



*The school's work to promote  
pupils' personal development and  
welfare is outstanding*

**Ofsted, 2019**

**INFORMATION BOOKLET**

**FOR PARENTS AND CARERS  
2019/2020**

## WELCOME

## PASSIONATE ABOUT UNLOCKING YOUR



**Here at Wetherby High School we're deeply committed to ensuring the educational experience for each child unlocks their full potential. As such our ambitions for them stretch way beyond their exam results and their time with us.**

This is a place where young people can be successful not only in their schoolwork but also in their school life. We have so many opportunities for students - and secondary

school is the perfect time for them to experiment and discover where their interests and passions lie.

The school has successfully recruited and developed an exceptional team of dedicated and committed professionals who live up to our aspirations on a daily basis.

Together we have reshaped the curriculum, remodelled the pastoral structure and reformed the values, ethos and direction of the school. Placing children and their personal success at the heart of work means that sometimes we do not take the easiest path, but the path that is right for each individual child.

Our Coaching programme, as well as the quality of pastoral care and dedication to their wellbeing, has been a golden thread that we have woven through the work of the school enabling rapid improvements.

Ofsted has recognised this relentless pursuit of excellence for each child and the commitment to knowing our children well that spurs them to be the best they can be.

We know that when a child feels safe, happy and supported they thrive. We are truly proud that our work in this area was signified as 'Outstanding' by Ofsted.

Parents and carers are always welcome to visit the school and see for themselves how we are putting our values and principles into practice.

**Ms Lakin** Executive Headteacher

CHILD'S POTENTIAL



## OUR VALUES

**At Wetherby High School  
we have four key values to  
ensure each child can reach  
their potential**



### KNOW OUR CHILDREN WELL

Every child has an adult who is their point of contact and who can be their advocate.

This could be through our highly valued Coaching programme or our Year, Safeguarding or Special Education Needs and Disability (*SEND*) teams. They build a high-quality relationship, learning about the whole child.

Our commitment is to educate and develop each child personally, as well as academically. This ensures that each child is known – both in terms of their learning profile and as a valued individual within our school community.



### PARTNERS IN LEARNING

Students benefit when there is open and frequent communication between school and home. It is a key relationship.

We support and challenge our students to realise their full potential and strive to be the best they can be.

We are privileged and fortunate to be in the heart of the community we serve. In recent years we have successfully built a significant network of local businesses, partners and organisations who have generously and whole-heartedly supported the school and our students.





## CHARACTER FOR ACHIEVEMENT

When our students move on, we want them to leave not only with the best academic results of which they are capable, but also thoroughly equipped to be successful young adults in a modern world.

Sometimes learning can be difficult and challenges will emerge for many children, but by developing characteristics such as independence and determination we ensure that hurdles can be overcome.

Our rewards programme recognises and values these attributes, fostering a culture of high aspiration to exceed targets and make accelerated progress to new goals.

A sense of civic responsibility, emotional intelligence, self-regulation, resilience and empathy are the traits that we know will help students put to use their academic outcomes and flourish as adults.



## ENJOY AND ASPIRE

School should be a happy and enjoyable time for our students. A safe learning environment is one in which all students can grow and develop.

Students can access a wide range of extra-curricular opportunities and enrichment activities and our House system develops a sense of identity, teamwork and pride.

There are numerous community events in which students can engage from hosting Christmas parties for local pensioners, supporting the Tour de Yorkshire or representing the school at the annual Remembrance service.

Our focus is to enable each student to leave with the desire and both personal and academic development to pursue their own goals.

While proud of the academic successes we frequently hear about our former students, the feedback about them as articulate, happy, aspirational and thoughtful adults is equally valued and cherished.

*At WHS I have really grown in confidence. Students in my coaching group helped with this; listening to me and encouraging me to get involved in different activities.*

*Now I am Sports Leader and lead other students in school and primary school students.*

**Year 9 student**

*Students and teachers have a really strong relationship which means going into lessons we all feel supported and included.*

*This helps in lessons as teachers know when to push you further and when to give more support so you make progress every lesson.*

**Year 10 student**

**Children learn more than subject content in lessons - they learn key life skills such as how to solve problems, negotiate and communicate.**

We want children to experience a broad curriculum and a variety of learning experiences to develop their skills and interests.

From starting in Year 7 to Post-16 provision we use a Learning and Relationship Agreement to set expectations and goals.

Our courses match different learning styles and abilities. This is a strong foundation for our core value of knowing our children well.

### **KEY STAGE 3 | YEARS 7 AND 8**

The National Curriculum is applied as taught in English, Maths, Science, ICT, Languages, Geography, History, RE, Art, Music, Drama, Technology and PE.

Additionally students have problem-solving and communication sessions that develop fundamental skills that underpin academic success across all areas.

### **KEY STAGE 4 | YEARS 9, 10 AND 11**

Students are offered an extensive range of GCSE and other accredited courses including vocational qualifications.

By the end of Year 11, national expectations are that pupils achieve a minimum of eight GCSEs (*or equivalent*) including English and Maths.


## TEACHING AND LEARNING

### KEY STAGE 5 | SIXTH FORM

Post-16 we offer a broad range of subjects and accreditations, often driven through demand.

We make sure our students are equipped for their next steps – whether that is university, a higher-level apprenticeship or employment.





*The transition process at Wetherby High School is excellent.*

*The contact the children have with the school whilst still at primary means that nerves and anxiety are eased. Children are able to ask specific questions and the whole process is very transparent for them.*

*Consequently, they are assured and confident going into the summer break, already knowing a little of what is ahead of them.*

**Parent of a current student, with another starting this September**

## MOVING FROM PRIMARY TO SECONDARY SCHOOL

We know that leaving primary for 'big school' can seem a daunting prospect. We strive to make the process as smooth as possible with the aim that all our children can start their new school with confidence.

We work very closely with our primary feeder schools to ensure the transition process is open and understood by everyone involved.

The taster days are an extremely effective way of giving children a personal experience of what life at their new school will be like and we find it goes a long way to settling some of the nerves that are bound to exist.

That care continues throughout a student's time with us. We know the relationship between school and home is key in providing consistent and meaningful support. Parents receive a progress check each half-term and an annual report with clear outlines of curriculum achievements and targets.

The school day starts at 8.40am (9am Monday) and runs until 3.10pm (2.40pm Friday) split into six periods.

At lunchtime, children may have a school dinner or bring a packed lunch. School meals are prepared in-house and are nutritionally balanced. The school has a statutory responsibility to check that packed lunches are healthy.





*When I started in Year 7 coaching helped me to feel welcomed in school.*

*The different year groups in coaching means we can share experiences and help each other.*

*We have lots of fun; it is my best part of the week.*

**Year 8 student**

## COACHING, WELFARE AND WELL-BEING

**Our coaching groups are one of the main ways we operate differently from other schools.**



The **coaching** programme is fundamental to knowing our children well and forming the strong relationships that are crucial.



A coaching group contains approximately eight students from across all year groups with a member of staff who has trained to carry out these sessions. The groups meet three times a week for 'check in, check up and check out sessions' looking at areas as varied as health and well-being, careers and citizenship.



As a regular point of contact, coaches also offer one-to-one support about concerns or achievements. Another clear benefit is the relationships that develop between students of all year groups.



Coaches also develop strong relationships with students' parents or carers with whom they meet three times a year. These days have become very popular with families who recognise the benefit of knowing someone in school who can be an advocate for their child.

We also achieve strong relationships through **restorative practice**. This process of building, maintaining and repairing relationships is integral.

We have staff and students trained in restorative practice who lead others in coaching circles.



### A Learning Relationships Agreement

is set with each class and regularly revisited meaning each person impacted by the agreement has a voice. This also facilitates development in other aspects of the school ethos, such as developing students' resilience, independence and motivation.

Many children at some point in their school life will have a special need of some kind. There are members of support staff available to guide on **well-being**, bereavement, family support, sexual health, personal development, academic support and careers as well as general help and support from coaches and year teams.



**RESTORATIVE  
PRACTICE**



# EXTENDED LEARNING

**Students have additional opportunities to pursue their passions  
- or challenge themselves in areas they find difficult.**

**FLEXIBLE  
LEARNING**

## FLEXIBLE LEARNING

Activities take place after school each day and students commit to trying something new or develop a skill in which they have an interest.

Other aspects include trips, guest speakers, the Duke of Edinburgh awards scheme, parental and community activities.

Flexible Learning also encompasses academic intervention during time away from school, ensuring students have many chances to pursue what they enjoy and what they need to achieve.

## HOME LEARNING

Our targeted Home Learning is designed to improve areas for development identified in exams and assessments in the previous half term. This enables students to make faster progress.

In key stages 3 and 4 students receive a piece of personalised work, per subject, every half term.

Students are also expected to complete a pre-learning task, per subject, each half term thus allowing them to start the new half term from a more advanced point.

Students are rewarded for completing their Home Learning and support is offered to help those who need it to be successful in this independent environment.







*There are lots of opportunities outside of lessons at Wetherby High School.*

*There are Flexible Learning Clubs and in Year 7 you go on a residential with the whole year group.*

*These things helped me to make friends and settle in.*

**Year 7 student**



## OFSTED 2019

We were delighted, but not surprised, that at our inspection this year, Ofsted recognised the significant improvements made at Wetherby in recent years.

The school, its students, staff and governors have been on a journey of rapid improvement with the Ofsted judgement further endorsement of our transformation.

The full report can be accessed through our website.



### **Here's a selection of some of the inspectors' comments:**

*Pupils are courteous, friendly and routinely regulate their own behaviour. Pupils have very high expectations of each other's behaviour.*

*The culture and ethos of the school is very supportive to pupils and staff alike. The school's impressive coaching model and personal development curriculum is highly regarded by pupils and families and supports the school in being a strong and caring community where pupils accept each other's differences and celebrate diversity.*

*Pupils feel, and are, safe in the school. They know who to turn to if they are worried about themselves or their friends.*

*Staff create a very positive atmosphere for learning through their passion for their subjects and the caring relationships they share with their pupils.*





*The pastoral support provided by the school is a clear strength. Leaders have created a truly inclusive school where every pupil is valued and cared for. Pupils and staff are unanimous in their praise for the help, support and guidance they receive when they need it. Parents agree that the school is a safe place for their children.*

*The behaviour of pupils is outstanding.*

*Pupils behave extremely well in classrooms and when moving around the school. They are committed to their learning and want to do their very best. They work well together and show the highest level of respect towards each other and towards members of staff.*

*Pupils are immensely proud of their school.*

*Current pupils make good progress across a range of subjects. This is because they experience appropriate levels of challenge from teachers.*



We know the Ofsted report is part of the journey, not the end, and are determined to continue to improve our offer and outcomes for all our students.



We welcome all prospective student and parent visits to the school by appointment.  
Admission arrangements are provided by Leeds City Council through the Children's Services Department.  
To contact Wetherby High School about a place for your child, email **[admissions@wetherbyhigh.co.uk](mailto:admissions@wetherbyhigh.co.uk)**.  
If your child is applying for a place in Year 7, you will need to contact the local authority.

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