



**William Hulme's Grammar School**

The best in everyone™

Part of United Learning

# Prospectus 2023



# Welcome to William Hulme's Grammar School

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## Welcome from the Principal

William Hulme's Grammar School (WHGS) has provided a high quality education for all of its students since its doors opened in 1887. 120 years later the school took the exciting step of becoming a United Learning Academy and since then all of our students have enjoyed the benefits of learning in state-of-the-art facilities whilst being part of a school with a proud history of academic excellence.

Our students continue to achieve excellent results and we have high expectations of them all. Our curriculum is designed to allow all students to flourish and succeed. There is a strong emphasis on core subjects such as Maths, English and Science with a range of options that can be tailored to suit all our students' needs. Similarly, our pastoral system focuses on challenging and supporting individuals in a safe and disciplined environment.

We have an enviable reputation for promoting learning beyond the classroom thanks to our 'Star Student' scheme. We offer an impressive range of opportunities including the Duke of Edinburgh's Award Scheme, sports, music

and drama activities and a wide variety of other clubs and societies. Our House system enables our students to take part in and enjoy activities in the spirit of healthy competition and friendship.

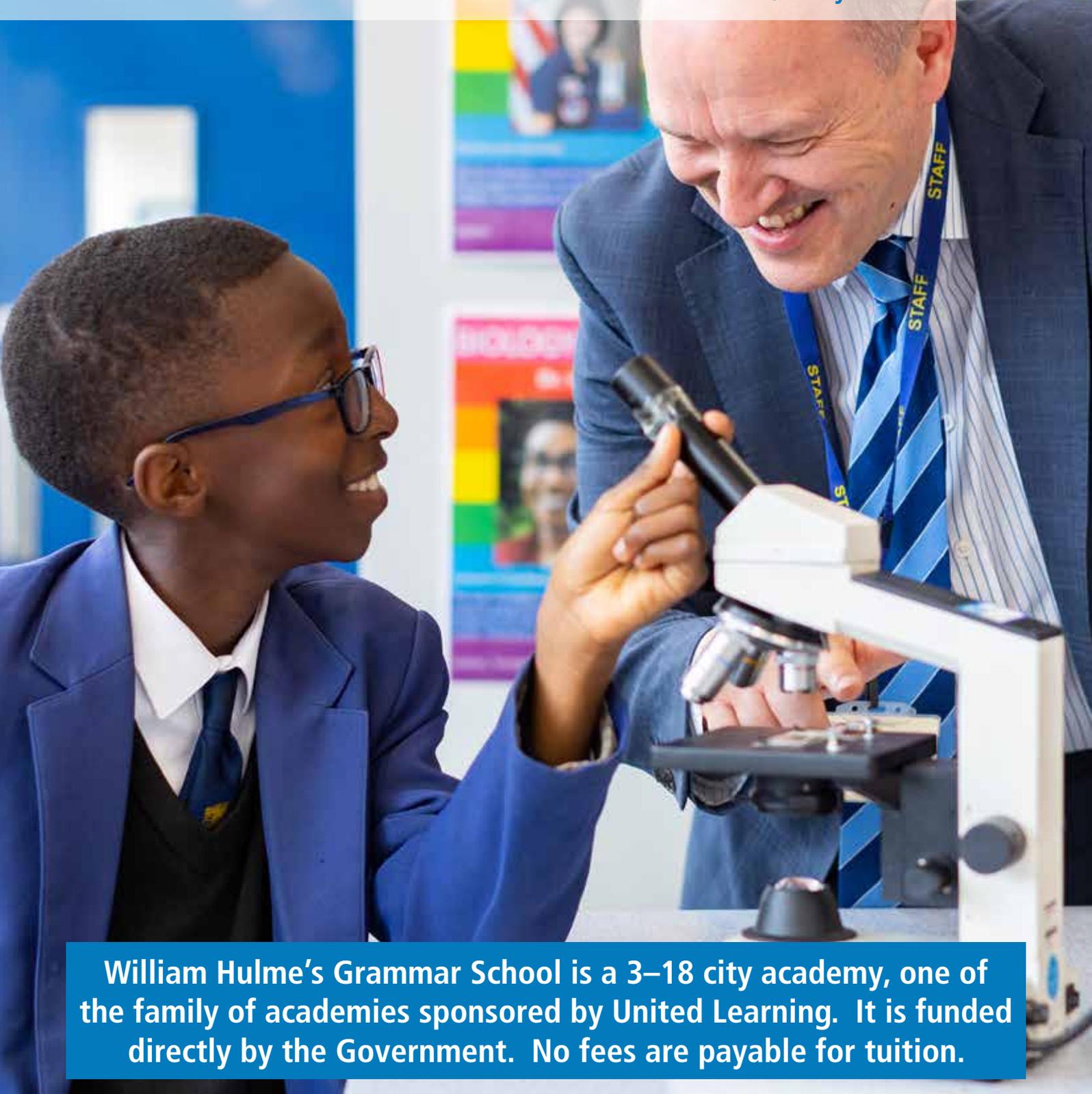
We are a multicultural community and value highly the harmony, tolerance and understanding that we promote. We have an international outlook and we provide exciting opportunities and links for our students. William Hulme's is committed to building on the success we have achieved so far. We welcome involvement from the local community and we are part of the United Learning group that is committed to bringing out 'the best in everyone'.

Together we can continue to be a school of which students, teachers, parents, governors and the local community can be proud.

**Peter Mulholland**  
Principal

*“William Hulme’s Grammar School is a highly inclusive school where everyone is valued. Leaders are well on their way to developing ‘articulate, well-educated and reflective students who can confidently play a positive role in society, living happy and full lives’, as their vision intends.”*

Ofsted, May 2019



**William Hulme’s Grammar School is a 3–18 city academy, one of the family of academies sponsored by United Learning. It is funded directly by the Government. No fees are payable for tuition.**

# Curriculum

The curriculum at WHGS is designed to meet the high aspirations of our learners, provide the skills, knowledge and qualifications required for success in their chosen field and encourage independence and self-motivation. We expect our learners to develop resilience, curiosity, openness to new ideas and an enquiring mind. At every key stage, we offer a broad range of subjects, foster a thirst for knowledge and lifelong learning and develop 'education with character'. We are committed to realise the potential of all our learners irrespective of background or disadvantage and we tailor opportunities for all pupils including those with SEND. The ultimate aim of the curriculum is to equip pupils for the next stage of their education, employment or training and develop caring and respectful global citizens who will use their learning to create a better future.

Lessons are arranged over a two-week cycle and each week is divided into 30 periods (three 100-minute periods per day).

These are the subjects which students study in Year 7:

- Mathematics
- English
- Science
- Modern Foreign Language
- History
- Geography
- Religious Studies
- PSHE and Citizenship
- Art
- Design
- Music
- Computing
- PE / Games
- Drama
- Food Technology

There will be six classes and a smaller transition class based upon the Key Stage 2 SATs results, performance in the baseline tests completed as part of the induction process and information gained from the induction process.

With the exception of the Transition class, there will be setting based on performance in English and mathematics. The Transition class will have more support in literacy, instead of a Modern Foreign Language.

## **Personal, Social, Health and Economic (PSHE)**

All students follow a comprehensive scheme of work for Personal, Social, Health and Economic education. Our vision is to provide a hands-on and engaging curriculum that offers a platform for pupils to explore, debate and discuss real life topics and develop relevant life skills to enable them to become informed, empathetic and responsible citizens.

The curriculum is delivered through high quality teaching covering a wide variety of topics where British Values are embedded throughout. Assemblies, Form-time activities and guest speakers are linked to lesson topics to provide a holistic delivery.

# The William Hulme's Way

## School Ethos

Whilst we have a very strong academic focus throughout the school, at WHGS we believe that there is more to a good education. As well as ensuring our students achieve well academically, we also aim to develop character, compassion and service. Throughout their time here, pupils are expected to contribute to our school community and to society. We want children to try things they cannot do, to persist in the face of difficulty and to become resilient in overcoming obstacles. This is 'the William Hulme's Way'.

With this in mind, we provide a breadth of opportunities and experiences which seek to help our students become confident, well-rounded and ambitious young adults. Our curriculum and enrichment programme is overflowing with opportunities to try something new and develop new skills.

In addition to our very wide range of extra-curricular clubs, our students enjoy trips to activity centres, performing in front of their friends and families, university visits, talks from inspirational speakers as well as countless opportunities to collaborate with their peers at United Learning schools across the country.

The 'William Hulme's Way Award' recognises students who are working to the best of their ability and taking pride in their work, their school and themselves. It celebrates students who are making the most of the opportunities that are available to them by participating in a wide range of extra-curricular activities, representing the school and taking on responsibilities and leadership roles within the school community. The pinnacle of the Award is the 'Star Student Award' which highlights students who have an exemplary attendance record, an outstanding approach to learning in lessons and contribute widely to the life of the school.

We are incredibly proud to deliver an Education with Character; an education which challenges, inspires and excites our students and prepares them for the ups and downs of life.

No two days are the same at WHGS; our children are constantly introduced to new and different experiences, designed to prepare them for the next stage of their education and beyond.

*"One of the United Learning Trust's principles is that all pupils should have an 'education with character'. At William Hulme's Grammar School, there is an extensive extra-curricular programme, coupled with plentiful leadership opportunities."*

**Ofsted, May 2019**

# The William Hulme's Way

## 3 Charters

WHGS is a friendly, multicultural community that prides itself on producing fully rounded, successful and active members of the community. This is achieved through hard work in and out of the classroom and our emphasis on equality, tolerance and respect. Our School Ethos is defined by our three school values:

### Ambition Charter

I will:

1. Show pride in everything I do.
2. Be enthusiastic and say 'yes' to opportunities that come my way.
3. Show resilience by adapting to overcome obstacles.
4. Show determination, embracing failure and learning from my mistakes.
5. Challenge myself and step out of my comfort zone.

### Compassion Charter

I will:

1. Be kind to everyone, including myself.
2. Be inclusive, understand, celebrate and embrace diversity.
3. Show empathy, by being open to others' points of view.
4. Challenge behaviour that I feel is unkind or morally wrong.
5. Be generous and help others within the school and local community.

### Respect Charter

I will:

1. Speak with respect.
2. Respect the school environment.
3. Behave with respect.
4. Respect other students' learning.
5. Respect my own learning.

# Education with Character

WHGS prides itself on being a friendly, multicultural community that produces happy, successful and active members of the community. Whilst we have a very strong academic focus throughout the school, at William Hulme's Grammar School we believe that there is more to a good education. As well as ensuring our students achieve well academically, we also aim to develop character, compassion and service. Throughout their time here, pupils are expected to contribute to our school community and to society. We want children to try things they cannot do, to persist in the face of difficulty and to become resilient in overcoming obstacles. This is 'the William Hulme's Way'.

With this in mind, we provide a breadth of opportunities and experiences which seek to help our students become confident, well-rounded and ambitious young adults. Our curriculum and enrichment programme is overflowing with opportunities to try something new and develop new skills. Each term we have over forty lunch and after school clubs that students can take part in.

The House system is one of the most traditional aspects of William Hulme's. Every new pupil is allocated to a House on their arrival at school. Our four Houses are Bell, Johnson, Pankhurst and Turing. The Houses are named after influential Mancunian figures and reflect our vibrant and diverse school culture. Students can represent their House in number of different style competitions from lunchtime inclusion competitions, such as a Paper Aeroplane Competition, to more competitive events such as House Netball and Football competitions.

In addition to our very wide range of extracurricular clubs and House competitions, we have numerous opportunities outside the classroom for our students to build their character and experience. There are a wide range of school trips which, in recent years, have included visits to Morocco, Eswatini and Athens. Students also have many opportunities to perform in front of their friends and families, visit a university, listen to a talk by inspirational speakers, as well as collaborating with their peers at United Learning schools across the country.

We are incredibly proud to deliver an Education with Character; an education which challenges, inspires and excites our students and prepares them for the ups and downs of life.

No two days are the same at WHGS; our children are constantly introduced to new and different experiences, and these are all designed to prepare them for the next stage of their education and beyond.



# Pastoral Care and Student Support

Pastoral care at WHGS is immediate, personalised and sustained.

We regard ensuring our students' happiness and well-being as our most important responsibility. The role of the Form Tutor is absolutely essential in this. Each student has a Form Tutor who should be the first point of contact for parents/carers seeking information or wishing to pass on any concerns. Students will see their tutor regularly. Students will also have a Head of Year and Assistant Head(s) of Year.

The Assistant Principal for Key Stage 3 co-ordinates the transition process from Primary to Secondary School for new Year 7 students.

From time to time all students will require additional support to help them achieve their full potential. The Pastoral Team will positively help those students in need of intervention. The team has an expert group of Learning Mentors and Learning Support Assistants who work closely with outside agencies to bring out the best in every student.

Students in need of intervention will be supported on a personalised learning plan. They will be closely monitored and supported, with regular updates for parents/carers; at WHGS we believe in the triangle of success – students, staff and parents/carers working together.

## **Impact Centre:**

The Mentoring Team assists and supports students with all manner of complex needs, from high tariff behavioural students to LAC and PLAC students. The Team delivers a plethora of therapeutic and academic programmes in helping remove the barriers to learning for students at the school.

The Impact Centre serves three purposes:

- **Quiet Area** - therapeutic and academic support for students who have phased or modified timetables.
- **Learning Base** - support for Pupil Premium students through high quality mentoring sessions and academic intervention programmes.
- **Placements** - bespoke learning pathways for pupils struggling in / out of lessons, including therapeutic support which is carried out on a daily basis.

## **Looked After Children (LAC)/Previously Looked After Children (PLAC):**

The Team work with LAC and PLAC pupils who all receive one to one high quality academic/therapeutic support as part of their Pupil Premium. The Mentoring Team also contributes to LAC students' individual SMART targets to ensure that the students' needs are met at WHGS.

## **Inclusion:**

The Mentoring Team provides short term and long term placements by carrying out one to one behavioural intervention to students at risk of exclusion or facilitating them after their return. The Team provides one to one support by therapeutically engaging with students to resolve/address key areas of their behaviour.

## Pastoral Care and Student Support Staff:

- Vice Principal (Personal Development, Behaviour and Attitudes)
- Assistant Principal KS3 (Year 7 to 9)
- Assistant Principal KS4 (Year 10 and 11)
- Director of Pastoral Care, Attendance and Behaviour (Year 7)
- Director of Pastoral Care and Alternative Provision (Year 11)
- Impact Centre Manager

## Safeguarding Staff:

- Vice Principal / Designated Safeguarding Lead
- Director of Safeguarding
- Director of Health & Safety / Medical Needs
- Early Help Co-ordinator / Counselling Lead

# Special Educational Needs (SEN)

## Education, Health and Care Plans

If your child has an Education, Health and Care Plan (EHCP) from your local authority at his/her current school, and you are considering whether WHGS would be a suitable next step for your child please speak to the Local Authority about this process. WHGS offer opportunities for parents and carers to meet with the SEND team on a termly basis. If you would like to consider WHGS as an option for your child please contact us to book onto these SEND events.

## Provision at the Year 7 Assessment Day for Children on the SEN Register

The school accepts children of all abilities. If necessary, support will be given to Year 7 applicants to enable them to access the Non Verbal Reasoning (NVR) Assessment and the Modern Foreign Languages (MFL) Aptitude Test. If applicable, please send us a copy of your child's current EHCP and tell us the name of the teacher at your child's current school who is in charge of your child's learning support.

If your child is included on the SEN register of their current school, please indicate this on the Supplementary Information Form (SIF). Please give us a little information about why your child is on the SEN register because the Admissions Team may consider that your child would benefit from some extra time or other support (e.g. wheelchair access or larger print) at the NVR Assessment or the MFL test. This information is used only to provide support at the Assessment and is **not** considered when places are being allocated.

## SEND Staff:

- Director of SEND
- Secondary SENDCO



*"Pupils' progress in mathematics, science and modern foreign languages by the end of Key Stage 4 is excellent. Pupils also make good progress in English and humanities. Disadvantaged pupils make very good progress, across a wide range of subjects, by the end of Key Stage 4."*

**Ofsted, May 2019**

# Expected Student Numbers

Years 7 – 11	The total number of pupils on roll in September 2022 in Years 7 – 11 is expected to be over 900.
Sixth Form	Additionally, there are 225 sixth form students on roll.

## Attendance Summary

Students are expected to aim for a consistently high attendance rate. Regular attendance and punctuality is essential for all students and has a direct effect on students achieving their full academic potential. We expect our students to aim for 100% attendance in a school year.

Attendance figures at June 2022:

- Number of pupils of compulsory school age: 1369
- % sessions missed through authorised absence: 5.06%
- % sessions missed through unauthorised absence: 1.75%

## Public Examination Results 2022

GCSE (Year 11)	School
Pupils achieving 5 GCSEs or equivalent at A*-C or 9-4, including English and Maths	71%
Pupils achieving Grade 5+ English and Maths	53%
Percentage entering EBACC	39%
EBACC Average Points Score	4.43 points
Attainment 8 Score (includes all KS4 qualifications)	50.39 points

Year 11 Student Destinations	
% of Students staying at WHGS for Year 12	45.4%
% of Students moving to Further Education at other Schools and Colleges	49.3%
% of Students going to Apprenticeships	4.6%

# Making a Year 7 Application

## 1. Co-ordinated Admission Scheme

WHGS is part of the Manchester Local Authority Co-ordinated Admission Scheme in compliance with the 2021 School Admissions Code. This is intended to simplify the admission process for parents. Children beginning Year 6 in September 2023 will receive an admissions pack from their own Local Authority during August/September 2022. Parents should refer to the information provided by their Local Authority for an explanation of how the Co-ordinated Admission Scheme works.

## 2. Common Application Form (CAF)

Applicants will be required to complete a Common Application Form (CAF) online, following the guidelines provided by their Local Authority. If applicants wish to apply to WHGS, they MUST name this school as one of their preferences on the CAF.

Please note that the WHGS is unable to consider applicants who do not name the school on their CAF. Applicants should read the Local Authority information carefully to help them decide the order in which to place their school preferences.

Applicants MUST email, post or bring to school any relevant supporting documents if applying under the LAC/PLAC or exceptional circumstances criterion, or a copy of their EHCP (if applicable).

## 3. Supplementary Information Form (SIF)

In addition, please also complete a Supplementary Information Form (SIF) if:

- you would like your child to take the optional Modern Foreign Languages (MFL) Aptitude Test; and/or
- your child has SEN or health issues we need to be aware of when making arrangements for them to take the non-verbal reasoning (NVR) assessment.

You do not need to complete the SIF if neither of these points apply to your child.

The SIF is available to complete online on our school website: [www.whgs-academy.org/Admissions](http://www.whgs-academy.org/Admissions) or a paper copy is available from our main School Reception.

## 4. Application Closing Dates

- Year 7: Monday 31 October 2022

Late applications received by the Local Authority will only be considered after all on-time applications, unless the Academy admissions team considers that there are exceptional circumstances (supported by third party evidence received in writing) for the late application.

# Assessment Day (Year 7 Only)

## 1. Non Verbal Reasoning Assessment

WHGS admits children of all abilities. In order to ensure a comprehensive intake, where the number of applications for admission is greater than the number of places available, all applicants will be required to take the Non-Verbal Reasoning (NVR) assessment on Thursday 1 December 2022, at WHGS, in order to place all applicants into one of five ability bands. Offers will be made in each band in proportion to the exact number of applicants in each band.

**This is not an entrance examination with a pass or fail standard.**

The assessment will consist of a multiple-choice paper which will concentrate on the sequences of shapes. The paper is divided into 4 sections. There are 2 practice questions at the beginning of each section. The answers to the practice questions are given before the start of each section. Candidates are required to mark a box on the answer sheet in order to indicate the answer. The test lasts about 45 minutes.

The assessment is provided by, marked, and standardised externally by Granada Learning, an independent supplier of tests and assessments.

Applicants with Special Educational Needs (SEN) may be given concessions for the assessment, as the admissions team considers appropriate (e.g. extra time, larger print, scribes, etc.).

Invitations to Assessment Day will be posted week commencing 21 November 2022. It is the responsibility of the applicant's parents or carers to read the invitation carefully and to ensure that the child is brought at the correct time and date to take the assessment. PLEASE ENSURE THAT YOUR CHILD IS AVAILABLE ON THAT DAY.

Applicants who cannot attend on Assessment Day, for example because they are on an educational residential visit or sitting an entrance exam at another school, may be accommodated at a later date, although this cannot be guaranteed. Please notify us immediately so that alternative arrangements can be made, if possible. No test date will be available after 12 December 2022, for operational reasons. Children who are abroad on family holidays in term-time on Assessment Day cannot be accommodated at a later date.

Applicants who do not take the NVR assessment will be considered after all applicants who have taken the assessment.

## 2. Modern Foreign Languages Aptitude Test

10% of Year 7 places are allocated to applicants who obtain the top scores in the optional Modern Foreign Languages (MFL) Aptitude Test. The test is open to every applicant whose parents have chosen on the SIF for their child to take the test.

The test will be a level playing field for all applicants, and candidates with no knowledge of another language will not be disadvantaged. It is designed to assess aptitude in verbal and auditory skills, using a specifically constructed language of which no candidate will have prior knowledge. The test takes about 30 minutes.

Where two or more candidates obtain the same score, a tie-break will be used. The tie-break will be criteria 16.7.1 and 16.7.2 in the Admissions Policy, alternately. Candidates who are not successful in the MFL test will go on to be considered under criteria 16.1 - 16.7, along with other non-MFL candidates in their ability band.

To be fair to all applicants no practice papers or examples will be provided by WHGS for either the NVR or the MFL test.

# Admissions Policy for 2023/24

The full admissions policy is available at: [www.whgs-academy.org/admissions](http://www.whgs-academy.org/admissions).

## Consideration of applications (Primary Phase and Secondary Phase)

The Academy will consider all applications for places for the Primary and Secondary Phases of the Academy. Where the number of applications is not more than the published admission number, the Academy will offer places to all those who have applied.

Children in Year 6 of the Primary Phase whose parents wish them to continue at the Academy in Year 7 are entitled to do so.

## Modern Foreign Languages Aptitude (Year 7 only)

All external applicants to Year 7 will take a banding assessment and those who wish to, an optional Modern Foreign Languages (MFL) aptitude test.

10% of the total admissions intake is allocated via the MFL aptitude test to the pupils who achieve the highest scores in the test of aptitude for MFL. Where two or more candidates obtain the same score in the aptitude test, paragraphs 16.7.1 and 16.7.2 shall be applied alternately as a tie-break.

## Banding (Year 7 Only)

Applicants are placed into 1 of 5 ability bands based on the score achieved in the banding assessment. Looked after children and previously looked after children are given absolute priority within those bands as per paragraph a) below.

All other external applicants will then be considered for admission in accordance with the 5 ability bands. The purpose of this is that, as far as possible, there will be an equal number of pupils in each band in order to ensure a comprehensive intake representative of the ability range of applicants to the Academy.

The other admissions criteria will then be applied to the remaining allocations within each band.

Year 6 children at the Academy moving up to Year 7 will not be banded nor will their abilities be taken into account when the banding tests are carried out.

## Procedures where the Academy is oversubscribed (Primary Phase and Secondary Phase)

Where the number of applications for admission is greater than the number of places available, applications for the Primary and Secondary Phases of the Academy will, subject as provided in paragraph 9 above, be considered against the criteria set out below. After the admission of pupils with Education, Health and Care Plans in which the Academy is named (and whereupon the number of available places will reduce accordingly), the following criteria will be applied in the order in which they are set out below:

A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements 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.

- A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions as set out in section 22 of the Children Act 1989.
- An adopted child is considered to be a child adopted from the care of a local authority and where an adoption order has been granted. A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian(s).

- This includes 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. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. (Paragraph 1.7 of the Code).
- 16.2 Year 7 Admissions only. 10% of available places will be allocated to the pupils who achieve the highest scores in the test of aptitude in Modern Foreign Languages (MFL). Where two or more candidates obtain the same score in the aptitude test, paragraphs 16.7.1 and 16.7.2 shall be applied alternately as a tie-break.
- 16.3 Pupils whose admission to the Primary Phase or the Secondary Phase because of special circumstances to do with significant medical or social needs. Significant means the education of the pupil will be seriously affected if they did not attend the Academy and this is clearly shown in the supporting written evidence from a doctor, social worker, or other relevant professional person. The definition of what constitutes medical or social needs for this purpose will be set out in the Academy's prospectus and on its website.
- 16.4 Primary Phase Admissions only. Pupils who, before the date of admission, have an older sibling already currently on roll in Reception to Year 11 of the Academy and who will still be on roll in Reception to Year 11 on the date of admission. Within this criterion priority will first be given to children with a sibling in the primary section (Reception to Year 6) ahead of children with siblings in Years 7-11. The term "sibling" means a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of their entry to the Academy. The Academy may require proof of relationship.
- 16.5 Secondary Phase Admissions only. Pupils who, before the date of admission, have an older sibling already currently on the roll of the secondary section (Year 7-11) of the Academy and who will still be on roll in Year 7 to Year 11 on the date of admission. The term "sibling" means a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of their entry to the Academy. The Academy may require proof of relationship. If a tie-break is necessary in criteria 16.4 and 16.5 to determine who is admitted, criterion 16.7.1 (distance) will be used.

Of the remaining places:

- half will be offered to pupils living nearest to the Academy on the close of the admission application date. The distance will be measured as the direct line distance 'as the crow flies' measured between the child's permanent address to the Academy's main entrance in Spring Bridge Road using the computerised Geographical Information System (GIS) determined by an independent agency. The distance is measured to the exact Ordnance Survey point of each applicant's home. A child's permanent address is where he or she normally lives and sleeps and goes to school from. If a child's parents share responsibility for a child, the permanent address is the address they spend the majority of the school nights (i.e. Sunday to Thursday). Where parents share equal access on school nights, the address closest to the Academy will be used.
- The other half will be offered to remaining applicants through a process of random allocation. Random allocation will be applied by allocating each applicant a number which will be randomly sorted by a computer programme. The process will be overseen by an independent scrutineer.

## Distance Tie Break

In the event of a tie break under the distance criterion, random allocation will be used. This will be overseen by an independent scrutineer.

## Primary Phase Admissions Reception to Year 6

Criterion 16.7.2 (i.e. random allocation) **will not** be used for allocation of Primary school places, instead all remaining places will be offered under criterion 16.7.1 (i.e. distance from the Academy).

If false or misleading information is used to gain entry to the Academy at any phase, the offer of a place may be withdrawn.

# Frequently Asked Questions (FAQs)

## Number of Applications

When considering whether to make WHGS one of their choices, parents should have realistic expectations. The school received 877 applications for the 120 external Year 7 places available in 2022. Parents should be aware that we likewise expect to receive a very large number of applications for Year 7 for the September 2023 intake. Unfortunately, this means that there will be a lot of disappointed families. As the school cannot guarantee that a place will be available for your child, it is very important that you apply to other schools as well as WHGS.

## Modern Foreign Languages (MFL) Aptitude Test (Year 7 only)

This is an optional test. Read the information about the test in this prospectus and then decide whether or not you would like your child to take the test. Indicate your choice on the SIF.

## Looked After Child (LAC) or Previously Looked After Child (PLAC)

If the applicant is, or was previously, looked after by the Local Authority please attach a copy of the care order or other evidence to the SIF.

## Siblings

Siblings are considered to be a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of application and of their entry to WHGS. To gain the sibling consideration, the sibling must be older than the applicant and currently on the roll of the school. Sibling consideration is not given where the older sibling will be in Years 12 or 13 in September 2023.

## 'Distance' Criterion

The school does not have a catchment area as such. The distance is measured as the crow flies from the main school gate on Spring Bridge Road using a geographical information system. This measures the distance to the exact Ordnance Survey address point of each applicant's home and is very accurate.

Under the distance criterion, 50% of the available Year 7 places are offered to the children living nearest to the school. For information, in 2022, the furthest distance from school of a pupil offered a place in Year 7 under this criterion was 0.485 miles. This distance will vary from year to year depending upon the addresses of those children who apply.

## 'Random' Criterion (Year 7 only)

Students who are not allocated a place under the 'distance' criterion are considered under the 'random' criterion - see admissions criterion (16.7.2). In this way a chance of a WHGS education is still offered to students who may live further afield and in neighbouring Local Authority areas.

## Medical & Social Needs (Exceptional Circumstances) Criterion

Parents and carers applying for admission may feel that there are exceptional reasons why their son or daughter's application should be given special consideration over and above those who meet the oversubscription criteria as set out in the admissions policy. These reasons may relate to the child but occasionally may relate to a member of the child's immediate family or to the family's circumstances. In a request for special consideration, parents/carers need to demonstrate that WHGS is the only school which can meet the child's needs.

Special consideration will not be given unless the request is supported in writing with independent third-party evidence from someone in a professional capacity who is qualified to speak about the exceptional circumstances. For example, medical needs must be supported by a letter from a doctor or consultant; social needs must be supported by evidence from a social worker or educational psychologist. WHGS is not able to consider any exceptional circumstances unless you make your request at the time you first apply. If the reason is related to an immediate family member, please ensure that the evidence presented is for that person.

#### Examples of exceptional circumstances to which WHGS is **unlikely** to give special consideration:

- Your child has been bullied at primary school and you make a request on the basis that WHGS is the only school able to deal with this situation. The school is likely to argue that other schools will also be able to deal positively and respond to your child's social needs.
- Your child's friend already attends WHGS and you could share lifts.
- Your child has a medical condition such as mild asthma. The school is likely to argue that medical conditions like mild asthma can also be supported in other schools.
- You would find it very convenient because WHGS is on your route to work every day.

#### Examples of exceptional circumstances to which the WHGS may be able to give special consideration:

- Your child has a sensory impairment and you live very close to school. You may argue that for safety reasons your child needs to walk to the nearest school.
- Your child has a serious physical disability which prevents your child from walking a long distance or using public transport and this is your nearest school.

If you wish to apply under the Medical & Social Needs (Exceptional Circumstances) Criterion, you need to put this in writing **with your independent evidence** to the Admissions Officer at William Hulme's Grammar School. Please do not send confidential information via email.

## Reserve (Waiting) List

The school will hold a waiting list until 31 December 2023 for applicants who have not been offered a place. If a vacancy becomes available, places will be allocated from this reserve list strictly in order of the admissions criteria. Beyond 31 December 2023, pupils will only remain on the waiting list when the parents contact their Local Authority to make an in-year application.

## Appeals

Under the School Standards and Framework Act 1998, parents have the right to appeal to an independent appeals panel against the decision of an admissions authority not to offer their child a place at a particular school. Unsuccessful Nursery class applicants do not have a right of appeal.

## Admissions to all other Years outside the Normal Admissions Round

Applications for places in the Primary Phase and Secondary Phase should be made through the applicant's Local Authority as part of co-ordinated admissions arrangements. This may be at the start of the school year or 'in-year'.

Parents who are considering making an application for other years should be well advised that all other years in the school are currently full and an application is likely to result in the child's name being placed on the waiting list until a place is vacated by another student leaving the school.

# Important Dates

Thursday 1 September 2022	Prospectus and Supplementary Information Form (SIF) available from: <a href="http://www.whgs-academy.org/admissions">www.whgs-academy.org/admissions</a> Hard copies of the SIF also available from the school's Secondary Phase reception.
Thursday 6 October 2022	Secondary Phase Open Evening: 4.30pm - 7.00pm
Monday 31 October 2022	Closing Date for Year 7 Applications
w/c Monday 21 November 2022	Invitations to the Non Verbal Reasoning Assessment Day will be sent during this week to all Year 7 applicants
Thursday 1 December 2022	Non Verbal Reasoning Assessment Day and optional Modern Foreign Languages Aptitude Test
Wednesday 1 March 2023	Year 7 offer and decline letters are posted out to parents by the Local Authorities
Friday 10 March 2023	Deadline for written acceptance of Year 7 places by parents
Wednesday 29 March 2023	Last date for Year 7 Appeals to be lodged
May 2023	Year 7 Appeal Hearings
July 2023	Induction Day for Year 7 new starters
Friday 29 December 2023	Year 7 reserve lists are closed. Please contact Manchester Local Authority School Admissions Team to make an In-Year application if you would like your child's name to remain on the list



# Contact Details

Position	Name	Telephone Number
Main Reception	Miss N Duhaney / Miss J Roma	0161 226 2054 ( <a href="mailto:enquiries@whgs-academy.org">enquiries@whgs-academy.org</a> )
Principal	Mr P Mulholland	
Associate Principal (Primary Phase Headteacher)	Mrs K M Heaton	
Chair of the Local Governing Body	Mrs J Andrews	
Vice Chair of the Local Governing Body	Mr J D Marsden	
Vice Principal (Quality of Education)	Ms A V Boustead	
Vice Principal (Personal Development, Behaviour and Attitudes)	Mr K Khalique	
Vice Principal / Designated Safeguarding Lead	Mr B A Howarth	
Assistant Principal KS3 (Year 7 to Year 9)	Mr M Kathrada	
Assistant Principal (Year 10 and 11)	Miss C A Hewitt	
Director of Pastoral Care (Year 7)	Mr R J Green	
Director of Pastoral Care (Year 11)	Mr M R Hughes	
Director of Enrichment	Mr A J Richardson	
Director of SEND	Ms C M Jolleys	0161 241 1475
Secondary SENCO	Mrs D J Richardson	( <a href="mailto:sen.co@whgs-academy.org">sen.co@whgs-academy.org</a> )
Admissions Officer	Mrs D R Malkin	0161 241 1489 ( <a href="mailto:admissions@whgs-academy.org">admissions@whgs-academy.org</a> )

## Governance

The WHGS Local Governing Body (LGB) supports the Principal in monitoring policies and operations such as admissions, behaviour, and discipline; the academy budget; the curriculum and its delivery; and maintaining the quality of the academy and its links with the community. It has special responsibility to monitor academic progress as it is reviewed year by year.

The LGB consists of a minimum of 5 and a maximum of 15 members.

- The Chair
- The Vice Chair
- The Principal (ex officio)
- The Headteacher of the Primary Phase (ex officio)
- One elected staff member
- One person representing the Local Authority
- Other such members as appointed by the Local Authority, LGB or Board of United Learning

# WHGS is Part of United Learning

## United Learning Group Ethos and Values Statement

United Learning is a group of schools committed to providing excellent education through which all pupils are able to progress, achieve and go on to succeed in life. Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond the organisation, in the interests of young people everywhere. We summarise this ethos as 'The Best in Everyone'.

This ethos underpins our core values:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – of ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and reach success

As a single organisation, we seek to bring together the best of the independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – each is committed to developing its own distinctive strengths and identity while sharing our core values as institutions which promote service, compassion and generosity.

This ethos is our expression of our Christian roots, in schools which are fully inclusive and both welcome and respect students and staff of all faiths and none.

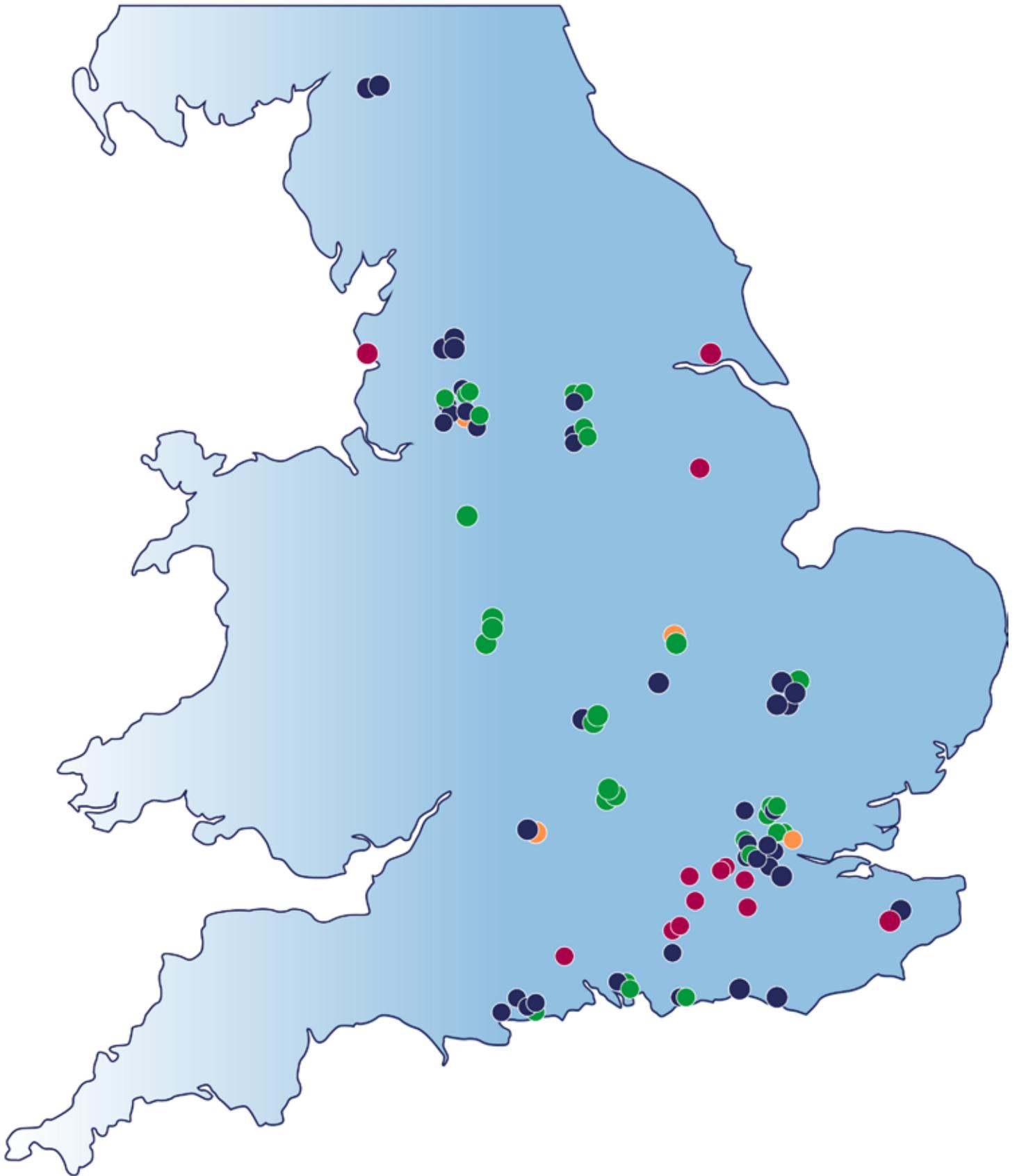


*"By the end of Key Stage 4, pupils are extremely well prepared for the next stages of their education, employment or training."*

**Ofsted, May 2019**

# Our Schools

Primary Secondary All-Through Independent



Accurate as of June 2021



**United Learning**  
The best in everyone™

William Hulme's Grammar School  
Spring Bridge Road  
Manchester M16 8PR  
Tel: 0161 226 2054  
Email: [enquiries@whgs-academy.org](mailto:enquiries@whgs-academy.org)  
[www.whgs-academy.org](http://www.whgs-academy.org)

United Learning  
Company number: 4439859