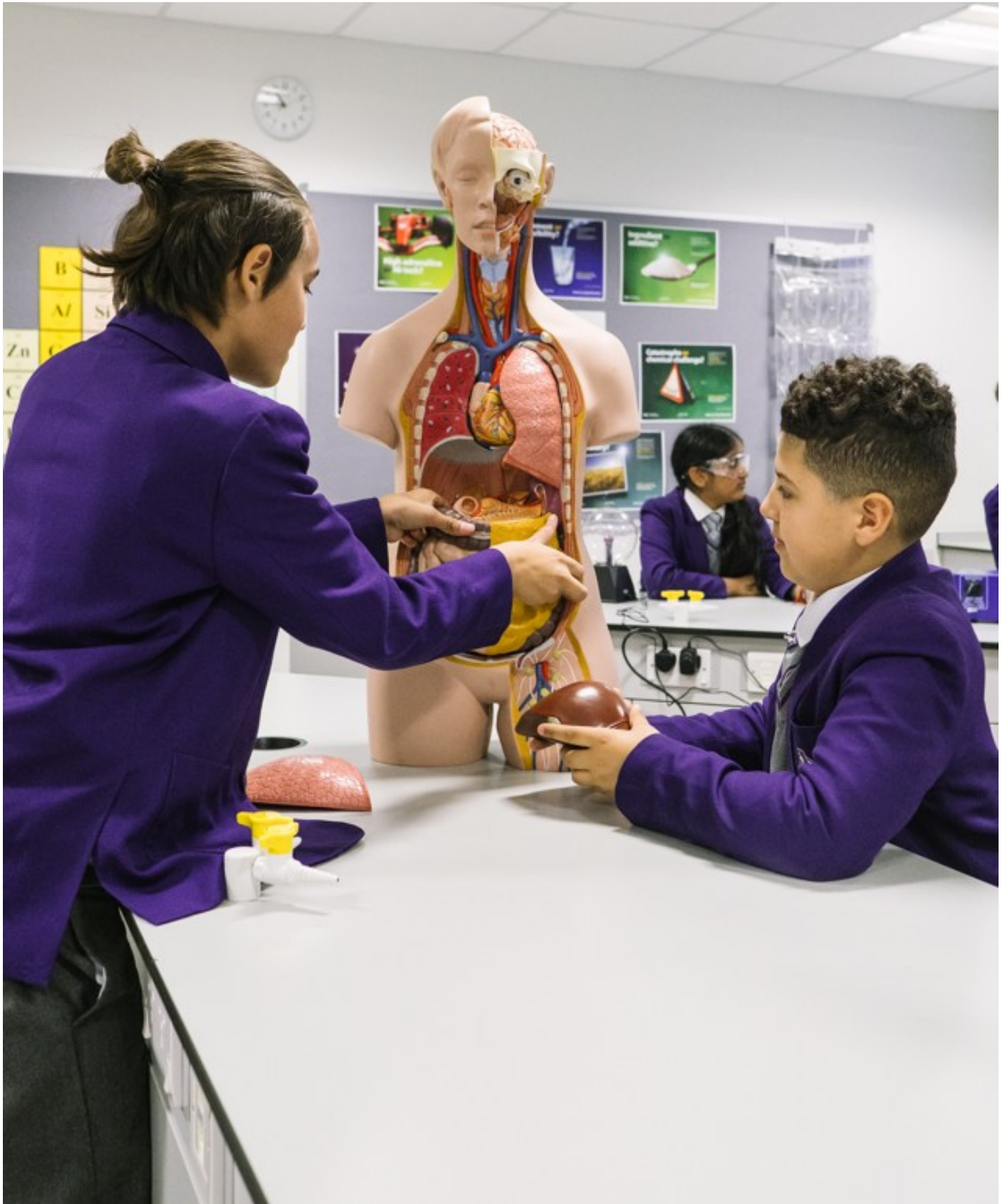




GUIDE FOR PROSPECTIVE PARENTS

September 2026



William Perkin
C of E
High School

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KEY ADMISSIONS DATES

Date	Event Information
Thursday 1st October 2026 5.00pm to 8.00pm	Open Evening for Prospective Parents and Students in Year 6.
Friday 2nd October 2026 at 12 noon	Deadline for Language Scholarship Applications to be submitted to the school.
Wednesday 7th October 2026 after 4.00pm	Language Scholarship Assessment Day
Friday 16th October 2026 after 1:00 pm	Language Scholarship Assessment Results (sent via email after 1:00 pm).
31st October 2026	Deadline for applications to be submitted to the Local Authority. Please note that we do <u>not</u> have a separate application or information form.
Monday 1st March 2027	Parents informed of the outcome of application by the Local Authority (not by the school).

THE WILLIAM PERKIN ETHOS

William Perkin CofE High School prides itself on being a community which believes in our human capacity to do and be good.

We believe that we should be responsible for ourselves and for others, we should think about the future impact of our actions and that we should live up to God's image within us. We could think of ourselves as being challenged to stretch in three directions - upwards, outwards and ahead. It is our hope that the students who are educated in the William Perkin way will be capable of 'intelligent engagement with the wider world'.

The 10: 10 Ethic

There are 6 disciplines which we expect every student to work on.

They are to :

- ♦ Know yourself
- ♦ Be an agent for good
- ♦ Understand weakness
- ♦ Accept support
- ♦ Engage fully
- ♦ Stretch



Our 10:10 ethic

These six disciplines will ensure we keep true to our 3 principles for how we live and work together as a community:

- ♦ Good gifts used in service
- ♦ Don't stay in a bad place
- ♦ Unique Value in community

If we live by these rules we will come closer to understanding our key text from the bible:

'I have come that you should have life and life in all its fullness'

John 10 vs 10

THE WILLIAM PERKIN

ETIQUETTE

Our parents brought us up to have good manners.
These good manners will help us live our life in a good way
whatever the community in which we are living or working.
These are the William Perkin good manners (or Etiquette)

Good Gifts used in Service

We appreciate what we have been given
We create rather than destroy
We enjoy being good and doing well
We always give of our best
We smile & sit up straight
We thank our teachers at the end of every lesson
We celebrate each other's success

Don't stay in a Bad Place

We say 'sorry' when we do wrong
We are not afraid to own-up
We know how to be silent and reflective
We are honest
We learn from our mistakes
We forgive others

Unique Value in Community

We notice the feelings of others
We are helpful
We listen
We control ourselves
We are polite
We treat everyone in school as a friend
We make a positive impact on our environment



William Perkin
C of E
High School

THE WILLIAM PERKIN LEARNING **CULTURE**

At William Perkin, our whole approach to teaching and learning is based around enhancing students' capacity to think. Our ambition is to create a culture of intellectual challenge which stimulates this. From this vision we have defined our core thinking skills and creative applications.

Thinking Skills

Listen intently
Read critically
Write cogently
Speak purposefully
Memorise accurately
Explore analytically
Discern logical patterns
Form coherent arguments

Creative Applications

Look outward
Exercise curiosity & enquiry
Act responsibly
Engage creatively
Work co-operatively



William Perkin
C of E
High School

YEAR 7 PASTORAL TARGETS

Curriculum	• I can explain my opinion of all of my subjects. • I know my strengths in each subject as well as the areas I need to improve on. • I can explain why each of my subjects is valuable. • I am familiar with the thinking skills and creative applications. • I can give examples of when I have used each thinking skill and creative application. • I regularly access COPIA to help me with all my subjects. • I have thought about some different future careers and know which ones I am more interested in.
Assessment	• I know my target and current level for each of my subjects. • I know if I am on track to achieve my target in each of my subjects. • I know what I need to do to improve before the next assessments. • I am confident that I know what I need to do to achieve my target by the end of Year 7.
Conduct	• I am proud of the number of positives I gain each week. • My conduct in class enables me to learn well and does not prevent anyone else from learning. • I know the Trust Etiquette and use it to inform my conduct both in school and outside of school. • I always hand in my prep and homework on time and done to a good standard. • The number of negatives I get is minimal/zero or is going down. • I have 100% attendance and punctuality. • My uniform is always smart.
Wider Learning & Career Development	• I have represented my House in an inter-form event or Enterprise day. • I have represented my school on a team or a trip. • I have taken on a position of responsibility in my House or form. • I have participated in Pastoral Workshops and worked well as part of a team. • I regularly attend at least two extended electives (including Study Club) per week. • I have contributed to a project or event outside of lesson time. • I have demonstrated my reliability in a range of situations.
Wellbeing, Spirituality & Reflectiveness	• I have understood and can effectively use the Trust stillness techniques and the Trust posture. • I use Communion, tutor times and assemblies to reflect upon my spiritual life and personal development. • I have contributed to the wider life of the school by reading in assembly, tutor time or Communion. • I have used the Pastoral area on COPIA to explore topics that interest me.

Outward Looking

I look smart wherever I am in the community

I engage in wider learning

I am respectful, polite and thankful

I do my prep & homework carefully

I listen attentively & follow instructions

Positive and Purposeful

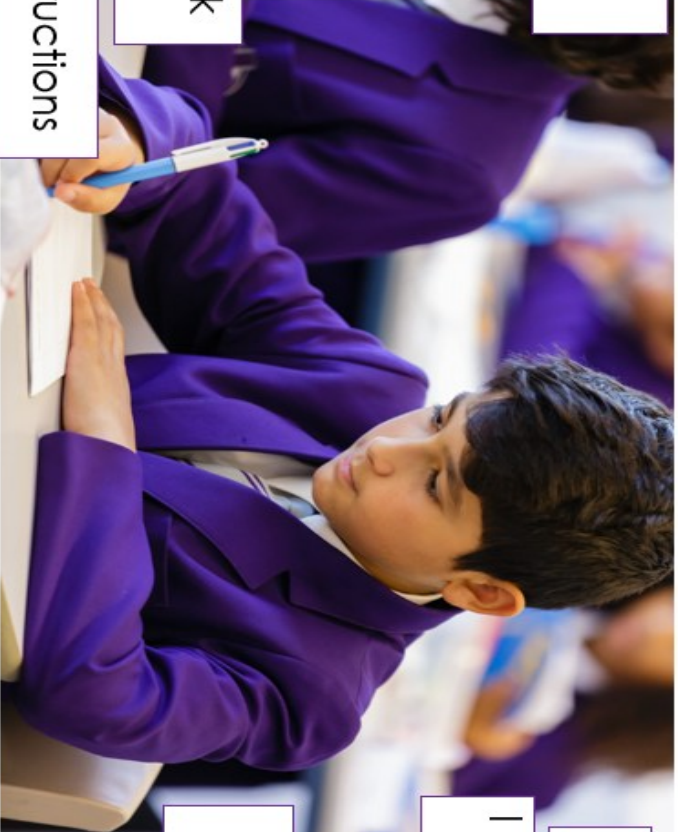
I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick



Committed to Improvement

I take pride in my books, keeping work neat & clear

I persevere when solving problems

I participate fully in activities to check my understanding

I use lesson outcomes, support tasks & challenge tasks to do my best

I act on feedback



William Perkin
C&F
High School

THE WILLIAM PERKIN HOUSE **SYSTEM**

The house system creates unity between tutor groups across the year groups. This happens through inter-form competitions, sporting activities and the termly conduct point competition.

The Houses are named after famous scientists, using the initials of William Perkin:

W P E R K I N

Watt House	(Red)	James Watt
Pascal House	(Orange)	Blaise Pascal
Einstein House	(Yellow)	Albert Einstein
Rutherford House	(Green)	Ernest Rutherford
Kelvin House	(Blue)	Lord Kelvin
Isambard House	(Navy)	Isambard Kingdom Brunel
Newton House	(Purple)	Isaac Newton



Times of The Day

Our school encourages students to make the most of every day. We start fresh and early in order to make the most of our time students study everyday core subjects: English, Math's, Science, Languages and Humanities. Students will also study our creativity and curiosity curriculum lessons once a week: music, singing, arts ,computing, drama and sports. The day at William Perkin is longer than it was at primary school so students should have a snack at morning break—they can bring something suitable to school. The timetable for Year 7 students is:

Monday - Thursday		Friday	
Time	Period	Time	Period
08:30am	Registration/Assembly	08:30am	Registration/Assembly
09:00am	Period 1	09:00am	Period 1
09:50am	Period 2	09:50am	Period 2
10:40am	BREAK	10:40am	BREAK
11:00am	Period 3	11:00am	Period 3
11:50am	Period 4	11:50am	Period 4
12:40pm	LUNCH	12:40pm	LUNCH
13:20pm	Period 5	13:20pm	Period 5
14:10pm	Period 6	14:10pm	PM Registration
15:00pm	PM Registration	14:20pm	End of School Day
15:10pm	End of School Day/Period 7		
16:30pm	Extended Elective (clubs) End Time		

Students attend 2 assemblies per week as follows:

- **Head of Year Assembly** - Led by the relevant Head of Year
- **SLT Assembly** - Led by a member of the Senior Leadership Team

School Uniform

We set very high standards for appearance, just as we do with behaviour. Students should wear full school uniform at all times. Any student who is not wearing full and correct uniform will be sanctioned.

Stockist

PMG School Wear Ealing

Web: www.pmg-schoolwear.co.uk

And

Juniper Uniform Ealing

154 - 156 Broadway,

London

W13 0TL

Tel: 020 8998 0144

Web: www.juniperuniform.com



ENGLISH

General Introduction

Cultural and critical understanding, creativity and competence are at the heart of the English department's curriculum. Students are encouraged to develop a lifelong reading habit and are introduced to a wide variety of texts from across the literary heritage. Pupils are taught how to engage critically with texts and are given the confidence to apply an open minded approach to the texts studied. Pupils' competence in English is developed throughout the curriculum: they are taught how to communicate clearly, coherently and accurately in a range of written formats and spelling, punctuation and grammar are taught explicitly. The department places a particularly strong emphasis on developing public speaking skills, in particular debating. Pupils are taught the skills needed for successful debating at the beginning of Year 7 and debates on a range of topics are embedded into each scheme of work. Furthermore, students will have one lesson a week of Drama to support their development of confidence and public speaking. As the development of literacy skills is of primary importance at William Perkin, some students may be invited to attend extra Literacy intervention lessons to ensure that they can fully access their wider curriculum and make the best progress possible.

KS3 Overview

In the Autumn term pupils study a range of extracts and short stories from critically acclaimed children's literature. The unit, 'Step into the unknown' celebrates the great works from our literary heritage which have intrigued readers of all ages for many years. In the Spring term pupils are introduced to Elizabethan theatre and study Shakespeare's 'The Tempest'. In the Summer term pupils read 'The Girl of Ink and Stars' by Kiran Millwood Hargrave, which gives them the opportunity to practice plenty of analytical and creative writing whilst enjoying some really exciting contemporary fiction. In Year 8, students continue to enjoy pre-1900 fiction by starting with Charles Dickens' 'A Christmas Carol'. They then study 'Romeo and Juliet' by William Shakespeare, followed by a summer unit entitled 'Conflict and Identity', which looks at how experiences of World War One have been explored through fiction, non-fiction and poetry.

KS4 Overview

From Year 9, students start to prepare for the AQA English Language and Literature GCSE courses. These are rigorous qualifications which prepare students for the next stage in their lives.



Assessments

At the end of each half term students will have an assessment which will enable their teacher to see how they are progressing. These assessments will test reading, writing and speaking and listening skills. There are two exam weeks when students will complete exam papers that will help to determine overall English levels for the year.

Lesson Prep and Homework

Students will receive a 15-minute lesson prep task every lesson. This is for them to practice what they have learnt or prepare for their next lesson. It must be done on the same day it is set and this will be monitored very closely to ensure that students are consolidating key knowledge from the day as well as retrieving skills and knowledge from the unit.

Stretching Students

The department also runs a variety of theatre and other wider learning trips and it is hoped that pupils will take the initiative to set up their own clubs which reflect their individual interests in aspects of the English curriculum.

There are special wider reading lists available for every unit studied, with all texts available for students in the library. Students also have the opportunity to take part in debate club, our school newspaper and numerous other events and opportunities throughout the year.



MATHS

General Introduction

In the William Perkin Mathematics department, we aim to develop intellectually curious, numerate and independent learners. Through mathematics, students build logic, resilience and lateral thinking — life skills valuable whatever they do next. We equip them for future careers, inspire further study in STEM, and believe every child should enjoy mathematics, feel successful and achieve the best outcome at every key stage.

Curriculum Overview

In Key Stage 3 (Years 7-8), students study number, algebra, geometry and statistics over a variety of units. In Key Stage 4 (Years 9-11) students complete their GCSE course, with the most able being prepared fully for the rigour of the A-level course. Some even do an additional qualification in year 11. All students learn formal methods and proof, problem solving techniques and how to communicate effectively using mathematical language. The curriculum, we offer is broad and we also run a number of extended electives (e.g. Athletics, Chess Club, Mathematics Challenge) to enrich the mathematical experience of all of our students, whatever their ability.

Assessment

Teachers assess student's understanding during every lesson, enabling us to be highly adaptive to their emerging needs as learners. Students are then formally assessed at regular intervals throughout each key stage to ensure they all make excellent progress. There are 4 quarterly exams over the year as well as in-class standardised assessments. The quarterly exams are linear (i.e. they cover all topics studied since the start of the course). All results are recorded centrally on Go4Schools and students will receive personalised feedback to help them progress after each assessment. We celebrate progress ahead of attainment and our track record is that, since the opening of William Perkin, students have made exceptional progress in mathematics. We are proud that many go on to study A-level mathematics with us.

Prep Task

Regular practice of new skills and independent work is an essential part of learning mathematics. Students are expected to complete prep tasks after every lesson. This takes place on Sparx Maths, which is an online learning platform. We also support students to complete this in school if they wish, at Sparx Club and Study Club. These tasks enhance and consolidate pupil learning, and develop the kind of learning habits and routines that will prepare students for A-levels or other further study.

Stretching Students

We expect all students to 'stretch' themselves in mathematics so that they can realise their potential. Our curriculum is differentiated into 3 tiers (core, higher and advanced) and each tier has differentiated lesson outcomes to ensure that all students are stretched, regardless of their ability. Exceptional mathematicians may be invited to take part in the national UK Mathematics Challenge (UKMT) – an annual competition for the most able mathematicians.



SCIENCE

General Introduction

William Perkin CofE High School is a Science college. Consequently, Science is at the heart of students' studies.

Throughout the Science courses delivered at William Perkin, students learn the following key concepts which underpin the study of the subject and how science works:

- Using scientific ideas and models to explain phenomena and developing them creatively to generate and test theories.
- Critically analysing and evaluating evidence from observations and experiments.
- Examining the ethical and moral implications of using and applying science.

KS3 Overview

In KS3, students learn a different biology, chemistry and physics topic each term. The Year 7 course is divided into the following modules:

- Biology: Organs and Healthy living, Reproduction, Ecology
- Chemistry: Matter, Geology, Acids and bases
- Physics: Energy and Forces, Space, Light and Sound

The Year 8 course is divided into the following modules:

- Biology: Microbiology, Genetics, Organic energy
- Chemistry: Periodic table, Chemical reactions, Energy resources
- Physics: Electricity and magnetism, Heating and cooling, motion



KS4 Overview

Students begin their GCSE studies in Year 9. We follow the EDEXCEL GCSE science course:

- The highest achieving students study triple science (3 GCSEs)
- Most students study Combined Science (2 GCSEs)

The curriculum has been designed to teach students about Science in the real world and includes a strong emphasis on practical and experimental skills.

Assessment

Students sit a test each term. These are designed to secure students' knowledge and prepare them for the revision and exam skills that will become vital throughout their schooling. Students are also carefully monitored regularly through prep tasks, longer homework tasks and informal assessment opportunities.

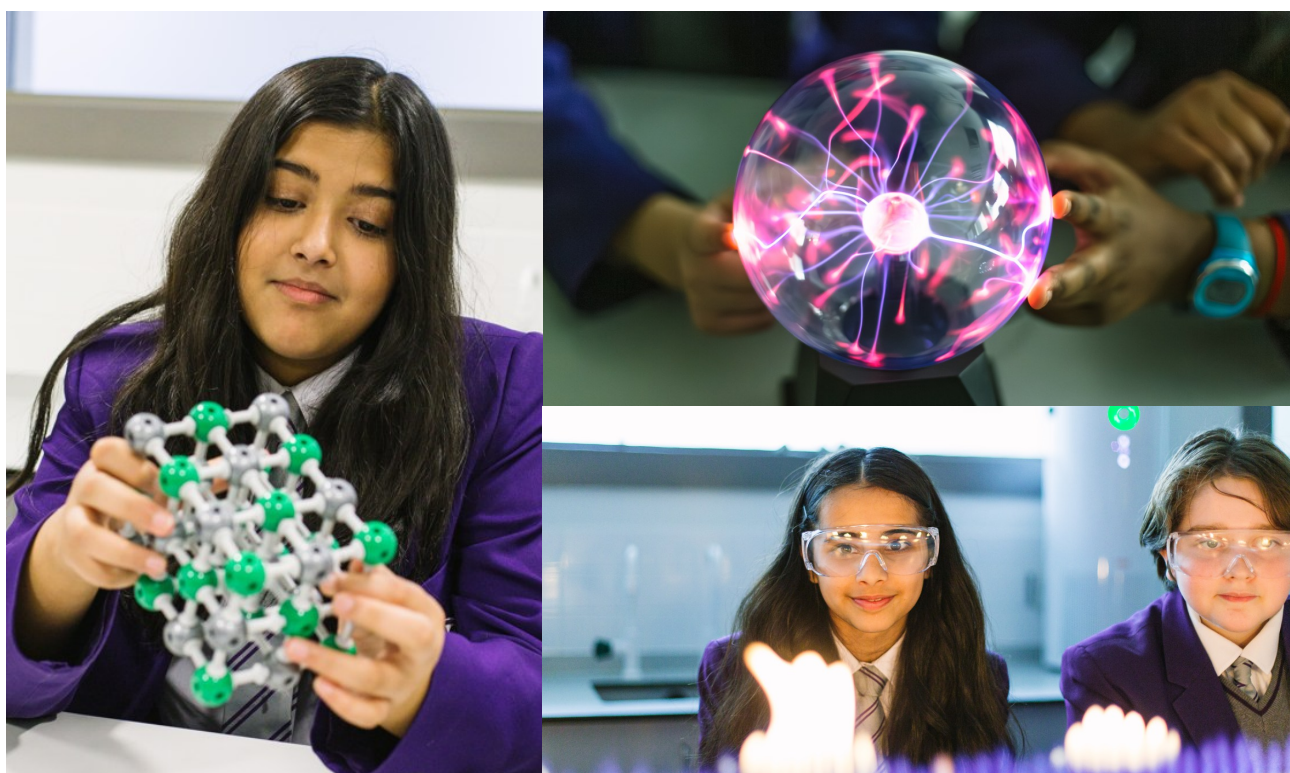
Lesson Prep

It will be expected that students complete a short (15mins) prep task following each science lesson. This is designed to both secure knowledge from that lesson and prepare them for their next lesson.

Stretching Students

Students are encouraged to extend their learning by making the most of a number of extra- curricular activities in Science:

- The Elite Scientist programme is designed to enable our most able KS3 students to carry out projects with top scientists from universities or industry.
- The Future Scientist programme enables our KS4 students to gain experiences and knowledge that will help them in the future. This is aimed at students who wish to pursue science related careers. This includes trips, lectures and science related work experience.
- At sixth form, we run medical and engineering scholars programmes for our most able students. These are designed to help these students gain the experiences that they require to be accepted into the top universities for the top courses.
- All students study 'applied science' alongside their normal curriculum lessons to help them understand the applications and implications of science in the real world.
- Students are encouraged to attend science club, trips, competitions and a variety of other activities throughout the school year.



MODERN FOREIGN LANGUAGES

General Introduction

With a range of languages offered across the curriculum the Language Specialism at William Perkin is at the forefront of innovative language teaching and learning. This exceptional provision is enriched by a varied programme of educational visits designed to bring languages and cultures to life beyond the classroom. Students have the opportunity to visit the Rhine Valley and Normandy in Year 8, which Year 10 pupils take part in an immersive trip to Paris, allowing them to experience the language and culture first-hand. Through these experiences, we strive to ensure that every student engages with authentic cultural experiences at least once during their time at school.

KS3 Overview

All Year 7 students at William Perkin study French. During the year, they develop the skills to talk about themselves, their families and friends, school life, leisure activities and places they visit, while building confidence in listening, reading, writing and speaking. Alongside this, students develop a strong understanding of key grammatical structures and language patterns.

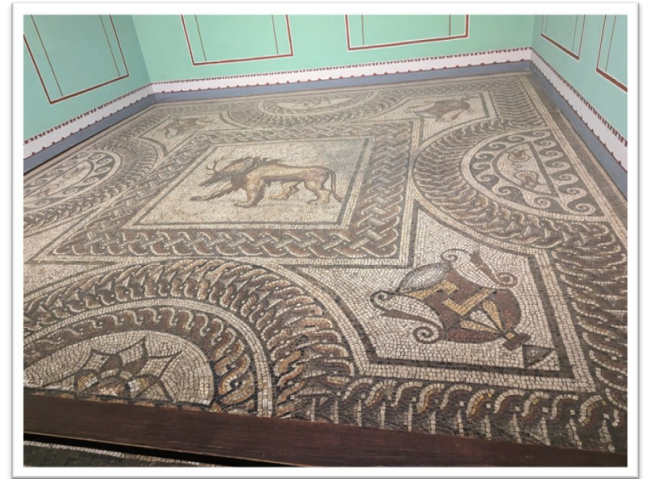
In Year 8, students broaden their linguistic and cultural knowledge by exploring topics such as future aspirations, healthy lifestyles, travel and the wider French-speaking world. They continue to develop their communication skills whilst gaining a deeper understanding of French language and culture. In addition, selected students begin learning German as a second language, studying it alongside French and developing their skills as successful linguists across two languages.

KS4 & KS5 Overview

At William Perkin, we aim for as many students as possible to study languages to GCSE. Language options at GCSE include French and German with some students choosing to study multiple languages. At GCSE, students study their main language three times a week, following the Edexcel GCSE course which involves the five broad topics of my personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future, and travel and tourism. We offer French and German at A level and every year many students choose to take a language as part of their A level courses.

Assessment

Students are assessed at quarterly points throughout the year. They are assessed in Listening, Reading, Speaking and Writing.



Lesson Prep & Homework

William Perkin CofE High School encourages all students to take responsibility for their own progress. Students are expected to complete preparation tasks before each lesson which help consolidate learning and prepare for the next lesson. In addition to lesson preparation after every lesson, students will receive assessed homework tasks each half term which will either be centered on the four key language skills or will be focused on encouraging memorisation or grammatical understanding. Students will be set weekly vocab learning on online software.

Stretching Students

The Twyford Trust's close links with partner schools in the target language countries ensure that there is a rich and varied range of extra-curricular opportunities available for students. Teachers are passionate about the target languages and cultures, and there is a range of regular extracurricular activities as well as the formalised visits and exchanges. Extended Electives in Languages include Board Games in French and Wider Languages outside the curriculum. Students also have the opportunity to be one of the MFL reps who help to run whole-school language events or, in Year 10, to join the future linguist programme which helps build the CVs of gifted linguists.

RELIGIOUS EDUCATION

General Introduction

As a Church of England High School, Religious Education will play a vital role in everyday school life. Our aim is to provide all pupils with a forum for discussion and debate on a range of religious matters, whatever their personal opinions or background. RE will inform and educate pupils on the key beliefs and teachings of the six major world religions, whilst also providing a forum to raise questions. In today's society, religious matters are often making headlines for both good and bad reasons. Religious Education is extremely important as it allows the pupils to understand and analyse religious and other opinions, whilst also forming their own spiritual identity.

KS3 Overview

In KS3, pupils will come to understand the importance of Religious Education as a distinct subject within the school curriculum. They will learn the skills of discussion and debate within a classroom, as well as the necessity of understanding the reasons for different religious beliefs and values. It is these skills that will consistently be useful as they engage with challenging topics throughout the school and provide a strong grounding for the GCSE. The Year 7 curriculum is divided into 3 units: Introduction to Judaism (including a short introduction to RE); The Life of Jesus; and Introduction to Islam. In Year 8, the focus moves to the Eastern Religions, studying: Introduction to Hinduism; Introduction to Sikhism; and an Introduction to Buddhism.

KS4 Overview

Pupils will be following the AQA GCSE Religious Studies course, with a focus on Christianity and Islam. Over the course of 3 years they will study Christian and Muslim beliefs in depth, as well as looking at how religious beliefs impact ethical issues and themes in modern living. Themes include: Religion and Life, War, Conflict and Peace; Crime and Punishment; and the Existence of God and Revelation.

Assessment

Pupils will be assessed at the end of each of unit of learning. At KS3 these assessments will be in the form of short tests, which are designed to secure pupils' knowledge and prepare them for the revision and exam skills that will be vital throughout their schooling. At KS4 the assessments will mirror the GCSE exam model. In addition to this, all pupils will receive assessed homework, which will allow us to monitor pupil progress and identify areas of strength and weakness.

All assessments will be marked according to GCSE grading criteria, which will be made available and understandable to all pupils.



Lesson Prep and Homework

Pupils will be set a short prep task after each lesson. These are designed to consolidate skills and learning from the previous lesson, or to prepare for the following lessons. As well as allowing pupils to progress to the best of their abilities, these tasks also develop learning habits that will be essential for future study. Once per unit, pupils will be given a longer homework task that forms part of the assessment cycle.

Alongside these tasks pupils are encouraged to be proactive in their independent learning. Religious topics are regularly debated in the media and pupils should look to read and discuss these articles with friends and family.

Stretching Students

At KS3, the department runs trips to places of worship linked to the curriculum, currently visiting a Synagogue in Year 7 and a Mandir in Year 8. These trips extend the pupils' learning beyond the classroom and allow them to see the relevance of their studies in the local community and wider world. Homework projects also provide an opportunity for students to go above and beyond and to stretch themselves.

At KS4, we invite in visitors from local faith communities and organisations, to speak to students, creating an additional forum for the discussion and exploration of religious issues outside the classroom. This facilitates and supports their understanding of the religious issues studied as part of the GCSE course.

At KS5 we hold a series of lectures designed to increase students' breadth and scope of religious knowledge. All lectures are attended by students studying Religion, Philosophy and Ethics, a number are also accessible to the wider Sixth Form community.

HISTORY

General Introduction

The stretching History curriculum offered at William Perkin will be one that equips the students with a core of historical knowledge which enables them to place themselves and their communities in wider context. It will also impart a number of central skills which are applicable in History and beyond: analysis, interpretation, enquiry and communication. History is an exciting subject which students have often studied in miniature at primary school, sometimes through project work on topics like 'The Tudors' or 'The Victorians'. However, in Year 7 students will be challenged to study History as an academic discipline in its own right and it will appeal to all students, irrespective of background or ability.

KS3 Overview

Students at KS3 will begin their study of History by looking at the core skills a historian needs to be equipped with to be successful in History, through a study of the Aksumite Empire. They will then commence a study of events dating from 1066 to Victorian Britain, encompassing topics such as the Battle of Hastings, the Crusades, the British Empire and the Cold War. This is all taught using the key assessment objectives and skills needed to be successful further along in the school.

KS4 Overview

In the spring of Year 9 students begin their GCSE course. In the months preceding this students are taught GCSE skills in units on the Holocaust and Britain in the 1950s—1970s, with a depth study on the extent to which Britain was multicultural by 1970. The GCSE units taught at KS4 include the Cold War, Elizabethan England, Health and the People and a depth study of America between the years 1920—1973. A range has been chosen to appeal to all.

Lesson Prep and Homework

It is expected that to develop as historians, students will do either a short lesson preparation task or a longer piece of homework in readiness for the following lesson. The lesson preparation and homework tasks have been carefully designed to develop students' independence and enthusiasm for the subject as well as forming an essential part of their curriculum experience.



These habits of independent learning will foster a desire to learn about History more widely and this will produce excellent future GCSE or A-level historians.

Lesson preparation and homework tasks vary but they could include:

- Preparing a list of 5 key dates on a topic
- Learning a list of spellings/definitions
- Completing a quiz in advance of the following lesson
- Writing a paragraph justifying a viewpoint
- Preparing for a debate
- Writing a newspaper article on a topic
- Watching a video clip and preparing notes on key questions for the following lesson.

Stretching Students

There are plenty of opportunities for students to get involved with extended learning during the year. The Family History project (photos above) and Battle of Hastings re-enactments, all prepared outside class, allow students to delve deeply into the topics and many choose, for example, to visit museums and castles as part of their research. We are expanding our extra- curricular trips each year, currently Year 9 visit Ypres in Belgium to see the sites of First World War and Year 10 visit Berlin. In activities week, the History department offers visits to Warwick Castle, Hampton Court Palace and the Imperial War Museum. Students will be pointed in the direction of a range of History books as well as the programmes on television that they might want to look out for. There are a number of excellent learning resources provided on the internet for students, of which the best websites are:

- www.bbc.co.uk/history/forkids
- www.bbc.co.uk/bitesize
- www.SchoolHistory.co.uk
- www.Historyonthenet.com

GEOGRAPHY

General Introduction

In our ever-changing world, it is invaluable to be able to understand the processes and events happening around us. Geography enables students to make sense of how our planet affects us, but also the positive and negative impacts that we have on it in return. With elements of both the arts and the sciences, Geography is a subject that explores many of the key themes that are constantly in the news. In a time of climate change, fights for natural resources, and challenges around developing renewable energy, Geography has never been so relevant nor had such an important part to play in enabling the next generation to cope with these pressures.

KS3 Overview

Our KS3 curriculum is designed to give students an insight into the core knowledge and skills required to succeed in Geography whilst featuring both human and physical geography elements. Students will study units about local geography and UK geography, followed by units about global population increase, the continent of Africa, tectonic hazards, and weather and climate. As part of these units, students will undertake a mixture of individual, paired and group work tasks and include activities such as debates, modelling and an introduction to digital Geographical Information Systems (GIS). Students will undertake three geographical investigations (fieldwork) in Years 7 and Year 8.

KS4 Overview

At William Perkin we follow the Edexcel A GCSE Specification. Students will study physical geography (including rivers, coasts, ecosystems, weather hazards and climate change) and human geography (resource management, global development and changing cities). They also study contemporary geographical issues in the UK and undertake two pieces of fieldwork. There are three examinations, one covering the physical geography topics, another covering the human geography topics, and a third which covers the fieldwork and investigation aspects of the course.

Assessment

Students are formally assessed throughout the year. Typically students will complete one piece of assessed homework during the unit and one exam at the end of each unit. Assessed homework may take the form of an essay, newspaper report or quiz.



Stretching Students

Year 7 students write a letter to Ms Newman, the Headteacher, with their ideas about how to make William Perkin a more sustainable school, and Year 8 students take part in the annual Africa Project competition, to investigate an African country of their choice. There is an Ealing 'Worldwise Quiz' hosted at William Perkin every year where William Perkin team competes with other Geography students across the borough. Every year we run a trip to Edinburgh for Year 9 students, to explore the city's human and physical geography, such as Arthur's Seat (an extinct volcano), the Dynamic Earth museum and learning about how Edinburgh has developed as a settlement.

THE CREATIVITY & CURIOSITY CURRICULUM

At William Perkin, all students in Years 7 and 8 focus on the core English Baccalaureate subjects in the focused morning curriculum. In addition to this, all students undertake elective sessions in the longer afternoon session. We have named this curriculum The Creativity and Curiosity Curriculum.

This curriculum is designed to:

- Ensure the curriculum is broad and balanced
- Develop wider thinking skills and creative applications (also embedded in the core curriculum)
- Develop intellectual confidence, investigation and risk taking
- Provide students with the opportunity to develop work based, applied learning skills.

The key creative areas that make up the creativity and curiosity curriculum are:

- Music
- Art & Design
- Computing
- Sport
- Drama



MUSIC

General Introduction

The focus is built around practical music, with all students learning how to play a musical instrument, learning how to sing together, and (in Year 8) using music technology to explore the creative process involved in writing and performing music. During these sessions, students develop their ability to listen critically to the music they are playing, to music performed by others and, most importantly, to each other. Music is taught in two sessions: in the first session, students are taught in a typical curriculum classroom offer including keyboard instruments and percussion. In the second session, they come together to sing as one large choir, covering a range of songs from Gospel, West End Musicals and Classical music. We believe that these sessions demonstrate our commitment to providing an innovative approach to music teaching which takes the best elements of whole class instrumental

teaching and builds on it to ensure that every child develops the high level of musical skill, knowledge and empathy that comes from learning to play music as part of an ensemble. We have a wealth of wider learning opportunities for students in year 7 , including a choir, string ensemble, guitar club, keyboard club, wind and brass band and contemporary bands.

Year 7 Overview

Term One: Instruments of the Orchestra – Students will develop their note-reading and ensemble performing skills through developing keyboard skills. In singing sessions, students will learn repertoire linked to Communion and the school Carol Service as well as songs written in a Western Classical style.

Term Two: Ostinatos—Students will develop their understanding of rhythm and ensemble skills using djembes to explore a variety of Non-Western music traditions. In singing sessions, students will prepare and present a musical production of Joseph and His Technicolor Dreamcoat.

Term Three: Film Music – Students will explore how different musical elements are used to depict characters or themes in film music through performance, analysis and composition. Students will explore composition techniques and tropes related to contemporary film works through the use of keyboards and music technology.



KS4 Overview

The music department offers students the opportunity to study Music at GCSE level. The course we follow is developed and assessed by AQA.

Assessment

As part of their induction, we will identify your child's level of playing experience in order to place them in the appropriate ensemble. At the end of each term, your child will be given two grades:

- Practical musicianship – a summary of the marks achieved through performing as a soloist, an ensemble performer, and as a composer
- Listening and Analysis – a summary of the marks achieved through listening and terminology tests

Extended Learning

In addition to learning an instrument as part of the music curriculum, there will be many opportunities for your child to extend their musical learning further:

- Joining the School Choir
- Ensembles outside lessons for those making exceptionally good progress
- Invitation to join the William Perkin Orchestra
- Music Tech club
- Opportunities to join the Training Strings and the Concert Band
- Individual and small group instrumental lessons
- ABRSM aural and theory training

Independent Learning

It is our expectation that all students will continue their learning outside the classroom and so students will keep a musical learning workbook updated with records of their progress in and out of lessons. They will also be expected to develop their knowledge of music theory and prepare for the end of term listening exam. Students may wish to hire a musical instrument from Ealing Music Service so that they can continue their practice outside school.



COMPUTING and ICT

General Introduction

At William Perkin, we give the students the opportunity to develop computational thinking skills to get an understanding of how computer systems work as well as how to solve problems. Students are taught about the digital world ensuring that they are computer literate, able to communicate safely digitally (an essential skill in this age of technology) as well as having an understanding of the key principles of how computers and networks work. This knowledge is put to use through programming which takes that understanding to the next level.

KS3 Overview

In Years 7 and 8, students are given the opportunity to explore the world of Computer Science and programming through various tools with each year building on their skills from the previous year. This means the students explore a range of programming software, including the BBC Microbit and Python (a key programming language used in industry). We also offer a range of wider learning opportunities for the students after school which includes a highly popular Retro computing club that enables students to enhance their computing skills outside the curriculum.

KS4 Overview

We start the Computer Science GCSE in Year 9 in order to best prepare the students and to give them an insight into what will be covered in Years 10 and 11. The Computer Science GCSE enables students to work with real-world, practical programming techniques and problems that give them a good understanding of what makes technology work. We also build on the principles of Computer Science learnt in KS3 by delving into topics in greater depth.

We also offer a second path, of Information Technology, which focuses more on the skills required to plan and manage projects, in particular in the IT industry, looking at applying technical skills, such as database management, to real-world type scenarios.



SPORT



General Introduction

PE and Games lessons at William Perkin take place throughout the day as Core Electives (a double period) and Extended Electives (after-school sessions). This allows enough time for students to fully engage with competitive matches. Specific skills are taught and students learn how to adapt these skills into game situations.

Core Electives: Students take part in a variety of core sports such as Football, Netball, Rugby, Basketball, OAA, Tennis, Badminton, Dance, Cricket, Rounder's, Athletics.

Extended Electives: After school students are offered a wide range of activities as well as the main stream team sport practices. Examples include Table Tennis, Volleyball, Badminton and Self-Defense, Fixtures: Football (Boy's and Girl's), Cross Country, Netball, Cricket, Rugby, Badminton, Basketball, Indoor and Outdoor Athletics, Rounder's and more to come!



GCSE PE: This is a very popular course at William Perkin. Students choosing PE as an option in Year 10 get to study all things sport and are assessed on their practical performance in 3 sports. Anatomy and physiology; movement analysis; health, fitness and well being; sport psychology and socio-cultural influences are the key topics of this course.

A Level: Students joining our sixth form have the opportunity to partake in A Level PE consisting of Anatomy and physiology, Psychology and Social Cultural papers. They will also be assessed in a practical activity and complete an EAPI piece of coursework.

Community Use: The amazing sports facilities at William Perkin are open to the community so please do get in touch with the PE department for more details.



ART & DESIGN

General Introduction

In Art and Design, students will explore a range of traditional and contemporary materials, techniques and processes to develop their confidence, creativity and technical skills. The study of artists is strongly embedded throughout the curriculum, allowing students to develop their understanding of both historical and contemporary art. Students will learn to reflect analytically on their own and others' work, allowing them to develop their critical thinking skills. The curriculum is designed to give students an enriching experience and allow them to express themselves, encouraging independence, open-mindedness and time management skills.

KS3 Overview

Students in Years 7 and 8 will study three projects throughout the year, giving them the opportunity to explore a range of materials, techniques and processes, including drawing, painting, mixed media, textiles and sculpture.

In Year 9, students will complete two sustained projects, allowing them to develop ideas in greater depth and experience a more GCSE-style approach.

Students will receive a prep task every lesson to practise skills learnt in lessons or prepare for upcoming work. They will also complete one extended homework task per project. Students are assessed on their artist research, sketchbook development, practical work and final outcomes.

KS4 Overview

In GCSE Art & Design: Fine Art, students will complete a sustained coursework portfolio across Year 10 and Year 11, worth 60% of their final grade, followed by an externally set exam project worth 40%. Students are assessed equally across four areas: developing ideas through artist research, refining and experimenting with materials and techniques, recording ideas through drawing and photography, and presenting a final personal outcome. Students are encouraged to explore each project in depth, gradually developing their own ideas and creative direction. They are expected to work with increasing independence, make personal choices about artists, materials, techniques and ideas.

Stretching Students

GCSE students are expected to continue developing their work outside of lessons, with the option to use the art rooms at lunchtime and after school. Other opportunities for all students include Art clubs, trips and competitions.



DRAMA

General Introduction

The Drama curriculum at William Perkin encourages students to work creatively and collaboratively to create meaningful and powerful performances in a range of disciplines. Each year group studies at least one play text, creates their own devised performance from a set stimulus and learns how to critically evaluate their own creative processes and final performances, all with an emphasis on directing, design and script writing as well as acting. Oracy and Literacy skills are embedded in every aspect of our drama curriculum, empowering students to feel more confident when performing, and more capable in making themselves heard and understood.

KS3 Overview

In Years 7 and 8, students explore slapstick, melodrama, physical theatre, and devising, as well as the plays 'Blue Remembered Hills' and 'Blood Brothers'. This gives students a rich overview of different theatrical genres, allowing them to try performance and design in a range of different styles, as well as allowing them to develop their own tastes and preferences as to discipline and genre.

KS4 Overview

In KS4, as part of the Edexcel GCSE Course, students explore a range of different practitioners, including Brecht, Stanislavski and Frantic Assembly, to develop their performance and design skills. There is also an opportunity to explore comedic, dramatic, political and interpretive styles in lessons. As part of their GCSE course, students create their own original performances based on stimuli and independent research, explore light, sound, costume and stage design, give comedy performances and attend live theatre performances to build their critical and analytical skills.

WP's Ignition Theatre Company

2024-2025 sees the launch of Ignition, our school theatre company. Meeting every week, the Ignition Ensemble will build skills, play games, and rehearse for our annual production taking place in February 2025. There are also opportunities for all students to become actors, stage managers, costume designers or theatre technicians. In summer, company members will perform or direct in the William Perkin Arts Festival and we are already thinking of possibilities for our 2025-2026 production.



As a school, we provide regular theatre trips, with past productions including 'The Witches', 'A Witness for the Prosecution', and 'The Lion King.'

SEN & THE ARC

How do we support our students at William Perkin?

All students in Year 7 are given a numeracy, reading and spelling test so that we can establish which students are in need of extra support for numeracy and literacy. In addition to ensuring that students with Educational Health Care Plans (EHCPs) have individualised programmes which match the requirements identified in students' EHC Plans and Annual Reviews, the school also has a clear policy of early intervention targeted at Years 7 and 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able and to pre-empt students becoming disengaged in school. This is implemented through the Literacy programme to develop reading comprehension and writing, which aims to ensure all students will be able to access a differentiated core curriculum offer by the time they reach Year 9. In KS4, we offer tailored intervention and support with Study skills and Life skills programmes. The department consists of the following members of staff:

- **Ceceliah Muya, SENCO**
- **Chris Purcell, ARC Manager**
- **Julie Hall, Pastoral Manager**

Types of Support

Students are supported according to their needs. This may be as follows:

- ARC - Additionally Resourced Provision for students with EHC plans for Autism.
- External agencies such as Speech and Language Therapy, Occupational Therapy and Educational Psychology
- Supported mainstream offer, for example in-class support
- KS3 Literacy
- Independent study skills
- Small group specialist teaching
- Cooking
- 1:1 interventions
- School Counsellor
- Mentoring



INCLUSION:THE CHORD

Introduction

The Chord is an Inclusion department which supports students with a range of different needs. The department is led by Miss B Campbell—DSL, Head of Safeguarding and Inclusion, alongside Mr Owen, DDSL and our Learning Mentors, Miss Sawyerr and Miss Fleary.

The purpose of The Chord is to support vulnerable and disadvantaged students to make the same progress and progression as their counterparts, as well as being a safe space for all to access if needed.

Types of support

Students are supported according to their needs.

This may be as follows:

- One to one mentoring
- Group mentoring
- Resilience and friendship support
- Alternative Pathways support for Key Stage 4
- Wider Learning opportunities (e.g. boxing)
- X2 external counsellors
- An external MHST CBT Therapist

Students can also be given time to reflect in this space, away from their peers.

Additionally, the Chord works closely with a range of external agencies to provide therapy and mentoring support where needed.



Provides
personalised
support and
intervention



Works with
students, teachers
and families to
remove barriers
to learning



Promotes
inclusion, wellbeing
and confidence



Helps students
develop the skills
and independence
they need for
the future



Celebrates
individuality and
champions
every student

COLLECTIVE WORSHIP

Collective Worship at William Perkin is at the heart of our community. We gather daily in either assemblies or tutor groups and re-collect ourselves before God each day. Our worship engages students by making them think about the richness and opportunities in the relationships around them, as well as in our globalised world in all its dimensions: physical, social, intellectual and spiritual. These times of reflection offer the opportunity to see the world as one which has been lovingly and purposefully made and to reflect on our capacity to be agents for good.

Collecting students together is key to forming our school community. We believe that all students have spiritual gifts to contribute and every student's participation is expected: students enter to music played by their peers; the opening and closing parts of the assembly are led by fellow students, emphasizing that they are collected together as one body to be still, listen and reflect. Recollection and silence are key signatures in our worship. These help students to become self-aware and calm and support their learning. Most of all we will expect to cultivate a communal way of being which is about being open-minded and fully engaged, grateful for opportunity with a focus on doing and being good. Our acts of Worship will help us understand and acknowledge our human weaknesses and be open to improvement.

With an attitude of respect for and a desire to understand difference, students at William Perkin will be offered the opportunity to think about some of the great stories that are part of a common Western Heritage. Stories like the Good Samaritan, the Prodigal Son, the life of Joseph and the Promise of the rainbow have meanings of universal importance. Our Programme is firmly rooted in the Christian tradition and students coming to the school will have this as a foundation of learning which will enable them to relate more actively to the stories and traditions of other faiths. The expertise we bring as a Church of England school gives us a clear moral framework and simple liturgies which will keep the community firmly rooted in a Christian structure, also honoring each individual's tradition and conviction.



When not gathered together as a year group, students' morning Collect will be with their tutors. Students will be asked to read a text or story that is set for a week and reflect on its meaning in one tutor time; in the remaining tutor times there will be material delivered as part of a Civics programme, followed by a short period of silent reflection, framed by responses and a daily text or image. Once a term we hold a Holy Communion service for all students within the year group.

While these are distinctively Anglican the structure of the service is mindful of other faith groups and those without the language of faith. There is also a form communion once a year for year 7 which gives the students an opportunity to understand the practice of Holy communion.



ADMISSIONS & HOW TO APPLY

Process of Admission

- Applications for the 20 Language Scholarship places should be made by completing the Language Scholarship Application Form on the school website. Parents must also fill in their local authority's Common Application Form.
- Arrangements for applications for the remaining 180 places will be made solely in accordance with the Local Authority's coordinated admission arrangements and should be made on the pan-London Common Application Form. Kindly note that we do not have a separate or supplementary application form — simply list William Perkin as one of your six preferences on your Local Authority's Common Application Form.
- The Academy Trust will use Ealing Council's timetable for applications each year, which fits in with the time table for the co-ordination of admission arrangements within London. The application deadline is **31st October 2026**

The full Admissions Policy can be found on our website: <https://williamperkin.org.uk/attending-our-school/admissions> .

Of the 200 places available:

- 20 are designated as Language Scholarship places
- 180 are designated to over-subscription criteria as set out above

Oversubscription Criteria

After admitting pupils with statements of Special Educational Needs or an Education, Health and Care Plan, where the Academy is named, the oversubscription criteria will be applied in the following order:

- Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order, including children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- Children of all staff, where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made or where the member of staff has been recruited to a post where there is a demonstrable skill shortage. 20 places for children showing an aptitude for language. Places will be allocated in order of ranked assessment score.
- Children with a sibling already on-roll at the Academy who will be on-roll when the child is admitted.
- Children attending Horsenden Primary School for whom William Perkin Church of England High School is the nearest maintained high school or academy.
- Children attending Edward Betham School for whom William Perkin Church of England High School is the nearest maintained high school or academy.
- Children for whom William Perkin Church of England High School is the nearest maintained high school or academy.
- Other children, with priority given to those living closest to the school.

LANGUAGE SCHOLARSHIP

20 places within William Perkin CofE High School will be made available each year for students applying for a place in Year 7 and with an identified natural aptitude for Language. The application process is designed to test a child's natural language and linguistic aptitude not their prior knowledge. As such, a child can be awarded a Language Scholarship place based on lingual aptitude, irrespective of any prior tuition.

How to Apply:

- Apply to William Perkin CofE High School in accordance with the Local Authority's co-ordinated admission arrangements using the pan-London Common Application Form.
- Complete the Language Scholarship application form on the school website.
- All Language Scholarship applicants will complete a language and linguistic aptitude assessment.
- Your child's assessment score will be issued together with their ranked position on the Language Scholarship List. Whether your child is offered a place in March 2027 will depend upon your ranked position for a Language Scholarship place at the time of offers being made as well as yours and others applications order of preference on the pan- London Common Application Form.
- Students who are not offered a Language Scholarship place in March 2027 will be placed on a Language Scholarship Waiting List, ranked according to their assessment score. If a Language Scholarship place becomes available it will be offered to the applicant who is highest on the waiting list. Unsuccessful applications will still be considered for a non-Language Scholarship place at the school by completing the Local Authority's pan- London Common Application Form.

Successful Language Scholars will be expected to:

- Become dual-linguists at GCSE Level and make outstanding progress across the four disciplines of reading, writing, listening and speaking.
- Engage fully in the Language College by participating in foreign trips an exchange programmes and hosting exchange students.
- Make an active contribution to the Language College community through commitment to the Language College's extra-curricular programme, including Extended Electives in further languages..

Language scholarship Key Dates for Entry into Year 7 in September 2027

Stage	Dates
Application Deadline	Friday, 2nd October 2026 at 12 noon
Assessment Day	Wednesday 7th October 2026 (4.00-6:00pm) at William Perkin CofE High School
Result Day	Friday, 16th October 2026 after 1:00 pm

Further information on the Language Scholarship or Admissions in general, please visit our school website.

WILLIAM PERKIN ADMISSIONS FAQs

There are 200 places for year 7 entry in September 2027:

- Looked After Children
- Children of all staff, where the member of staff has been employed at the school
- 20 Languages Scholarship places.
- Children with a sibling already on-roll at William Perkin.
- Children who attend Horsenden Primary School and Edward Betham for whom William Perkin is the Nearest Maintained high school or academy, measured in straight line.
- Children for whom William Perkin is the nearest maintained high School or Academy, measured in a straight line.
- Those living closest to the School, measured in a straight line.

Why doesn't William Perkin have a SIF?

Whilst we are Church of England School with Church of England ethos, we do not require a SIF (Supplementary Information Form) as the admissions criteria are not based on religion.

What are my chances of getting in?

School staff are not able to estimate your chances of being offered a place at the school. Distance are measured using Local Authority's computerized measuring system.

What is the Language Scholarship test?

- An aptitude test, not a test of prior knowledge.
- There is nothing you can do to prepare or revise for the test.
- A listening test about pattern in language.
- Parts is in the English and part is in fictional Language.

How do I apply for language Scholarship places?

Complete the online Language Scholarship Application form.

Complete your Local Authority's Common Application Form.

What is the pass mark for the Language Scholarship test?

There is no Specific pass mark.

The Language Scholarship list will be ranked in order of the score achieved.

You will be notified of your child's score via email on **Friday 16th October 2026 after 1:00pm**



William Perkin

C_{of}E

High School

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