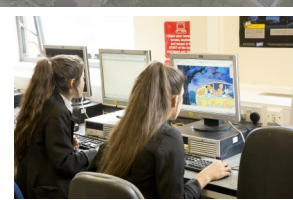
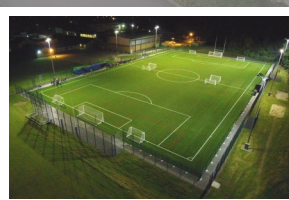
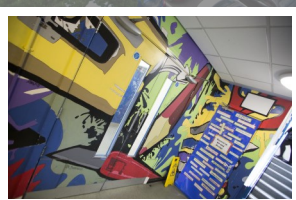
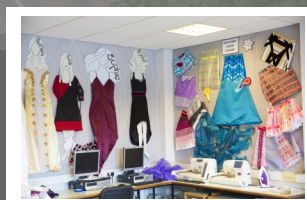




Congleton High School  
Achieving Success Together



# PROSPECTUS 2021-22

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[www.congletonhigh.com](http://www.congletonhigh.com)

# Contents

	Page Number
<b>Welcome</b>	3
<b>Vision statement - Achieving Success Together</b>	4
<b>The Curriculum</b>	5
• Key Stage 3 (Years 7, 8 and 9)	5
• Modern Foreign Languages Choices	5
• Key Stage 4 (Years 10 and 11)	6
• Sixth Form Studies	6-7
• Relationships, Sex and Health Education	7
• Religious Education	7
• Collective Worship and Assemblies	7
• Careers and Higher Education Guidance	8
• ICT	8
<b>Location and Facilities for Learning</b>	9
<b>Structure of the School Day</b>	10
<b>Our Aims for Students</b>	10
<b>Student Support and Guidance</b>	11
• Year 7 Induction	11
• Our Tutorial System	11
• Contacting your Child's Tutor	12
• Homework	13
<b>Enrichment and Extracurricular Activities</b>	13
• Art	13
• Performing Arts	13-14
• Media	14
• International Dimension	15
• Physical Education and Sport	15
• Engineering	16
• High Achievers	16
• Student Voice	16
<b>Special Educational Needs and Disability</b>	17
<b>Bus Services</b>	18
<b>Further Information</b>	18

The information contained in this Prospectus was accurate at the time of going to print, but some details may be subject to change. We will undertake to keep parents/ carers informed of significant changes. Further information about the school can be found on our website at [www.congletonhigh.com](http://www.congletonhigh.com) and in our termly newsletters.

*"An inclusive school  
where you aim to get the  
best out of everyone."*

Ofsted 2018



# Welcome

Dear Prospective Parent / Carer,

It gives me great pleasure to introduce you to our school. My vision is for each and every young person to have the best educational experience in order to maximise their potential and enhance their life chances.

This is a vibrant and inspiring place to learn, with a highly-qualified and committed teaching and support team, who, in the spirit of our school motto: ***Achieving Success Together***, work as a team to help our young people to enjoy, participate and achieve.

We have high expectations at Congleton High and share one main aim: to ensure the best outcomes for every single student. We recognise that every young person is different and deserving of success and as a non-selective, inclusive school we believe that progress for every child is our most important measure. In 2018, the school's Progress 8 score was +0.37, placing us as the joint top school in Cheshire, and once again, in 2019 our students outstripped their targets with a Progress 8 score of +0.22. This means that, on average, students achieved over a fifth of a grade higher than expected in every one of their GCSE subjects. In many cases this secured them the next grade up.

In 2019 our students produced excellent GCSE exam results. 80% of students achieved a GCSE Grade 4+ in English and 72% in Maths. 70% achieved a Grade 4 or higher in both English and Maths. In Science, 76% of students achieved a Grade 4+. Overall, 75% of all grades were achieved at Grade 4 or higher and 24% of all GCSE grades achieved were at 7+ (A\*/Distinction). Due to the pandemic, results have not been published nationally for 2020 and 2021.

We are keen to support academic and vocational pathways for Sixth Form students equally, so are delighted that both continue to succeed. Our 2021 school leavers achieved the grades needed to progress to their chosen universities, apprenticeships and jobs.

As a caring school, we take pride in the behaviour and high academic standards maintained by our students, and expect young people to work hard and do their best in everything that they pursue. Our students enjoy learning with us and feel supported in every aspect of their education. I am always proud to see how our students take their lead from staff and support each other to enable everyone to achieve as a team. Visitors frequently comment on our energetic, purposeful learning environment, where students are engaged and enthusiastic, with positive, supportive relationships between each other and staff, leading to a real 'buzz' all around the school.

We offer a wealth of enrichment and extracurricular opportunities, helping students to work together on effectively building the skills they need for their future through a range of activities during and beyond the school day.

I am very proud of the staff and students at Congleton High School and this prospectus aims to introduce you to our school but there can be no substitute for a personal visit. We would be delighted to show you around during a working day and answer any questions that you may have. Please contact us for an appointment.

Yours sincerely

Jim Barlow

**Headteacher**



*Our aim is to be a well  
led, inclusive school  
where quality  
teaching enables  
everyone to learn and  
to fulfil their potential.*



# Vision statement

## Achieving Success

We are dedicated to ensuring that every member of our community is successful in our core priorities of learning, teaching and leadership.

### Learning

At the heart of our school is a desire that all learners:

- develop lively and enquiring minds by participating in a positive learning culture
- have high aspirations to enable them to fulfil their potential
- experience learning that is enjoyable and leads to achievement
- behave considerately and respectfully

### Teaching

All staff are committed to quality teaching characterised by:

- high expectations and equality of opportunities
- experiences that support learners to engage and acquire knowledge, skills and interests as part of a broad and flexible curriculum
- the promotion of safe, healthy lifestyles and development of future economic well being
- the provision of opportunities through Engineering Specialist Status

## Together

We are building a caring inclusive community, which encourages students, parents/ carers, staff and governors to make a positive contribution to the common good.

### Leadership

All leaders are committed to setting an example through leadership, which:

- engages, inspires and motivates by providing clear direction and common purpose
- establishes a friendly, mutually respectful and harmonious ethos in which school life is valued for itself as well as a preparation for future success
- takes into account and values the views of students as part of decision making
- evaluates the work that we do in order to set priorities to secure improvement
- extends partnerships with a wide range of local groups, national and international organisations in order to fulfil our mission

*"Across the curriculum, teachers use effective questioning. This allows pupils to learn from their mistakes."*

Ofsted 2018



# The Curriculum

At CHS we offer all students a broad, balanced and relevant curriculum that we hope will encourage students to become lifelong learners. We believe that learning should be stimulating and enjoyable. We employ a wide variety of teaching strategies to accommodate a range of learning styles and constantly monitor the progress of students. We aim for everyone to have the opportunity to experience success and have high expectations of the standards that students will achieve and the quality of work they will produce. As students progress through the school they are increasingly placed into ability groups for each subject.

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

The transition from primary to secondary school provides some exciting changes as students experience a wider range of subjects.

Students at CHS follow a largely common curriculum that both fulfils and extends beyond the core and foundation subjects required in the National Curriculum. In addition to the core subjects all students study Drama and RE. Relationships, Sex and Health Education and Citizenship are delivered during Guidance time by the Form Tutor as well as through the teaching of other subjects.

In Y7 there is a special emphasis on the development of skills that will enable students to become successful learners who enjoy, achieve and contribute to the school community.

The curriculum at Key Stage 3 is shown in the table to the right. The numbers indicate periods taught per fortnight.

Subject	Yr 7	Yr 8	Yr 9
English	8	7	7
Mathematics	7	6	6
Science	7	6	6
Art and Design	2	2	2
Drama	2	2	2
Music	2	2	2
Languages	6	6	6
Design Technology	4	4	4
ICT	2	2	2
Physical Education	4	4	4
History	2	3	4
Geography	2	4	3
Religious Education	2	2	2

## Modern Foreign Languages Choices

All students in Year 7 study Spanish. In Years 8 and 9 there is an opportunity for some students to study a second foreign language.

*"Parents, students and pupils are loyal and supportive of the school."*

Ofsted 2018



## Key Stage 4 - Years 10 and 11

We aim to provide Key Stage 4 students with a curriculum that enables the majority to follow a broad and balanced programme of study, allowing access to many different pathways at the end of Year 11. At the same time, to meet the needs of those with particular interests and strengths, we also give opportunities for students to specialise. Ours is a 'personalised curriculum', offering invaluable preparation for work, further training and academic study at the highest level.

All students at Key Stage 4 follow a common core of subjects taking 56% of teaching time – English Language, English Literature, Mathematics, Science (Triple or Double Award) and RE. This allows students to obtain six GCSEs. Students must also choose a Humanity (Geography or History) and a Modern Foreign Language (Spanish is available for all students and some students will have the opportunity to study either French or German). Each of these subjects is taught in 5 lessons per fortnight.

All students have two further choices to make from a wide variety of GCSE, Cambridge National and BTEC courses. In addition, all students follow programmes in Physical Education and Relationships, Sex and Health Education.

## Sixth Form Studies

Our Sixth Form provision builds on a fine record of academic and vocational achievement across the town. The majority of our students choose to continue their studies with us after their GCSEs to take advantage of the excellent teaching and range of courses we have to offer. Demand for places is high and we attract students from other schools outside our catchment area.

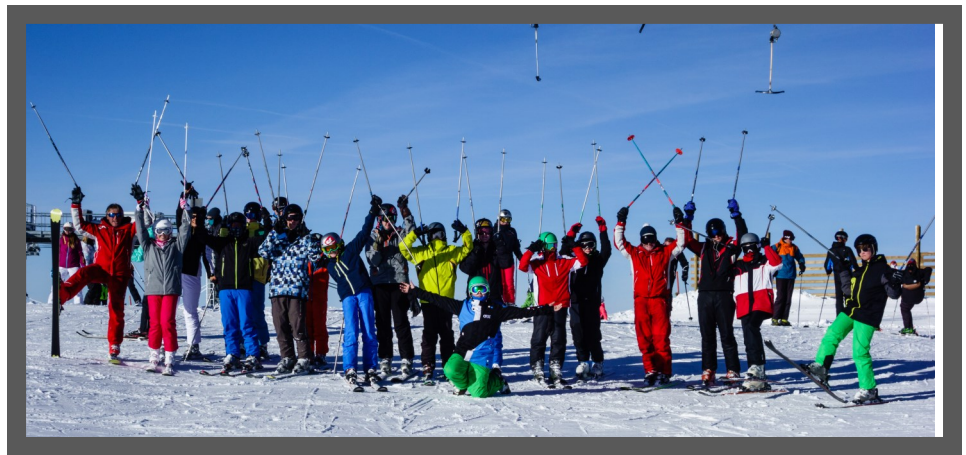
Students may choose from a wide variety of A Level courses in Years 12 and 13 as well as a range of vocational courses. Our Sixth Form students are also encouraged to participate in a wide variety of extracurricular activities, such as sports, drama, music and debating, alongside work experience placements and community volunteering.

Prospective applicants and their parents/carers are invited to attend a Sixth Form Open Evening in October. All students who apply to the Sixth Form are then given a personal meeting during the spring term to discuss their choice of courses with a senior member of staff. We expect high completion rates for all Sixth Form courses, therefore our students are expected to demonstrate their willingness to work hard and contribute to school life.



*"Leaders have ensured that safeguarding is everyone's priority. Safeguarding is effective"*

Ofsted 2018



Our Sixth Form Centre opened in November 2007 and provides students with modern, self-contained facilities adjacent to the main school site. These include purpose-built classrooms, a study room (with computers and internet access), café area and a light and airy, recently refurbished common room / group study room.

Information about our Sixth Form provision, course details, enrolment and induction arrangements are available from Miss J Boulton, Assistant Headteacher - Leader of Sixth Form or via our website at [www.congletonhigh.com](http://www.congletonhigh.com).

## Relationships, Sex and Health Education

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

From September 2020, all secondary age children will be taught Relationships, Sex and Health Education. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child. Content is delivered in a way that is both age and developmentally appropriate and sensitive to the needs and religious background of our students.

## Religious Education

Religious Education is taught as part of the core programme to all KS3 and KS4 students according to the 1988 Education Reform Act. It follows the guidelines laid down by the Cheshire agreed syllabus. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It does not assume any particular faith.

At Key Stage 4, students follow a GCSE course in Religious Studies.

## Collective Worship and Assemblies

School assemblies are of a wholly or broadly Christian character reflecting the traditions of Christian belief but are non-denominational. Spiritual, moral and ethical values will be discussed. The family background, aptitude and ages of the students will be considered at all times. Year group assemblies are held on a rota basis. Their purpose is:

- to provide a collective act of worship which is an integrating and enriching element within the whole curriculum
- to enable students to experience a sense of community, celebrating and reinforcing shared ideals
- to nurture a culture in which students respect the personal integrity and beliefs of others
- to allow students to explore the Christian tradition while recognising the religious and moral values of other people.

The Education Act allows for the possibility of withdrawing children from RE and worship. Any parents or carers with concerns about these matters should write to Mr M Warren, Deputy Headteacher or email [mwarren@congletonhigh.com](mailto:mwarren@congletonhigh.com).

*“Pupils were highly positive about the help and feedback they receive from teachers, which supports them to make better progress.”*

Ofsted 2018



## Careers and Higher Education Guidance

A planned programme of Careers and Higher Education guidance forms an essential part of the curriculum at each Key Stage and students are provided with impartial information, advice and support as they make decisions about what subjects to choose and what career paths to follow.

All of our students are given the opportunity to meet with an Independent Careers Advisor. Students receive a written record of the discussion and an individual action plan. Follow-up discussions enable the Advisor and the student to monitor the progress of their action plan. All students have access to an extensive multimedia careers library, including the online careers tool 'Start' and, in Key Stage 4 and 5, receive talks from various external agencies and have the opportunity to visit Careers and Higher Education conventions. Students in all Key Stages have opportunities to interact with employers in various types of activities such as our whole school Careers Fair, Mock Interviews and Employer Speed Dating.

Many of our Sixth Form students go on to Higher Education and we place a great deal of emphasis on providing information, guidance and support for students writing personal statements, completing UCAS applications and preparing for interviews or university entrance tests. Our students achieve a high level of success each year in university applications, with most accepted by their first choice courses at prestigious universities.

Students may choose alternatives to university and the school also offers students a programme to support in this process, including visits to apprenticeship fairs and visits from apprenticeship providers. Many students have the opportunity to complete a work placement, usually in Key Stage 5, and there are presentations and workshops centred around training students on developing CVs, letters of application and on interview preparation. In addition, we also hold an information evening for both parents / carers and students.

## ICT

We aim to continue to raise standards of attainment in ICT and increase provision to ensure that students have access to a wide range of resources. When students join the school, they are issued with an Office 365 account, which gives them an email address, online access to the MS Office suite and free Cloud storage in their OneDrive account.

In addition to specialist ICT rooms, there are additional ICT rooms throughout the school allowing access to computers for all curriculum areas. There is also a suite of computers in the LRC. All our general purpose classrooms are equipped with data projectors to facilitate dynamic and interactive teaching.



*"The strong team  
ethos means that  
everyone helps each  
other."*

Ofsted 2018



## Location and facilities for learning

CHS is an Academy school situated on the edge of Congleton in South East Cheshire, close to the border with Staffordshire. Established in September 2000 as an 11-18 comprehensive school for 1100 students, it stands in a pleasant self-contained site bordered by green fields and private housing.

The school is well subscribed and takes virtually all of the secondary aged students from eight local primary schools as well as other local primary students from North Staffordshire.

A purpose-built Sixth Form Centre accommodates up to 200 students. In addition, the school recently underwent a £1.2 million building and refurbishment project, which added 6 fabulous new classrooms, 2 new science labs and a Sixth Form teaching space to its accommodation. The whole of the main teaching block was refurbished, with new windows and doors, improved insulation, new toilets and the latest auto-closing fire doors being installed. There is also a new, more secure main reception area with meeting room and a new student reception and admin offices.

We are extremely proud of the outstanding facilities we have. These include:

- a Learning Resource Centre (LRC), equipped with computers and iPads for class use
- a Media suite with editing studio and industry-standard facilities
- two Drama and two Music studios, in addition to practice rooms, recording studio and sound isolation room
- six ICT rooms with student PCs, internet access and interactive whiteboards
- a block of eight Science laboratories
- state-of-the-art Language laboratories
- well-equipped general purpose classrooms with data projectors and whiteboard tablets to facilitate dynamic and interactive teaching
- four specialist Art rooms with kiln area, wash area for silkscreen printing and ICT facilities for digital photography editing
- a Technology and Engineering Area, incorporating a CAD/CAM suite with 3D printers
- community use Sports Hall with fitness suite and gym recently refitted with new equipment
- full size flood-lit 3G astro-turf pitch suitable for all outdoor sports including rugby, football and hockey, with 150 seat spectator stand
- extensive playing fields and courts for hockey, football, rugby, tennis, netball, cricket and athletics
- purpose-built Sixth Form Centre (The Taylor Building) with café, recently refurbished common room, classrooms and study room with student PCs and wireless internet access

*“The supportive culture of the school means that many pupils help each other alongside the support they receive from the teacher.”*

Ofsted 2018



## Structure of the School Day

Years 7, 8 and 9	
Registration/Tutor Period	8.45 am
Lesson 1	9.00 am
Lesson 2	10.00 am
Break	11.00 am
Lesson 3	11.20 am
Lesson 4	12.20 pm
Lunch	1.20 pm
Lesson 5	2.00 pm
End of school day	3.00 pm

Years 10, 11 and Sixth Form	
Registration/Tutor Period	8.45 am
Lesson 1	9.00 am
Lesson 2	10.00 am
Break	11.00 am
Lesson 3	11.20 am
Lunch	12.20 pm
Lesson 4	1.00 pm
Lesson 5	2.00 pm
End of school day	3.00 pm

## Our Aims for Students

At CHS we aim to help you:

- through hard work, commitment and self-discipline, to achieve your potential
- to receive challenging, stimulating and worthwhile experiences so that you can live fully and enjoy every stage of your development in preparation for adult life
- to gain understanding of religious, spiritual and moral values and respect for other people's races, religions, cultures, ways of life and points of view
- to develop lively and enquiring minds along with the confidence to ask questions, the ability to express your opinions rationally and the skills to study independently
- to acquire knowledge, skills and training that will help you gain employment and access Higher Education throughout your adult life
- to develop a concern for the quality of your immediate environment and an understanding of citizenship and the world in which you live and work where many people, groups and nations depend on each other
- to develop the ability to think logically, communicate effectively and handle information confidently in a world of rapidly changing technologies
- to exercise responsibility in the school community and develop social skills by taking part in curricular and extra curricular activities

*"A respectful and orderly environment where staff and pupils can work as a team."*

Ofsted 2018



## Student support and guidance

At CHS we aim to provide a secure, happy environment where young people are treated as individuals and their care and well-being is of paramount importance.

Each year group has a Guidance Team Leader and a team of tutors to provide pastoral care for that year group. The Guidance Team Leader is responsible for overseeing the welfare, discipline and academic progress of students.

A list of the current Tutors and Guidance Team Leaders can be found in the Parent / Carer Area of our website at [www.congletonhigh.com](http://www.congletonhigh.com).

Our system of student support begins with Induction before your child joins the school and continues into Sixth Form providing continuity of care and guidance throughout your child's school career.

### Year 7 Induction

On entering the school each student is placed in a mixed ability tutor group containing some of their friends from primary school. Mrs Darling (Deputy Headteacher) and Miss Franks (Student Support Services Team Leader), are dedicated to working with each child as they make the transition from primary school. They first meet students in their primary schools and then arrange an Induction day in June during which students visit our site to meet their tutor, experience some lessons and familiarise themselves with their new surroundings.

Parents / carers are then invited to a Welcome Evening when they, too, will have the chance to meet their child's tutor, Guidance Team Leader and senior staff. All necessary information will be provided on this evening for parents / carers to assist their child in making a smooth transfer into secondary education.

Our Transition Programme continues on into Year 7 with a Teambuilding Day at Astbury Mere in September, aimed at helping new starters develop teambuilding skills and forge new friendships.

### Our Tutorial System

Most students stay in the same tutor group throughout their compulsory years at school, though they may have different tutors as they progress.

The first point of contact within the school will be your child's form tutor. The tutor will see your child each morning at registration. Each tutor is responsible on a day-to-day basis for student welfare and progress.



*“Students welcome  
the opportunity to  
improve their work.”*

Ofsted 2018



## Contacting Your Child's Tutor

Your child's tutor can be contacted by e-mail, by telephoning the school or by letter. The tutor will decide which member of staff is best suited to deal with your enquiry. He or she may deal with the matter directly or refer the matter to the Guidance Team Leader.

A list of Form Tutors and Guidance Team Leaders and their e-mail addresses can be found in the Parent / Carer Area 'Contacting Your Child's Tutor' section of our website or in the download in the 'Contact Us' section. ([www.congletonhigh.com](http://www.congletonhigh.com)).

By using this system of referral, the tutor will be at the centre of dealings with your child, thus fostering a strong relationship between tutor, student and parents / carers.

If you are concerned about the academic progress or pastoral welfare of your child please contact their tutor by e-mail or by telephoning the school to make an appointment to meet with them.

## Homework

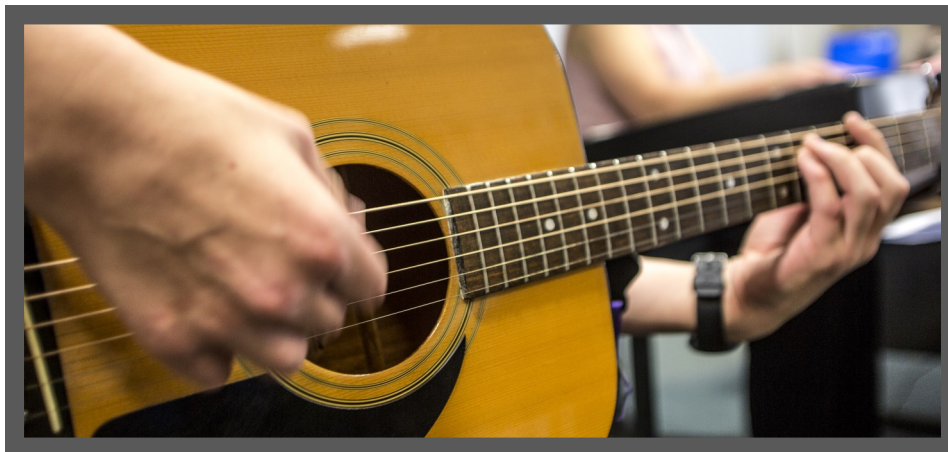
At CHS we believe homework forms an integral part of learning. It encourages the development of independent study and organisational skills, vital for students to fulfil their academic potential.

Congleton High School uses the online software, **satchel:one**, to set all homework tasks. This is a simple, online homework calendar, showing details of the homework set by class teachers, deadlines and attachments etc. to help support students with their work. It can also be accessed via a smartphone/tablet application or via the school homework calendar, which can be found on the school website. We issue an Information Pack to tell parents/carers exactly how the system works.

The Learning Resource Centre (LRC) is open after school to enable students to work in a supervised environment and there are Homework Clubs after school three times a week, supported by staff and Sixth Form Homework mentors. The LRC has a suite of computers which are available to students during morning break and lunchtime as well as after school.

*"Pupils feel safe and happy at school."*

Ofsted 2018



## Enrichment & Extracurricular Activities

Academic life at CHS is complemented and enriched by a wide range of extra-curricular activities, clubs and educational visits. The diversity of enrichment activities is what makes a students' years at CHS such a rich and fulfilling experience: trips to the very best theatrical productions, concerts and exhibitions, combined with excellent visiting speakers, workshops and events in school, competitive and enjoyable sporting activities, creative pursuits and opportunities to see and experience the world for themselves. The variety of provision offered by staff enables students to pursue activities they enjoy or to receive additional help and support with their curriculum studies.

### Art

In Art and Design there are a wide range of opportunities for students to take part in activities beyond normal lesson time. The department operates an 'open door' policy three evenings a week. This provides those students who have a keen interest in the subject and enjoy working creatively to continue with their coursework. Students in Years 7, 8 and 9 can opt into short, specialist projects run by staff aimed at developing a particular aspect of their art. Art students are also given the opportunity to display their work in a Key Stage 3 Exhibition. In Year 8, all students are invited to go on a gallery visit.

Students are often given the opportunity to work with practising artists as part of the Key Stage 3 curriculum and within our 'High Achievers' programme. In years 11 and 13 our students are encouraged to attend residential art courses and exhibitions; and we organise visits to a number of national and international galleries for all year groups, which, in the last few years, has involved travelling to Liverpool, London and New York.

Students are encouraged to participate in both local and national competitions which give them the opportunity to exhibit their skills in many different areas of art from painting, illustration, photography, ceramics and graphics work to computer generated images. Many of our students have won prizes in the annual Rotary Club Art competition as well as being successful in nationally run competitions. The department also runs internal competitions including the annual CHS Christmas card competition.

### Performing Arts

Performing Arts is a lively, popular area of school where there is always a buzz of activity.

#### Music

Learning to play a musical instrument can be a challenging but extremely rewarding undertaking. At Congleton High School we have a team of well-qualified and experienced specialist teachers who are able to offer individual tuition for a wide variety of instruments, including:

Flute, Clarinet, Saxophone, Trumpet, Cornet, Trombone, Baritone horn  
Violin, Viola, Cello, Guitar (bass, acoustic, electric)  
Piano, Keyboard, Drums, Singing

*“Students welcome  
the opportunity to  
help each other.”*

Ofsted 2018



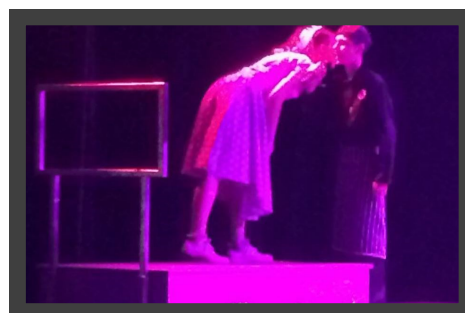
Students can simply pursue an interest or have the opportunity to prepare for practical examinations.

No matter what stage they are at in their musical development, students can also get involved and perform in a wide range of instrumental and choral groups. Students perform in school assemblies, workshops with professional musicians, concerts, local primary schools and whole school drama productions.

### **Drama and Dance**

Having acquired the core drama skills in lessons, students can put them to good use in the many activities which take place in drama and dance. Most years there is a major school production for which all students are welcome to audition or participate in. CHS is recognised in the local community for the quality and range of its productions, which always play to packed audiences.

2018	School of Rock
2016	Return to the Forbidden Planet
2014	Bugsy Malone
2013	We Will Rock You
2012	Grease
2010	Billy Elliot
2009	Blood Brothers
2008	High School Musical
2007	Little Shop of Horrors / The Panto Factor



To support our work at GCSE we involve students with the industry, where they work with artists, theatre companies and practitioners. We also encourage and support students auditioning for outside organisations such as BBC TV, the National Youth Theatre and Manchester School of Acting.

### **Theatre**

We also have an extensive programme of theatre visits, seeing top productions in London, Manchester and Stratford-upon-Avon as well as local regional theatres. These visits not only help students with their English or Drama coursework and preparing for their exams, but give them an opportunity to experience the delight of watching a live performance.

### **Media**

Starting in the second half of the Autumn term, Media Club is open to all ages. Students are given the opportunity to plan, film and edit their own short films as well as watch and discuss both current and classic feature films.



*“Over 90% of parents would recommend the school to another parent.”*

Ofsted 2018



## International Dimension

Today's advances in technology and travel and increasing business globalisation have narrowed the physical gap between countries, making us all truly global citizens. We therefore want our students to gain a knowledge and understanding of different people, groups and nations and respect for the many religions, cultures, ways of life and points of view.

To this end, we have been active in developing a strong international dimension to our school and have been recognised for this work with the British Council Full International School Award. Our international links and opportunities have included:

- Partnership with Muizenberg High and Junior Schools, S Africa, with reciprocal staff and student visits
- Partnership with Rocky Crest High School, Namibia, with students involved in a number of curriculum projects
- A German Exchange programme with the Friedrich Spee Gymnasium in Trier
- Engineering visits with the Gymnasium Süderelbe in Hamburg
- Humanities study visits to Italy, Iceland and the First World War Battlefields
- Rugby masterclass from the South African Junior Springbok team
- Art trip to New York
- Regular study visits to France and Spain
- Boys' football tour to Malta
- Ski course in France
- Football and Netball Tour to Spain
- Watersports course in Spain

## Physical Education and Sport

We offer a varied and exciting extra-curricular programme with many opportunities to develop skills at a higher level by representing the school in a wide variety of sports as well as being coached for District and County trials. Each year we have local and wider area champions and strongly believe that being a member of a school team is a valuable experience. In previous years, we have entered teams into over 100 different leagues and tournaments and have given students the opportunity to go on tour and compete abroad. It is abundantly clear as a vision for the PE department that we are building a legacy of sports students who will not only be competitive in their sport, but also in life.

We operate the following PE clubs and teams: Hockey, Football, Rugby, Netball, Cross Country, Trampolining, Table Tennis, Badminton, Gymnastics, Basketball, Fitness, Indoor Rowing, Tennis, Golf, Athletics, Cricket and Rounders. The school also provides opportunities to develop leadership skills and students support many primary school sport events with great success. A wide variety of enrichment opportunities are also provided for students including football, netball and rugby sports tours along with ski and watersports trips.

The school also has some of the best sporting facilities in Cheshire, including a new rugby and football grade 3G pitch and 150 seat stand. We have launched a Sport Academy, which allows Post 16 students to combine their passion for sport with academic studies through one of four different pathways: Football, Netball, Basketball and Leadership. CHS is also home to a number of local sports clubs, including Congleton Rovers, Vale Juniors, Panthers Netball, Congleton Basketball Club, Jump2It coaching (trampoline), Congleton Golf Club, North Staffs Rowing Club, Beartown Boys and Congleton Rugby Club.

*“The relationships between teachers and pupils are highly supportive. This allows pupils to ask for help when they need it and learn from their mistakes.”*

Ofsted 2018



## Engineering

CHS enjoys the support of a number of partner companies including Siemens, Bentley and BAE and regularly offer a rich programme of engineering related extra-curricular activities. These have included the Young Engineers Club, the UKMT Maths Challenge, Science Club, Engineering challenges and a variety of Maths, Science and Engineering related visits, such as to the Catalyst Museum, the Salters Chemistry Festival, 'the Big Bang' STEM visit and armed forces demonstrations.

## High Achievers

A large proportion of our students are 'High Achievers' and have the potential to gain the very top grades at GCSE and A Level. As part of our commitment to meet the educational needs of all our students, we strive to provide greater challenges in lessons for students identified as 'high achievers' and create additional opportunities for them to demonstrate and develop their abilities. Our provision includes organising activities such as guest speakers, educational challenges or creative workshops for groups of students within a curriculum area and arranging specialist trips or educational visits. We also run cross-curricular activities such as essay writing competitions and inter-school debating competitions and there are opportunities for Key Stage 4 students to receive mentoring support.

In the Sixth Form, we offer an Honours Programme that seeks to challenge our most academic students so that they can continue to be selected by the most prestigious universities and for the most oversubscribed courses. The Honours Programme includes activities such as High Achievers/Leadership conferences, Oxbridge preparation courses, university visits, debating clubs/competitions, links with ex-students already at universities, EPQ and extension studies. We have a dedicated tutor in Sixth Form, who attended Cambridge, tasked with supporting Oxbridge, Medicine & Russell Group applications whilst we are also a member of the Target One Cheshire network, which provides numerous opportunities to develop links with our partner college, Pembroke, at Oxford University.

## Student Voice

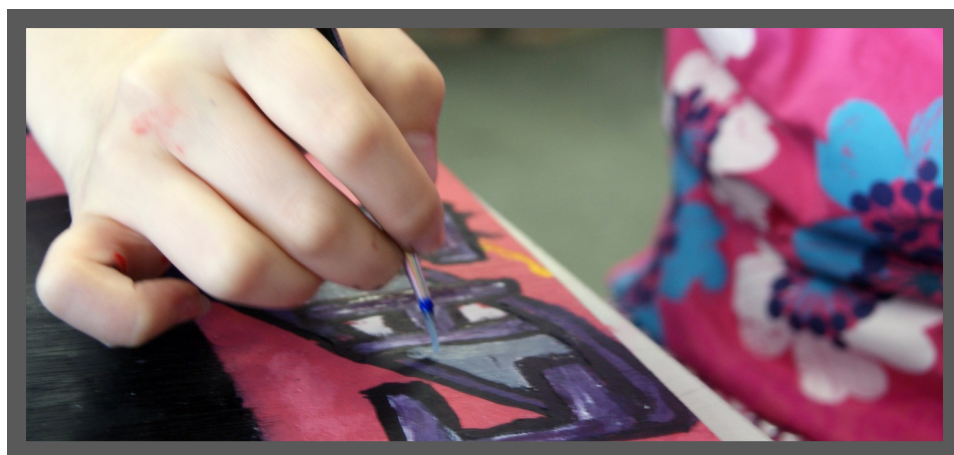
Students are encouraged to become involved with the work of the Student Leadership Team which is made up of elected representatives from each year group and is chaired by our Head Boy and Head Girl. Students suggest agenda items, discuss all aspects of school life and contribute to the evaluation and further development of teaching and learning at CHS. Students also form a panel to meet and question prospective new members of staff when they come for interview and their opinions are considered during the selection process. Furthermore, the Student Leadership Team play a key role in organising many charity fundraising events throughout the year.

In addition, each year the Head Boy and Head Girl are invited to become Associate Governors and to attend full governor meetings to represent the views of the student body. These views are then presented formally to the full Governors meeting in the Spring term.

A small number of students also represent the school in Student Voice groups in the local community, working on groups such as the Youth Council or Youth Forum.

*“The inclusive culture of the school means that more pupils with SEN and/or disabilities are choosing to join the school.”*

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## Special Educational Needs & Disability

All teachers at Congleton High School are teachers of all students and that includes students with a special educational need or disability. All work is appropriately differentiated to meet the needs of students in every lesson. Subject teachers make assessments of student progress and attainment three times a year. Where quality first teaching is not sufficient to secure progress for a student, a department-based intervention programme will be offered. This may be small group withdrawal for extra tuition or active support in school with behaviour, homework tasks and timekeeping.

Students who have less than expected progress in maths or literacy may be offered small group intervention programmes for a fixed period. Others may be taught in a small set (less than 12 students) for the academic year. Older students may have one option block to use for extra support in maths or literacy.

The Special Educational Needs and Disabilities Team can offer short-term, structured interventions for literacy and/or social interaction skills. A suite of rooms, known in school as 'XL', is available to SEN support staff for teaching these interventions and also provides a safe haven for students at break and lunchtime should they need it.

For students who require provisions that are different from or additional to their peers, they will fall under the heading of 'SEN support' and will be kept on the SEN register so that all teaching staff are aware of their needs. Where necessary, appropriate outside agencies will be asked to assist school in providing programmes of support and in carrying out further assessments as needed.

Students requiring additional support will have the costs of the first part of that support met by the school's own resources. Only when a severe difficulty is indicated would any top-up funding be provided by the Local Authority. This would be managed through an Education, Health and Care Plan (EHC Plan).

The SEN Code of Practice requires the school to publish an 'SEN Report'. You can find this document on our website in the section [‘SEN & Disability’](#) entitled 'Congleton High School Special Educational Needs and Disability Report'. This gives more detail about what parents and carers can expect from our school. Our SEN Policy document can be found in the section [‘School Policy Documents’](#).



*"Staff encourage good attendance and it has a high profile among pupils*

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## Bus Services

Congleton High School is easily accessible from surrounding areas. Cheshire East Council operates four services bringing children to and from CHS and there are also a number of commercial bus routes providing services from Congleton and surrounding areas. Free transport to the school is provided by Cheshire East Council Transport Co-ordination for students up to the age of 16 who live in the catchment area, and are more than three miles away from the school. Bus passes are issued by the Local Authority.

Below is a summary of the buses serving CHS; full details can be found on our website at [www.congletonhigh.com](http://www.congletonhigh.com).

### **Cheshire East Council Services**

Mount Pleasant and Scholar Green to CHS  
Church Lawton, Rode Heath & Scholar Green to CHS  
Church Lawton/Kids Grove & Scholar Green to CHS  
Mount Pleasant and Smallwood to CHS (incorporating Service 81091)

Service 81090	Stanways Coaches
Service 81092	Paul's of Stoke
Service 81093	D & G Buses
Service 81104	Paul's of Stoke

### **Commercial Services**

Timbersbrook, Key Green & Buglawton to CHS  
Biddulph to CHS

Service No. K80	Ladyline Coaches
Service No. K85	Ladyline Coaches

### **Other Services**

New Chapel, Harriseahead, Mow Cop, Mount Pleasant and Scholar Green to CHS

Service No. 94 (CHS01)	Paul's of Stoke
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## Further information

This prospectus aims to give you a flavour of Congleton High School and to encourage you to come and meet us and judge for yourself. Current and prospective parents and carers can also find a wealth of information about the school, its policies, procedures and structures on our website at [www.congletonhigh.com](http://www.congletonhigh.com).

We hope that you can find the information you are looking for. However, if you still have questions you need answering or would like to come and visit us, please contact the school and we will do our best to help.



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Achieving Success Together

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