



Ullswater Community College

**Transition Prospectus and
School Information**

2019–2020

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Headteacher's welcome

Dear Parents/Carers/Guardians

Choosing the right secondary school is, without doubt, one of the most important decisions that parents and children will make during the course of an educational lifetime. Since September, I have had the privilege and immense pleasure of leading Ullswater Community College and helping our young people excel in every aspect of school life. Choosing the right secondary school is fundamental in ensuring that each child can realise their ambitions and develop into happy, confident and successful learners. The first step in this process is having the necessary information about what each school offers.

The prospectus has two main purposes: firstly, to give you an insight into our values; and secondly, to provide you with information about the organisation, curriculum and opportunities at UCC.

Students are exposed to a wealth of opportunities both within and beyond the classroom in a College that places a strong emphasis on the development of well-rounded individuals of whom the College and parents can feel justifiably proud. I am fortunate to be supported by a first-class team of talented and hard-working staff who expect only the very best from the students in their charge.

From the moment they arrive in Year 7, we want our students to be safe, happy and successful within our caring and supportive environment. UCC is underpinned by warm and honest relationships founded in mutual respect and all students are set challenging and ambitious expectations for their academic progress.

To the visitor, the warm, friendly and positive relationships between staff and students and within the student body itself are immediately apparent and an obvious characteristic of a happy school where young people learn in an environment where creative and engaging lessons delivered by a dedicated team of staff are the norm.

We pride ourselves in being a community school where strong and growing links with local community organisations add tremendous value to the development of our young people. Well-established links with local primary schools also allow students to gain first-hand experience of secondary school life from Year 5 onwards. An extensive and highly regarded transition programme enables children to make a smooth and seamless move from junior school to secondary school.

This prospectus is rich in information and will provide you with a flavour of this learning environment. Please feel free to come and witness the exceptional achievements of our students and staff by contacting us and arranging a visit. We would be delighted to meet you in person, to show you around the College and answer any further questions that you may have.



Stephen Gilby, Headteacher
November 2019

The move to secondary school

The transition from primary to secondary school is a major event in every student's life. Moreover, as the progress of students from a diverse range of primary schools is our key priority, it is essential that we all work in partnership on all aspects of teaching, learning and assessment.

Ullswater Community College enjoys excellent relationships with all its feeder schools. Our Primary Liaison Co-ordinator, Mr Pattinson, is responsible for the development of both curricular and pastoral links between the schools and she plays a major role in managing all aspects of student transfer.

Mr Pattinson, Mrs Ridley (Special Educational Needs Co-ordinator) and Mr Gilby (Headteacher) visit primary schools to support the transition. We also arrange open evenings and tours, when parents and children have the opportunity to visit the College, see some of our facilities and meet staff and students. Parents who wish to visit the College at any other time are always welcome if they let us know in advance.

Parents who wish to consider transferring their children to UCC at any other time should apply directly to the College.

In September 2019 we admitted 288 students into Year 7 against a Pupil Allocated Number (PAN) of 240.

You can access our College policies, along with the recent Ofsted report, on our website www.ullswatercc.co.uk.

About Ullswater Community College

Fiercely ambitious for a bright future

Ullswater Community College is an optimistic, inclusive and ambitious school, proud of our year-on-year achievements though far from complacent. Students, teaching and support staff, governors and parents are working hard in pursuit of ever higher standards of achievement.

By providing the highest quality of teaching, pastoral care and enrichment activity we seek to raise the educational standards of all our students across a broad and balanced curriculum.

We are a non-selective, 11–18 comprehensive school committed to enabling students of all ages, abilities, aptitudes and aspirations to understand and achieve their potential.

Those who contribute to Ullswater Community College start from the principle that what all students require from their school is the highest academic outcome possible. We also place importance on helping young people to develop and demonstrate care and respect for others. The one underlying aim that underpins our lives at UCC is to develop and encourage aspiration in each and every one of our students.

Our mission statement

We are determined to provide an authentic education for each individual student who chooses to study at this school.

By providing the highest quality of teaching and learning, the most appropriate curriculum offer and the strongest pastoral support we will continue to raise the educational standards of our students in an environment that is personal, relevant and tailored to individual needs.

Quality is compatible with care, innovation with inclusion, high academic standards with personal development.

Aims

Ullswater Community College is proud to provide a high-quality education for the community that we serve, encouraging a culture of aspiration and ambition.

This very close and diverse community – known as UCC – has the highest of ambitions for all its students. Warm and honest relationships are at the heart of our work and are based upon genuine mutual respect. We are a happy school – happy students achieve more than unhappy ones. Our hard-working and talented staff are truly child centred and work collaboratively to ensure that every student at Ullswater Community College receives the highest quality of teaching and support. Our key aim is to develop an aspirational culture and to encourage all of our students to challenge themselves, naturally in the academic curriculum but also in every other sphere of a truly extensive enrichment programme.

Ullswater Community College is a place where every student feels equally valued and well known to their peers and staff. Learning in a lively and outward-looking community with a range of academic, cultural, sporting and social experiences, our students are ready and able to face the demands and challenges of life in the twenty-first century.

Principles

Six fundamental principles guide all our strategic planning, organisation and operation:

- **The best outcomes for every individual student.** This is a clear priority and we are relentlessly ambitious and self-critical in the pursuit of outstanding outcomes and progress for all students.
- **The right to high-quality teaching and learning.** Every student has a right to receive the best possible teaching and support to ensure a truly high-quality learning environment exists throughout college.
- **Equality of entitlement and opportunity for all students.** The principle that each student is entitled to a comprehensive, broad and balanced curriculum that is relevant to his or her individual needs is fundamental in supporting an educational culture that is inclusive, diverse and authentic.
- **A positive learning culture.** By recognising and celebrating achievement, enhancing students' self-esteem whilst supporting them in demanding the highest academic standards and social development, we are committed to developing a positive and inclusive learning culture.
- **Individual support and intervention.** We are inclusive and responsive to students' needs and proactive in identifying and providing pastoral, academic and transition support and intervention. At the heart of this approach is one to one work with senior, pastoral, support staff and older student mentors.
- **Working in partnership.** A truly collaborative and collegiate approach to every aspect of life at Ullswater Community College. An approach that encourages and develops strong and effective partnerships with parents and our local community.

A learning college

The idea of learning lies at the very heart of Ullswater Community College and if we do not focus on that idea then we forget our reason for being here. All aspects of learning are equally important to us, whether it is a sixth-form student preparing for a university entrance examination or an 11-year-old trying to improve reading skills; whether the learning takes place in a mathematics lesson, in a science laboratory, in a technology workshop, in a hair and beauty salon, out on a games field or on a field trip.

We will always encourage learning. We will always try to help students learn and we will always support an individual's right to learn. Learning is occasionally easy and often difficult. We will always value, acknowledge and applaud the efforts and achievements of all students.

A caring and respectful college

Ullswater Community College seeks to promote care and respect for individuals and their environment. Staff and students can only work together successfully as a community if care and respect lie at the heart of personal relationships and form the foundation of every individual's behaviour, whether it be the behaviour of teachers towards students, the behaviour of students towards teachers or the behaviour of students towards other students.

We can only have a pleasant and safe College, with an environment that supports learning, if we all look after that environment. Moreover, we believe that ideas of care and respect should not be discarded at the College gate. It is important that youngsters growing up, who will one day take their place as adults in the local community, should carry with them values that will contribute to the well-being and development of that community.

The college curriculum

The curriculum at Ullswater Community College is driven by the school's key principles. Curriculum design is not motivated by an obsessive concern with league table position but by a determination to offer our students the best quality and range of academic and vocational provision. A well-balanced and relevant curriculum, supported by high-quality teaching and learning and outstanding academic mentoring through the pastoral system are at the heart of what makes Ullswater Community College a great school.

Our approach includes taking pride in our inclusive ethos and the establishment of an authentic, real-world, matter-of-fact ethos in which we remain determined to treat the process of education seriously and, in so doing, treat all of our pupils with respect.

We start from the principle that what all students require from school – whatever else they achieve as a consequence of the wider curriculum offer – is the highest academic outcomes possible.

The design of the curriculum supports the wider vision of the school:

- To be fiercely ambitious for all our students.
- To ensure that academic standards are the priority. Students expect to progress and the task of teachers is to provide the means by which they understand how to achieve the best outcomes possible, whatever their level of ability. Where learning has failed, for whatever reason, the school will intervene to resolve the deficit.
- To pursue outstanding teaching at all times to ensure student progress. The school should be relentlessly self-critical in the pursuit of the best teaching possible.
- To value diversity and inclusion in our approach to curriculum design. The curriculum must provide the framework for choices that are tailored to every student's aspirations and ability.
- To be a happy and friendly place in which every student is treated as an individual; care and support of students is vital in everything we do.
- To ensure the best individual guidance so that every student makes informed decisions, which enable them to realise their aspirations.

The curriculum is organised in such a way as to allow each student the maximum opportunity for individual success.

Key Stage 3

In their first three years, all students at Ullswater Community College study the same subjects, giving them full access to the national and 'local' curriculum:

- Art
- Citizenship (including Personal, Social and Health Education)

- Computing (Year 9)
- Design Technology
- English
- Geography
- History
- Mathematics
- Modern Language (French)
- Performing arts (Drama, Dance and Music)
- PE
- RE
- Science

Students in Years 7, 8 and 9 are taught in groups set by ability in the following subjects: English, Maths, Science, Computing, History, Geography and Modern Foreign Languages; other subjects are taught in mixed-ability tutor groups. The initial setting takes place for the start of September and is based on information derived from SATs levels in English and Maths. Formative assessments are then used to refine the membership of sets.

Students who arrive in school with below-expected levels of achievement at primary school are supported in additional sessions (small groups and one-to-one) in English and maths to enable them to make accelerated progress during Years 7–9. The use of an accelerated reader to boost reading scores is used comprehensively at Key Stage 3. Students’ reading and spelling ability is assessed annually and those students who have below-average literacy skills are offered additional literacy support from the Learning Support team. Students with low numeracy skills are offered additional maths support from the Maths Department.

Ullswater Community College is a strategically resourced school for students with severe/complex learning difficulties and we cater for a wider range of attainment levels than other schools. Within Key Stage 3 there is an additional ‘Access’ class in core subjects and in some foundation classes. The ‘Access’ class has up to 12 students who are working at lower than National Curriculum levels. Appropriate learning support is deployed according to need. A small number of students also have access to horse riding for the disabled, swimming and speech therapy.

There are strong links with feeder primary schools in many subject areas (including Special Educational Needs) to ensure effective transition from Key Stage 2 to Key Stage 3.

Key Stage 4

Ullswater Community College offers a curriculum that provides students with:

- A broad and balanced subject and qualification range with different qualification types including GCSE and BTEC qualifications that facilitate different routes through the curriculum, from the English Baccalaureate (EBacc) to a more vocational pathway.
- A strong provision for individual needs and potential.
- The appropriate skills and qualifications to carry on to the next stage in their career; whether sixth form, college or further training.

There are two key routes through Key Stage 4:

1. **Academic:** students take GCSEs and aim to achieve the English Baccalaureate, a measure of higher-grade GCSE passes (9-4) in English, maths, science, computing, one humanity and one modern foreign language. This route is essential for students entering sixth form with a probable focus on higher education.
2. **Academic–Vocational:** Students opt for GCSEs and BTEC/OCR levels in a mixture of academic and more vocational subjects.

The highly structured information, advice and guidance (IAG) system at Ullswater Community College places the form tutor at the heart of student support. This is the key focus of the pastoral calendar in Year 9, giving the form tutor (with guidance and support from senior staff and the Head of Year) the role of impartial guide to their students, helping them through a structured option process to ensure a programme of study that is appropriate to their abilities (i.e. is data informed), aptitudes and aspirations. One-to-one interviews are scheduled over an 8-week period. The results of these inform parents at the Key Stage 4 evening and further parents' consultations, along with follow-up student interviews before final choices are made at the end of March.

The Key Stage 4 curriculum consists of a compulsory 'core' of subjects and a choice of 'option' subjects (three separate blocks of study). As a College, we believe strongly that, within the framework of the National Curriculum, students should have the opportunity to study a wide range of subjects at this key stage.

Core subjects: Year 10 and 11 students are taught in ability set groups in English, Maths, and Science, and in mixed-ability groups for Physical Education.

Option subjects: Students select their option choices from the different Key Stage 4 'routes', which reflect their aspirations and the progress they made during Key Stage 3.

Key Stage 5

“We must continue to have high expectations for all our young people, ensuring that they continue their education to age 18 and beyond and are provided with high-quality information and guidance towards 16+ and are given the support to achieve to the highest standards”.

UCC has a pathways model at Key Stage 5, which is a natural progression from the Key Stage 4 model, ensuring that UCC offers:

- equality of opportunity: meeting the needs, capabilities and aspirations of all of our students
- coherence
- breadth
- balance.

This provides a more comprehensive curriculum that provides balance and depth of choice between 'facilitating' and 'vocational' GCE A-levels, level 3 courses, level 2 vocational courses and an ASDAN Diploma incorporating Entry and level 1 qualifications. Those students who do not achieve a higher-grade pass in English and Maths GCSE are required to attend planned lessons in both Years 12 and 13 in these two subjects to give them every opportunity of gaining these qualifications by the end of their sixth form studies.

An Information Advice and Guidance (IAG) timeline and system has been embedded into the pastoral work of Year 11. This is launched to students in an assembly, which is followed by two months of personal interviews based on the student's attainment, aptitude and aspirations and building on the CEIAG work that accompanied the work experience programme in Year 10. As with Year 9 IAG, these interviews culminate in a student 'Route Ticket', which is a record and reflection of the pastoral interview and provides key information for parents and students on the 'Futures Day' and options evening in February, where UCC provides the opportunity to visit presentations from FE Colleges, apprenticeship providers and Key Stage 5 course leaders.

Religious education and collective worship

The content of the religious education courses on offer is non-denominational, although teaching about denominational differences is permitted. All aspects of religious education at Ullswater

Community College are in accordance with the Cumbria Agreed Syllabus. Year assemblies may include forms of collective worship. On some occasions, services are held in local churches.

All students study religious education, either within timetabled lessons (Key Stage 3) or additional days (Key Stage 4/Key Stage 5).

The understanding of different cultures is embedded within the RE curriculum at Key Stage 3 and, as part of this, the department has forged strong links with the Muslim community in Bradford and has addressed issues around philosophical and cultural differences.

The school also offers the provision of a prayer space, which draws significant attention from pupils and the local churches. This work has been highlighted by the diocese as a model of good practice.

Parents have the right to withdraw their children from collective worship and religious education. Those wishing to do so should inform their son/daughter's Head of Year, who will be pleased to discuss the form of any alternative provision.

Cross-curricular themes

Some topics do not appear on the timetable as separate subjects but are included in a number of subject areas. For example, aspects of health education are included within science and PE; citizenship, core skills, careers education and guidance are taught within the GCSE Humanities and Personal, Social and Health Education (PSHE) programmes, together with an occasional tutor period on an as-needs basis. All students undertake work experience in Year 10.

We believe that these are important areas for students as they mature into young adults faced with the demands and responsibilities that society places upon them.

Sex education

Sex education is taught across the age range in Science, Humanities, PSHE and Child Development to mixed classes of boys and girls. In addition, outside speakers are invited to talk to groups of students on specific topics. A variety of teaching methods is used, including videos, discussions, lectures and role play. The sex education teaching programme covers:

- The process of human reproduction.
- The physical and emotional changes that take place at puberty.
- The benefits of good personal relationships.
- Family planning, abortion and the laws relating to sexual behaviour.
- HIV, AIDS and other sexually transmitted infections.
- Pornography and its effect on attitudes to sex and the opposite sex.
- Internet safety and sexting.

The College has a detailed sex education policy, which is available on the website. We are happy to discuss any aspect of the policy and to show parents the materials used in the delivery of sex education.

Parents wishing to exercise their right to withdraw their child from sex education lessons should contact the Headteacher so that alternative arrangements can be made.

Careers education information advice and guidance

Careers education information advice and guidance (CEIAG) is an increasingly important part of the curriculum and there is a wide range of opportunities and activities for students relating to this area of work. Through the pastoral and Citizenship programme, all students are given guidance and advice relating to their studies and linked with possible future plans.

Students in Years 9, 10 and 11 have one-to-one interviews with their form tutors or a member of senior management to discuss their current performance and help to prepare for the future. Alongside these interviews is a comprehensive programme within the pastoral programme, which helps

students to choose their options in Year 9, prepare for work experience (including a ‘mock interview’ in Year 10) and prepare for post-16, particularly with regard to our ‘Futures Day’.

Much of the work done in this area links closely with the many business and enterprise activities that take place within the school, particularly where there are links with local employers. It is also becoming an increasingly important element in our work with our primary feeder schools.

Effective learning

We have a relentless drive for continuous improvement in the quality of teaching and learning and make no apologies for the high standards and expectations we place on all the members of our community. The progress of all our students and classroom performance of our teachers is monitored closely to determine the effectiveness of our teaching strategies. This information is used to improve the curriculum offer and the approaches used by teachers.

Challenging every student at Ullswater Community College to achieve the best possible academic and personal outcomes starts long before their arrival in Year 7. Our Primary Liaison Team ensures that students who are particularly able and/or talented are identified early and this information is used to ensure that their curriculum and teaching groups are well matched to individual needs.

The pupil premium

Schools receive additional funding for students who have free school meals. For Ullswater Community College, the value of this additional funding was £178,850 in the financial year 2018–2019.

Our Pupil Premium students are provided with an individual support plan that is tailored to their specific learning needs. Each individual Pupil Premium student has a personal mentor who will meet them each half term and will support and challenge them to get the best out of their seven-year journey at UCC. The school also uses this funding to enhance the curriculum provision and so improve the progress of students in vulnerable groups, to extend the range of subjects to ensure that suitable choices are available and to provide additional intervention classes to ensure that the outcomes for these students are as good as possible. Details of how this money is spent and the impact of pupil achievement is available on the school website.

Homework

Over recent years, changes to the curriculum and examination system have led to students undertaking a wider range of learning activities. Some homework will be short tasks that can be completed in a few minutes. Others, notably those related to GCSE courses, may involve projects extending over many weeks and forming a substantial component of the final grade in a public examination.

We ask parents for their support with homework; checking that homework is being done and talking about the tasks set enables parents to monitor and influence their child’s progress.

Assessment and reporting

We believe that students learn best when they are confident about their goals and when they are kept in touch with their progress towards achieving their aims and fulfilling their potential. To help achieve this, the College has a comprehensive and systematic programme of assessment and reporting procedures. This means that a regular, consistent programme of target setting, assessment and reporting begins in Year 7 and continues through to the end of Year 13. Parents receive regular, termly assessment reports that detail their child’s progress against targets, as well as being invited to attend annual parent’s evenings to discuss their child’s progress with their teachers.

We use students' starting points – their primary school results – to set targets for achievement throughout the school. Review weeks are timetabled into our calendar, when teachers give detailed feedback to learners on where they need to improve.

Online resources

Also available on the school website is material that is designed to support students in their own preparation for any formal assessments that take place within school. Students are making increasingly regular and effective use of these resources in their preparation for internal and external examinations.

Rewards and prize giving

The College operates a comprehensive system of rewards based on the recognition of a wide range of individual achievements. While successful learning and academic achievement form an important part of the rewards system, we have also taken great care to ensure that all other achievements are recognised. All students are recognised for demonstrating positive Attitude to Learning and for their commitment to the greater good of the College. As a matter of principle, all students are eligible for rewards, whatever their academic ability. Our intention is to give students the opportunity to establish a portfolio of evidence of a breadth of achievement. This might include certificates, badges, special ties, commendations and letters.

Prize day

We hold an annual Prize Day ceremony in October. This formal occasion, features a guest speaker who presents a range of academic and pastoral prizes that celebrate and reward students who have demonstrated those skills and qualities we value and promote.

Extra-curricular activities

Often, a visit or activity that gives students the opportunity to widen their horizons and develop closer relationships with each other and with their teachers also has direct relevance to lessons and assignments in school. Ullswater Community College aims to help children develop talents, aptitudes and interests outside the main timetable.

The Duke of Edinburgh award scheme

The Duke of Edinburgh award is offered to students in Year 9 and above at bronze, silver and gold levels. There are regular expeditions in the Lake District and Pennines as well as to North Wales. Currently, in excess of 70 students are enrolled on the Duke of Edinburgh programmes.

Sports

Many sports clubs are available: badminton, basketball, cheerleading, cricket, cross-country running, fitness and circuit training, football, golf, gymnastics, hockey, netball, orienteering, rounders, rugby and tag-rugby, squash, table-tennis, tennis, track and field, softball, vaulting, volleyball.

Music and drama

We have a tradition of excellence in Music and Drama; plays and musical concerts are an established part of the College calendar.

Music

A large number of our students play a musical instrument or sing. In addition to choir, an orchestra of over 90 students and smaller instrumental groups, individual lessons are available to students wishing to learn an instrument and/or receive vocal training.

Drama

Regular whole-College productions and drama evenings show-case work from lessons and extra-curricular work.

Other extra-curricular activities

In addition to the sports, music and drama clubs, other extra-curricular activities include: the Giving Nation citizenship competition, the Green Power racing car, writers in residence, Readathon, Branch Out reading reviews, National Poetry Day, World Book Day, hosting the annual Senior Citizens' party, presenting and organising fashion shows, the Mock Trial Competition, a UK maths challenge, gardening and chess clubs.

The Learning Resource Centre

The Learning Resource Centre (LRC) is the 'information hub' of the College, bringing together the Library, e-Resources and Information Technology to support teaching and learning throughout the College community. All students – with the help, guidance and advice of LRC staff – can use the LRC's resources. These include books, newspapers, journals, magazines and e-resources. In keeping with the College's priority of promoting equal opportunities for all, the LRC provides resources and services to enhance the learning of all our students and staff. It is the design centre for the school website and *sUCCess* magazine.

The LRC is a very busy environment. It hosts pre-arranged classes in the IT Flexi-Zone, one-off activities organised by the LRC staff and, of course, library users simply choosing and exchanging books. The LRC is used extensively by sixth form students for revision and research.

Residential opportunities and visits

There are many opportunities for educational visits. These vary each year; recent visits have included:

- English Trip to Stratford.
- BTEC level 3 Science visit to the Life Centre
- Cheerleading National Competition (at the Manchester Velodrome) and Cheerleading Camp, Shropshire. Our cheerleaders are currently the national champions.
- GCSE and A-level Geography fieldwork in the Eden Valley, Lake District, Carlisle and along the west coast of Cumbria
- Dance trip to London
- GCSE and Sixth Form Drama visits to London, Newcastle, Lancaster, Manchester
- GCSE Expressive Arts visit to London
- Key Stage 3 Geography fieldwork in and around Penrith and the Eden Valley
- Key Stage 3 Language visit to Normandy
- Key Stage 5 visit to Lancaster and Leeds universities
- Language visits to Venice, Italy
- Music Department concert tour to London
- Residential visits to Edinburgh, Liverpool, Manchester, The Bendrigg Trust, Northumberland, Blackpool and Keswick in each of Key Stages 3, 4 and 5
- Rugby visits to Newcastle, London and South Africa
- Sixth Form Art trip to London
- Skiing trip to Italy
- Student Council visits to companies and other schools
- Tennis Club trip to Wimbledon
- Theatre visits to Carlisle, Newcastle, Leeds, Manchester, Blackpool
- UCC Medics trip to Newcastle University Medical School and the Life Centre, Newcastle

- Visits to university open days and conventions
- Year 8 Science trip to London
- Year 9 Religious Studies visit to a Buddhist temple
- Year 9 visit to Taiwan (Japan/Taiwan link)
- Year 10 and 11 English visits to London
- Year 11, 12 and 13 French exchange with Redon, Brittany
- Year 11, 12 and 13 visit to Mexico
- Year 12 and 13 visit to the BBC, Imperial War Museum and London theatres

Pastoral and academic support

Pastoral care is arranged through a Year Group system comprising seven Years. Each Year Group contains approximately 240 students and is led by a Head of Year and a team of Form Tutors, all working under an Assistant Headteacher (Pastoral).

Students are placed in a Tutor Group of up to 30 students, under the care of a Form Tutor. In general, students will stay in the same Tutor Group from Year 7 until they either leave College or join the Sixth Form.

Form Tutors see their Tutor Group every morning and are well placed to establish close relationships with the students in their care. Many day-to-day difficulties can be solved simply by students talking to their Form Tutor.

Heads of Year have overall responsibility for all the students in their Year Group and for the work of the team of Form Tutors. Heads of Year and the Assistant Headteacher (Pastoral) are likely to play a major role in dealing with more serious problems.

The strength of the pastoral system lies in the way it breaks a large College up into seven smaller units and provides the opportunity for parents to establish close relationships with the teachers who have major responsibility for the welfare of their children.

Heads of Year monitor student progress, homework and standards of achievement in each Year Group. We believe that this is a powerful way of bringing together the academic and pastoral functions of the College.

A similarly strong pastoral provision is continued in the Sixth Form, with strong emphasis given to providing young people with the advice and support they require to succeed in higher education or the world of work.

Communication between school and home

The school continues to develop different means of improving the access to information for students and parents through the school website, text messaging and the use of e-mail to enhance the learning of students. Parents can also access Class Charts, which provides online, real-time information to parents about students' Attitude to Learning.

Student planner

Each year, every student at Ullswater Community College is provided with a Student Planner, which includes important information such as an individual timetable, uniform list, code of conduct and calendar. There is space for students to note details of homework, for teachers to register any commendations or concerns and for parents and students to comment every week. The Student Planner is an important means of communication between home and College. Students must have their planner in every lesson.

Student Voice

The College has an outstanding Student Council, democratically elected by the student body. Recently, the College Council has done valuable scrutiny work and established very close links

with Eden District Council and Cumbria County Council. Members of the Council represent the views of other students, both within Ullswater Community College and also at many high-profile events.

Free school meals and uniform grants

Free school meals and clothing vouchers are available for your child(ren) if you receive one of the following qualifying benefits:

- Income Support (IS)
- Income Based Jobseekers Allowance (IBJSA)
- An income related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by Her Majesty's Revenue and Customs) that as of April 2012 does not exceed £ 16,190. Note: From 1st May 2009 where you are entitled to Working Tax Credit during the four week period immediately after your employment ceases, or after you start to work less than 16 hours per week, your children are entitled to Free School Meals, this may be extended
- The Guarantee element of State Pension Credit
- Universal Credit

If you receive working tax credits you may not be eligible for free school meals or clothing grants.

Children who receive Income Support or Income Based Jobseekers Allowance in their own right are also entitled to receive free school meals.

Free schools meals are available to statutory school aged children attending full time education (full days only 9 am to 3 pm), excluding private nurseries and further education colleges.

Our system of paying for school meals with an electronic swipe card makes it impossible to tell if a student is in receipt of free school meals. The card is topped-up automatically every night and can be used in both the dining halls and in the school shop.

Information and application forms to apply for free school meals and/or uniform are available from the College Reception. Alternatively, it is possible to apply for grants via the Local Authority website (www.cumbria.gov.uk. Click on Children's Services, then use the A-Z index of services under 'school meals' or 'school clothing').

Additional or different needs

Students with additional or different needs have usually been identified by the time they arrive at Ullswater Community College in Year 7. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) may have been invited to the child's Years 5 and 6 reviews at primary school, so staff are aware of any additional support needs before the induction day in July. In addition, the Primary Liaison Team works closely with the schools to develop transition packages.

At the start of Year 7, Cognitive Abilities Tests (CATs), reading and spelling tests are carried out and it may be that other students are flagged up to the SENDCO following these base-line assessments. In addition, as students take more responsibility for their own learning and organisation, different needs may be identified.

There is a graduated response to all students identified as having additional needs, and each stage involves both parents and students. This response is triggered by referrals from staff and/or parents and is followed by a period of observation, assessment, information gathering and consultation with staff, students and parents. If a student is identified as having additional

needs and requiring support, a Support Plan is drawn up and circulated to staff to support learning. The College is resourced with identified statutory funding through Education Health Care Plans (EHCPs) and non-statutory funding is identified from the CATs scores, which the students take during their first few weeks in Year 7.

Students who are recognised as having special educational needs through the staged assessment procedure are also offered a learning environment that best caters for their needs. They will have access to individual teaching, smaller-group work or in-class support appropriate to their needs and funded from resources available for special educational needs work at the College.

Strategic provision

Ullswater Community College is proud of its status as a strategically resourced school for children with special educational needs in the area of complex and severe learning difficulties (SLD).

The College has a strategic area base for students with severe learning difficulties. Our approach for our students is inclusive, however we also have access to a suite of rooms that includes specialist changing and physiotherapy facilities, a medical room and an ICT suite.

The range of inclusion available to students is planned on an individual basis. All students have the opportunity to work with mainstream peers in addition to having access to a range of specialist provision to develop social, physical, emotional and vocational skills. The aim is to respond to the diversity of all students in our community College.

Students participate fully in the life of the College including any fund-raising events, theatre visits, residential visits, Year 11 and Year 13 leavers' balls, and outdoor and physical education activities that are appropriate for their ages and abilities. The majority of students with severe learning difficulties are educated in mainstream classes. Some require a modified curriculum, smaller classes or access to a specialist teacher. We also provide opportunities for horse riding, swimming and speech therapy.

Inclusion

The College Inclusion Policy reflects, and is wholly supportive of, the mission statement and the aims of Ullswater Community College. It is a statement of entitlement for all students and was drawn up in response to the Code of Practice for the identification and assessment of students with special educational needs.

Ullswater Community College is committed to including all students in the learning process and to providing educational experiences and opportunities that foster achievement and recognise individuality. Students are supported across the curriculum in all areas of the school and we aim to develop positive relationships with students and to work closely with individuals and small groups within and outside the classroom to provide a framework of support that is sensitive and responsive to individual needs. We have specialist teachers on site who offer advice on autistic spectrum condition, physical/medical difficulties, literacy, and severe and profound multiple learning difficulties. We work in close partnership with parents and a wide range of agencies with a focus on developing the social and emotional aspects of learning.

Students who may have difficulty in engaging with GCSE course requirements will access a personalised extended curriculum, in order that they gain externally accredited qualifications that are equivalent to GCSEs.

We draw up medical care plans and accessibility plans in consultation with parents and professionals.

Behaviour and attendance

Behaviour

Behaviour at Ullswater Community College is good and we pride ourselves on excellent staff–student relations. We do have high expectations of students and we base these on our core aims and values. We expect all students to show:

- respect and care for others
- courtesy
- a will to succeed.

The College has clear systems to manage problems that may arise in terms of student behaviour and parents are contacted early on if there are signs of problems arising. We believe that the key to good behaviour is high-quality teaching, matched with courses that are appropriate to the students' needs and interests.

Our main desire for all students is that they are happy at school; everyone is entitled to enjoy school without being picked on or upset in any way. We therefore take *all* incidents of bullying very seriously. Every incident reported to us is investigated (usually by a Head of Year) and a range of appropriate responses will be used. The Bullying Policy is available on the College website (www.ullswatercc.co.uk/information/about-us/policies).

In addition to the above, there are confidential *UCC Against Bullying* boxes in three locations in College where students can inform their Head of Year about a problem they have experienced, or concerns for a friend. The PSHE curriculum which is delivered weekly in tutor time also addresses bullying to ensure that students in their year group are both safe from bullying and equipped with the skills to deal with bullying if it arises.

Attendance

Good attendance is essential for successful education; students who miss College will inevitably make less progress than those who attend. In some subjects, missing out on the introduction of a new topic or skill places students at a great disadvantage. In Years 10 and 11, when students face the demands of preparation for GCSE examinations, poor attendance will have serious consequences.

We accept that there are occasions when children will be unable to attend College through illness and in these circumstances teachers will always be prepared to help students make up important work. Good attendance is encouraged through the rewards system. When students are absent they are issued with a Missed Learning Catch-Up Report to support them in making sure they complete any work which has been missed.

Holidays during term time

According to the Education (Pupil Registration) (England) (Amendment) Regulations 2013, Headteachers cannot grant *any* leave of absence during term time unless there are 'exceptional' circumstances. Under the legislation, the following examples of absence request **will not** meet the criteria for approval unless clear and specific 'exceptional' circumstances can be demonstrated:

- family holidays arranged for convenience (whether because of holiday trade, farming, parental work commitments, etc.)
- family holidays arranged because of cost (cheaper holidays during term time)
- visiting relatives
- family day trips (to exhibitions, theatre, agricultural shows, etc.)
- visiting family/friends who have different holidays.

Some examples of ‘exceptional’ circumstances that would be considered include:

- the serious illness of a close family member
- the funeral of a family member/close friend
- forces personnel on leave from a foreign posting
- representation in national or county sports teams
- other significant family events or circumstances.

The holiday request form can be found on the College website (www.ullswatercc.co.uk/information/FAQs.php).

College uniform and other essential equipment

Uniform commands the overwhelming support of parents, students and the College Governors. The standards we expect are very high and will remain so. Although College uniform is not an end in itself, if the local community respects and values Ullswater Community College as a whole then it is much more likely to respect and value the children who are educated there. This has important implications for their future. A smart College uniform, which establishes a clear and distinctive identity for the College, is an important element in earning that respect and esteem.

The current uniform requirements may change in the academic year 2020–21.

Uniform requirements apply to both boys and girls. All items can be bought in the school shop:

- Plain dark, outdoor garment (tracksuit tops or denim jackets are *not* permitted). This must not be worn in tutor time, assemblies, lessons or dining halls.
- Black blazer with Ullswater Community College badge.
- College tie (clip on).
- Plain white shirt with long or short sleeves and of a style designed to be worn with a tie; the shirt must be tucked in.
- Plain black V-necked or crew-neck, sleeved or sleeveless pullover or cardigan. Jumpers must be worn with the tie visible.
- Plain black trousers (*not* tracksuit bottoms or jeans), *or*
- Plain black skirt – of reasonable length (minimum length just above the knee) and style.
- Plain black shoes (*not* trainers).
- Plain black, black or grey tights.

Note that:

- Extremes of hairstyling or colouring are *not* permitted.
- Excessive make-up and nails are *not* allowed in College.
- No hats or hoods to be worn inside any building.
- Belts must be slim, or a dark colour and without a large buckle.
- Jewellery is limited to one small earring or stud per ear. Health and safety laws require students to remove jewellery for practical lessons, e.g. PE or Technology. Facial or body piercing is not permitted on the grounds of safety.

Other essential equipment

- Maths geometry set
- Calculator (scientific, e.g. Casio fx-85GTPLUS)
- Dictionary
- Thesaurus

Lunchtime arrangements

With the exception of the Sixth Form, students are not allowed to leave the College premises at lunchtime unless they go home for their meal, in which case a pass will be provided. Parents

should inform College accordingly. Students who do go home for lunch are expected to behave within the College behaviour regulations during the lunch period.

College meals

Ullswater Community College has two dining halls on campus, both of which offer a traditional two-course meal as well as a range of other options such as pasta pots, paninis and baked potatoes. Both halls serve filled baps and rolls, fruit, tray bakes and drinks.

Students can pay for their lunch by cash or by means of a pre-paid electronic swipe card (sQuid card) that parents can top up on-line. The company that operates these cards is FSA regulated and parents' money is held safely and securely in their child's on-line account.

Students who receive free meals are issued with the same pre-paid card, which is automatically topped up daily with the price of a school meal deal. Parents may add credit to this on-line if they wish their child to be able to purchase more than the value of the free school meal.

Students can also bring packed lunches to eat in the dining areas.

School transport

Applications for school transport for students in Years 7 to 11 can be made via the Local Authority website (www.cumbria.gov.uk; click on 'Children's Services', then use the A-Z index of services to select 'school transport'). Queries and complaints about school transport should be directed to the School Transport Team on 01228 226008.

Requests for school transport in the sixth form should be made to the Head of Sixth Form.

The sixth form and beyond

One advantage of a large sixth form is that we are able to offer a wide range of courses. We currently offer more than 20 Advanced Level subjects and these are complemented by our highly successful Level 3 BTEC courses in Science, IT, Health and Social Care, Sport and Drama. The sixth form also offers GCSE re-sit courses in English and mathematics and a range of opportunities for students studying at Level 1 and 2 through the ASDAN qualifications.

The sixth form provides an excellent academic base for students moving on to higher education. In recent years, students have left for degree courses including medicine, law, veterinary science, art, business, theatre, engineering, nursing and teaching at universities across the UK. Many of our students also secure apprenticeships and vocational training places on completion of their post-16 studies.

Admission to the sixth form

The sixth form at Ullswater Community College is 'open' in the sense that any student for whom we can provide a relevant and worthwhile course, which meets their needs, may be admitted. Students need a good foundation on which to build from but we are proud to maintain that we look at the whole student, rather than just individual grades in specific subjects on which to make recommendations.

Ullswater Community College and the local community

The governing body

Perhaps the most important aspect of the work of the Governing Body lies in its broad overview of the day-to-day work of UCC. Through this it ensures that the College meets its responsibilities to the community it serves.

The Governors at Ullswater are a balanced group comprising representatives nominated by the Local Authority, parent governors elected by the parents of the College, representatives of local industry and business, and staff representatives.

Clerk to Governors: Ms Eleanor Flood, c/o Ullswater Community College; e-mail: clerk@ullswatercc.co.uk

A full list of College Governors is available on request.

Extended education

Industrial partnerships

The College plays an important part in the life of the local community. We recognise that successful local industries and businesses are crucial for its economic well-being and the employment opportunities available for young people. We are fortunate, therefore, to enjoy excellent relationships with many local employers. The Year 10 work experience programme – in which all our Year 10 students take part in a week of work-based learning – is a clear demonstration of the strength of this relationship. We continue to be grateful to those employers who provide students with worthwhile and rewarding placements.

In addition, representatives from major local employers are frequent visitors to the College, to describe training and career prospects to our older students. Our Year 12 students also have a ‘work shadowing’ experience at the end of the summer term and the vast majority of these are with local employers.

The College works closely with Inspira and it is this partnership that allows us to run such a comprehensive programme of careers guidance and work experience. The effectiveness of this programme can be judged by the wide range of destinations for students at the end of Year 11. A specialist Inspira advisor works with students attending our Strategic Facility to develop appropriate transition plans.

Many local businesses sponsor the awards presented at our annual Prize Day. These prizes are given for academic progress; musical, sporting, artistic success and for showing excellent attitude and service to others within the local, national and international communities. The awards are presented in ceremonies held at Penrith Leisure Centre and attended by all students of the school, the parents of the prize winners and the local business sponsors.

Links and partnerships

We have a well-established link with Lycée Saint-Sauveur in Brittany, France. Our annual French exchange links a group of students in Penrith with exchange partners at the Lycée in France. Every year, we host French students in Cumbria before making a return visit to attend lessons and experience family life in France. This link has also allowed teachers to make visits to one another's schools and experience teaching and learning in a different context. Our partner school has also offered a year's work placement through the European Voluntary Service.

The languages department also runs regular trips elsewhere in France and Italy.

Admission arrangements for 2020–2021

Admission number

The admission number is 240, a figure generated by the Net Capacity Assessment and Governors' assessment of the efficient and effective use of resources.

Closing date for applications

The closing date for applications for September 2020 will be determined by Cumbria County Council, which operates a co-ordinated admission scheme; the date is usually 31 October of the year before your child starts at secondary school. Applications should be submitted using form SPT/3, which is issued by the Local Authority. This form, and more information about the application process, can be found in the parental information pack published by the Local Authority.

Admissions policy

The full text of the Admissions Policy is available on the College website. In brief, if there are more applicants than places available, children will be admitted in the following order of priority:

1. Children looked after and children who were previously looked after. (A child looked after is a child in public care, who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989. Children previously looked after are children who were looked after, but have ceased to be so because they were adopted.)
2. Children living in the catchment area who have brothers or sisters in the school at the time of admission. (In criteria 2 and 4 priority will be given to those children with the youngest siblings in school. Brothers and sisters are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school at the time of admission.)
3. Other children living in the catchment area giving priority to those living closest to the school, measured by the shortest walking route by road. (Distance measurements will be undertaken using the Local Authority's computerised Geographical Information System [GIS]. This measures the route from the centre of the pupil's home to the nearest entrance on the school site that is available to pupils at the time of undertaking the assessment. The route used will be the shortest walking route by road as identified by GIS at that time.)
4. Children living outside the catchment area who have brothers or sisters in the school.
5. Children living outside the catchment area, giving priority to those who live closest to the school, measured by the shortest walking route by road (see point 3 above).

Admission to the strategic facility

Ullswater Community College is designated by Cumbria County Council as a school having strategic facilities to cater for children with special educational needs in the area of physical/medical difficulties and severe or profound/multiple learning difficulties. The College Governors believe that inclusive education requires children to be educated within their own community and believe that the Strategic Facility should meet the needs only of the Eden Valley.

In line with the Equality Act (2012), Ullswater Community College will not discriminate against a person in its admission arrangements, in the provision of education, in exclusions or by subjecting the student to any other detriment. The College has a duty to make reasonable adjustments for disabled students and prospective students.

Applications to the Strategic Facility are prioritised using the criteria in the Admissions Policy (listed above). An exception may be made if – under the Local Authority's arrangements for the education of children with special needs – a child holds a Statement of Special Educational Needs (or is being assessed for such a statement) and it is considered that attendance at Ullswater Community College is necessary to meet those needs. Such an exceptional admission would be subject to the maximum limit of 40 within the Strategic Facility at any one time and to the limit of 15 children in any key stage.

The catchment area

A map of the catchment area is available from the school or the Local Authority.

The right of appeal

Any parent whose child is not offered a place has the right of appeal to an Independent Appeal Panel. Parents wishing to appeal should submit their appeal to the Clerk of the Governing Body, who will pass it on to the Independent Appeal Panel.

Waiting list

Following the allocation of places in the Year 7 intake, the Local Authority will, in late March, re-allocate any places that become available as a result of parents not wishing to take up their offer.

After this, the parents of any child who has been refused admission can ask at the school for their name to be placed on the waiting list. Any vacancies that arise will be allocated using the Governing Body's Admissions Policy (available on the website and outlined above); length of time on the waiting list will not be a factor. A waiting list will also be held for other year groups.

Examination results: summer 2019

GCSE results

2019 was the first year that all qualifications were examined through reformed qualifications. Nationally, the expectation is that broadly the same proportion of students will achieve 1-9 as G and above, 4-9 as C and above and 7-9 as A and above in the old system.

We were delighted to celebrate successes of our Key Stage 4 students in the summer of 2019. The key points from these results are:

- 50.7% students achieving 9-4 in English and Maths
- 2.2% students achieving a strong pass at EBacc
- 3.1 % students achieving a standard pass at EBacc
- Attainment 8: 38.75
- Average Attainment 8 grade: 3.87
- 40% students staying at UCC sixth form
- 43% students going to college
- 17% students doing apprenticeships

A-level results

Against the backdrop of a complete set of reformed A Level and Level 3 courses with less coursework, fewer practical assessments and a greater emphasis on examinations at the end of two years, the 2019 results showed that students continued to succeed at a high level in UCC's sixth form.

Students continued to be successful in achieving A*/A grades in two or more subjects or their equivalent at Level 3 study and admissions for university places were strong, with the majority of students being offered a place at their first-choice university and only a handful of our 100 students finding a place through the clearing process.

	Overall	Academic	Applied General	Tech Level
Value Added	-0.17	-0.28	0.22	
Average Grade	C	C	Distinction	Distinction -
AAB (or higher)	9.2%			

The college day

08.55–09.15	Assembly/Tutorial
09.15–10.15	Period 1
10.20–11.20	Period 2
11.20–11.35	Break-time
11.35–12.35	Period 3
12.35–13.35	Lunch-time
13.35–14.35	Period 4
14.40–15.40	Period 5

How to find out more

Information concerning the curriculum or any other aspect of College life is available during normal College hours:

Monday to Friday, 9.00 a.m. to 4.30 p.m.

Please ring 01768 210206 or e-mail: admin@ullswatercc.co.uk. Parents and students are encouraged to contact the College if they have any anxieties or concerns. We will do everything in our power to resolve any difficulties and ensure that life at Ullswater Community College is positive, enjoyable, encouraging and successful.

If you share our hopes and aims then we hope you will become a regular visitor to Ullswater Community College. You will always be very welcome.



Ullswater Community College, Wetheriggs Lane, Penrith, Cumbria CA11 8NG
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