Teaching Staff

Lois Baird	Headteacher
Judith Schafer	Deputy Headteacher, teacher of English
Kimberley Bell	Subject Leader of Art
Danielle Cross	Teacher of Girls' PE
Julia Cooper	Subject Leader of Technology, RE, PHSE & Citizenship, Enterprise Coordinator, Personal Development & Well Being Coordinator, Head of Newton House
Bernie Green	Subject Leader of English & Drama
Tom Hailwood	Subject Leader of Maths
Simon Hansel	Teacher of Boys' PE
Rebekah Hurst	Teacher of Technology
Katy Jones	Subject Leader of Modern Foreign Languages & Opening Minds, Head of Shaman House
Ian Kirby	Subject leader of Music, Performing Arts
Roy Murray	Subject Leader of Humanities
Amanda Newby	Subject Leader of Science
Sarah Potts	Teacher of Science, Maths
Avril Quinn	Subject Leader of ICT, Health & Social Care, Attendance, Head of Dalton House
Jonathan Sunter	Cover Supervisor, Head of Franklin House
Graham Wigginton	Inclusion Manager, SENCO, Gifted & Talented

SCHOOL GOVERNORS

Headteacher	Mrs Lois Baird
Chair of Governors	Professor Simon Pimblott
Vice Chair of Governors	Alison Walker

Staff Representatives (Teaching)	Avril Quinn
Staff Representative (non-teaching)	Bernard Green
LA Representatives	Carole Caulfield
	Tony Markley
	Professor Simon Pimblott
	Vacancy

Parent Representatives	Rosie DeMello
	Angus Emmerson
	Peter Gilmour
	Anne-Louise Rothwell
	Louise Smith
	Alison Walker
	John Cook
	Vacancy

Community Representatives

Clerk to the Governors	Jennifer Rowlands
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Education Welfare and Inspira

Steph Mulhall	Inclusion Officer
Andy Wallam	Inspira

Non- Teaching Staff

James Gribbon	IT support
Helen Long	SIMS Manager and Examination Officer
Jennifer Rowlands	Business Manager, Clerk to the Governors
Alison Tallontire	Laboratory Technician, First Aid & Finance
Anthony Tatlock	Site Manager
Wendy Wise	Head's PA, Communications Officer

Kitchen Staff

Angela Hoodless	Canteen Manager
Carole Caulfield	Assistant Cook
Jenny Blues	Kitchen Assistant
Beverley Collins	Kitchen Assistant
Gail Heath	Kitchen Assistant

Sports Hall Staff

Angela Irving	Extended Services Coordinator
Zoe Blair	Sports Hall Assistant
June Anderson	Sports Hall Cleaner

Teaching Assistants

Lesley Cuthell	Senior Teaching Assistant
Martin Harris	Senior Teaching Assistant
Charlotte Murdoch	TA Apprentice

{Solway Community Technology College			
{Liddell Street,	Silloth	016973 31234	
49 Waver Street	Silloth	016973 31531	
Verona, Blitterlees	Silloth	016973 31998	
7 St. Cuthberts Close Burnfoot	Wigton		
Shore Cottage, Mawbray Yard	Maryport	01900 881352	
Maxwell House, Blitterlees	Silloth	016973 32293	
13 Fell View	Silloth	016973 32622	
The Vicarage, Silloth	Silloth	01697331413	
54A Skinburness Road,	Silloth,	01697331936	
Oak Cottage, Station Road,	Wigton	016973 43413	
15 Caldew Street	Silloth	01697332051	
Solway School, Liddell Street	Silloth	016973 31234	

SCHOOL UNIFORM

We appreciate the full support of parents over the continued wearing of school uniform. We do stress that outdoor clothes should not be worn in lessons and that sportswear, especially trainers, should be used only for games/sports lessons. Pupils are given the option to buy Sports Leader or GCSE PE polo shirts if they take these subjects.

School Uniform List

As all pupils are required to study technology, a suitable apron is essential.

Girls

- School sweatshirt with badge, available from school
- White school blouse with collar and sleeves
- Black school skirt or black formal trousers available from school
- School tie available from the school
- Sensible black shoes, not trainers or boots
- The length of the skirt is to be no shorter than the knee, and no longer than halfway between the knee and the ankle
- Tights should be opaque black

P.E. Kit

Girls

- White polo short sleeved shirt with navy stripe (available from school);
- Navy/sky hockey socks (available from school);
- Navy blue skort (available from school);
- Navy blue jogging bottoms are permitted in cold weather (not the shell suit type);
- Navy/sky hockey top (available from school);
- Hockey boots (or leather football type);
- Shin guards for safety.

Make up and Jewellery

- Only one small stud can be worn in the lobe of each ear; no other Jewellery/piercing is permitted, except a watch, is allowed.
- Nail varnish is not permitted.
- Care should be taken with hair gel as it can be highly flammable.
- Any make-up must be discreet.

Boys

- School sweatshirt with badge, available from the school
- White school shirt with collar and sleeves
- Dark grey or black formal trousers
- School tie available from the school
- Sensible black shoes, not trainers not boots

Boys

- White polo short sleeved shirt with navy stripe (available from school);
- White sports shorts (available from school);
- Navy/sky football jersey (available from school);
- Navy/sky football socks (available from school);
- Football boots, training shoes and shin guards.

All pupils are required to have a pair of non marking trainers for use in the sports hall. Trainers must be of the type suitable for P.E. The fashion `boot' type trainer, particularly those made of suede or heavy leather and with a fairly solid sole are not suitable due to their weight and inflexibility. No coats, hats or hoodies may be worn in the school building.

Confiscation of Property

We do not allow the wearing of jewellery other than specified because of Health and Safety issues. If any pupil persistently wears jewellery, which is contrary to our Uniform Policy, these items will be confiscated. They will only be returned when the parent contacts the school to discuss the matter.

We also have a clear policy on the use of mobile phones in school – the confiscation time depends on the number of occasions it has happened. We understand that there are safety issues for some children but their responsibility is to abide by the school rules covering this. Aerosols are not allowed in school; they may trigger asthma attacks, please bring a roll-on deodorant for PE.

Formal Complaints Procedure

If you become concerned in any way about your child's education, it is important that you tell us about this. As a first step you should discuss your concerns with your child's form tutor. If you are still concerned, you should arrange to see the Headteacher. Obviously, as a staff we will do all that we can to resolve your concerns and to ensure that you are happy with your child's education.

There may be occasions when parents wish to complain about matters relating to the curriculum and/or collective worship that are the responsibility of the Governing Body and/or the Local Authority. Special arrangements exist for dealing with complaints of this kind. Copies of a leaflet that outlines these arrangements are available from the Education Department, 5 Portland Square, Carlisle CA1 1PU. (Telephone 01228 226877.)

Any pupil arriving late to any registration session **MUST REPORT TO THE OFFICE** and sign in. The school timetable gives five hours of official teaching time per day, but many pupils choose to study over and above this in the ICT rooms at lunchtimes or after school.

The School Day

Breakfast Club	8.00am
Pupils arrive	8.30am
Registration	8.40am - 8.55am
Period 1	8.55am - 9.55am
Period 2	9.55am - 10.55am
Break	10.55am - 11.15am
Period 3	11.15am - 12.15pm
Lunch	12.15pm - 12.55pm
Registration	12.55pm - 1.00pm
Period 4	1.00pm - 2.00pm
Period 5	2.00pm - 3.00pm

A React foundation award is available, of £200, for one pupil who takes Maths and either a science or a technology subject post 16. See Mrs Baird for further information.



DUX award

Each year we are able to select a high achieving Year 9 pupil to participate in University visits.



Solway Community Technology College

GCSE Statistics 2014

Target	Target	Solway Community Technology College Results 2014
5A*-C grades	n/a	51%
5A*-C including English & Maths	40%	43.2%
3 levels of progress; English	71	70
3 levels of progress; Maths	60	70

Schools only agree a target with the Local Authority each year for the 5A*-C including English & Maths.

- 70% achieved 3 level of progress in English
- 70% achieved 3 levels of progress in Maths
- 97% achieved 5 A* to G grades
- 97% achieved 5 A* to G including English and Maths
- 97% achieved 2 A* to G grade
- 98% achieved at least 1 GCSE at grade B or above
- 32 grade A or A* were achieved, none were predicted.

School Buildings

The Local Authority has spent a lot of money on the school over the past 3 years. We now have a state of the art Heating system including new boilers, 2012
The Hall roof and ceiling have been replaced along with those of Room 17, 2013
The rest of the roof will be replaced before Christmas 2014
We have spent **£3500** on upgrading the stage and its lighting, which is available for community use.

£300,000

£150,000

£400,000

CUMBRIA COUNTY COUNCIL'S CHILDREN'S SERVICES DIRECTORATE SCHOOL TERM DATES 2015/2016

AUTUMN TERM 2015

STARTS	ENDS	HALF – TERM HOLIDAY
Monday 7 September	Thursday 17 December	Monday 26 October – Friday 30 October
Number of school days in term – 69		

SPRING TERM 2016

STARTS	ENDS	HALF – TERM HOLIDAY
Tuesday 5 January	Thursday 24 March	Monday 15 February – Friday 19 February
Number of school days in term – 53		

SUMMER TERM 2016

STARTS	ENDS	HALF – TERM HOLIDAY
Monday 11 April	Thursday 21 July	Monday 30 May – Friday 3 June
Number of schools days in term – 68		Good Friday – 25 March Easter Sunday – 27 March Early May Bank Holiday Monday 2 May

Number of days in year – 190

The information supplied in this document is in accordance with information at present available to the Governors and is believed to be correct as at the date of printing (in September 2014 for the academic year 2014 - 2015). In particular, nothing herein prejudices the right of the Education Committee or any of its Sub-Committees, or the Governors or the Head of the school to make any decision relating to the school as it sees fit, without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Governors nor the school, nor the Education Authority, nor any members of the Authority is deemed responsible for any erroneous information in this document.

Destination of School Leavers

(These figures are rounded to the nearest whole numbers)

Destinations	2010	2011	2012	2013	2014
Further Education - School	24%	37%	28%	27%	16%
Further Education - College	52%	43%	53%	63%	73%
Employed	3%	9%	6%	2%	0
Work based learning	8%	3%	0	5%	0
Apprenticeships	4%	6%	9%	0	11%
Moved away to education	2%	0	0	0	0
NEET (Not in employment, education or training)	7%	0	0	0	0

*"I miss school. In other schools you can feel the tension. Here no one is left out; everyone fitted in in their own way."
Ex pupil 2009*

*"When you leave here, you make another group of friends – you accumulate more friends rather than just keeping the same ones."
Ex pupil 2009
when at 6th form*



Pupils receiving results, including Open University undergraduate certificates; Forensic science and Heart start certificates



