

Welcome to Walton High

Walton High opened in September 1999 with 120 Year 8 students on its Walnut Tree campus. Since then it has grown year-on-year to become one of Milton Keynes' most successful and popular schools. It has been a privilege to be part of the school's history.

From its very beginning the school's educational ethos has been rooted in the belief that an excellent education ignites a lifelong desire for learning; that it not only provides a young person with the skills and attributes needed to make a living and contribute positively to society, but also enables them to live happy and fulfilled lives.

In November 2016 the school entered the next phase of its development with the opening of its Brooklands Campus. By 2022 both campuses will have approximately 1500 students on roll, including 300 Post-16 students on each site.

At the heart of everything the school does are its aims.

Statement of Aims

ENABLING ENHANCING ENRICHING

Walton High aims to enhance and enrich the lives of children and young people by enabling them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are no limits to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

In this way we will bring out the very best in our young people

Throughout our teaching careers we have believed passionately in providing a well-ordered learning environment for all children. Against a background of clear discipline and a focus on learning, success will surely follow.

Between us we have worked in many different types of schools. We know that good schools make a real difference. What happens in classrooms matters. Equally, how parents support their children's learning is profoundly important.

As Executive Principal and Principal of Walton High, our key task is to ensure, at all times, that our staff offer strong professional leadership, with high expectations of our students. We know that learning is fundamental in our lives.

Please talk to our staff, students and their parents to find out what they say about Walton High.

We welcome students and their families who are committed to the values and standards we hold to be important in a good education.

Walton High is a school at which staff and parents are rightly proud of the achievements of our children and young people.

Michelle Currie
Executive Principal

Sharon Alexander
Principal

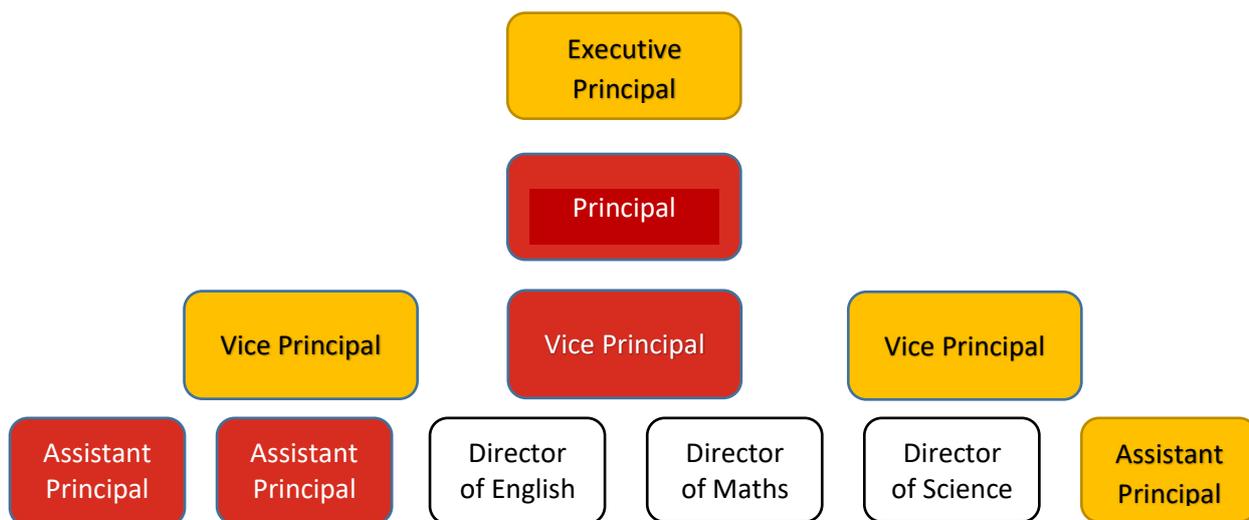
Organisation

Walton High is a single school with two campuses. This model of school organisation is not unique in Milton Keynes. Ousedale School is an example of a school that is run along similar lines with its Newport Pagnell and Olney campuses. However, Walton High has some beneficial differences; the campuses are much closer to each other, are of equal size and will both have specialist Post-16 provision.

Walton High is the founding member of Milton Keynes Education Trust (www.mket.org.uk) which was formed in 2011 as a multi-academy trust with the aim of creating a mutually beneficial partnership between local schools. The Trust is governed by a Board of Trustees; local people who have a passion and commitment for securing the very best opportunities and outcomes for children and young people.

Schools that are part of MKET benefit in a number of ways. One way is by reducing the cost of administration to ensure more funding is invested in educational resources. To help remove barriers to learning and enrich opportunities, the Trust also employs its own Educational Psychologist and Family Support Officer and has a contract with Magic Words for the provision of Speech and Language therapists.

As an MKET school, Walton High has its own Local Governing Body which, together with the senior leadership team, sets the school's strategic direction. The governing body also challenges and supports the school by monitoring, reviewing and evaluating performance to ensure high standards and accountability. The day-to-day leadership and management of the school is the responsibility of the school's senior team. The organisational diagram below shows the leadership structure for the overall school and each campus.



The positions shaded red are based at the Walnut Tree campus, whilst those coloured gold are at the Brooklands campus. The other senior leaders in the diagram work across both campuses.

As Walton High is one school with two campuses, the policies and practices are the same across both sites. Details of these can be found at <http://www.waltonhigh.org.uk/policies>.

Home School Agreement: Learning Matters

For the student, you can expect to

- reach the highest levels of achievement that you are capable of
- receive good teaching, through a well-planned curriculum
- be treated as an individual and valued as such
- receive a wide range of challenging opportunities for learning
- have access to Walton High's learning resources
- be involved in assessing your own progress
- have good advice and support from your teachers, tutor and support staff

For the parent, you can expect to

- see well qualified Walton High staff offering high quality teaching
- see a range of exciting learning opportunities beyond the National Curriculum
- have your child attend a learning community which is safe and well resourced
- receive regular reports about your child's progress and achievements
- be kept closely informed about your child's attendance and behaviour
- have any concerns you raise responded to in an appropriate manner

As students we expect you to

- make the most of the educational opportunities presented
- follow the Code of Conduct and deal with others in a caring way
- recognise the qualities and realise the talents you have
- try to meet targets and deadlines
- aim for 100% attendance and to set out to learn as much as you can
- take pride in, and care for, our excellent learning environment
- alert Walton High staff to any problems when they arise

As parents we expect you to

- encourage your child to take advantage of all the learning opportunities presented
- ensure your child follows the teaching and learning expectations of Walton High
- support Walton High's Code of Conduct
- ensure your child attends every day, explaining reasons for absence
- make sure we know anything we need to know to help your child
- raise any concerns with staff in an appropriate manner and work with them to achieve a resolution
- let us know when you think Walton High's principles are not evident in its practices

Overview of Walton High's curriculum

Curriculum Enrichment

Enrichment is an integral part of Walton High's curriculum and helps to develop students' soft skills as well as their creativity, critical thinking, leadership, teamwork and resilience. Enrichment forms part of the school's learning timetable as well as its extra-curricular provision.

- The 'learning day' operates 'Eight till late' with Session 9 activities offering both enrichment and support. Each subject offers learning support at least one evening per week and other activities currently on offer include Shakespeare Schools Festival, Science Club, Jazz Band, Duke of Edinburgh, Young Enterprise and various library events such as Roald Dahl Day, Halloween and The Big Read.
- On **Advanced Learning Days** the normal timetable is suspended in favour of cross curricular study during which students experience the challenge and excitement of learning something new and in depth.
- There is an exciting programme of **outdoor adventurous activities** including participation in The Duke of Edinburgh's Award Scheme, water sports and climbing.
- Walton High also offers a wide range of **sporting opportunities** both for those interested in recreational activity and fitness and those who wish to engage in competitive matches and represent the school.

Key Stage 3

In Key Stage 3 all students follow a broad and balanced curriculum. Whilst there is a focus on the core curriculum, students also study a range of creative and performing arts subjects as well as the humanities, modern languages, computing and physical education. The usual number of sessions allocated to different subjects is shown in the table below.

Subject	Allocation of sessions per cycle
English – Language	4
English – Literature	4
Mathematics	7
Sciences	5
History	3
Geography	3
Philosophy & Ethics	3
Modern Foreign Languages	5
Creative and Practical	6
Performing Arts	6
PE	4
Total:	50

Key Stage 4

Walton High's three year Key Stage 4 supports students to follow a wide range of subjects and many choose a combination of academic and vocational courses. Subjects may change depending on staff recruitment, student demand or national changes.

In addition to GCSE English Language, English Literature and Mathematics students choose six other subjects from those listed below which are arranged in option blocks.

Academic - GCSEs

- Combined Science¹
- Biology, Chemistry and Physics
- Computer Science
- Geography²
- History
- French
- Spanish
- Business Studies
- Economics
- Psychology
- Sociology
- Music
- Art, Craft and Design
- Design Technology
- Food & Nutrition

Vocational – Applied General and Technical

- Health and Social Care
- ICT
- Creative Media Production
- Performing Arts
- Cambridge National Sports Science

Key Stage 5

As young people are now required to stay in education or training until the age of 18, all Level 2 qualifications offered in Key Stage 4 have a Level 3 progression route Post-16. Milton Keynes Education Trust also offers a number of apprenticeships.

¹ Student must study either combined science or the three sciences separately

² Students must study History and/or Geography

Walton High's Key Stage 4 and Key Stage 5 Curriculum

2019

	Key Stage 4 Qualifications	Post 16 Qualifications³		Apprenticeships
English	English Language - GCSE	English Language - A Level		Learning Support
	English Literature - GCSE	English Literature - A Level		
		English Language - GCSE (level 2)		
Mathematics	Mathematics - GCSE	Mathematics - A Level		Learning Support
		Further Mathematics - A Level		
		Mathematical Studies (Level 3 Certificate)		
		Mathematics - GCSE (level 2)		
Sciences	Biology - GCSE	Biology Chemistry Physics	A Level	Applied Science AGT
	Chemistry - GCSE			
	Physics - GCSE			
	Combined Science - GCSE			
				Lab Technician
Humanities	Geography - GCSE	Geography - A Level		
	History - GCSE	History - A Level		
	Philosophy & Ethics - GCSE	Philosophy & Ethics - A Level		
Modern Languages	French - GCSE			
	Spanish - GCSE	Spanish - A Level		
Business & Economics	Economics - GCSE	Economics - A Level		
	Business Studies - GCSE	Business Studies - A Level		Business Administration
		Business Studies - AGT		
Computing and ICT	Computing - GCSE	Computing - AS Level		
	ICT - Cambridge National Certificate	IT Cambridge Technical		IT Technician
Creative Digital Media	Creative Digital Media - AGT	Creative Digital Media Technical - AGT		IT Technician
Music	Music - GCSE			
Performing Arts	Dance – GCSE	Performing Arts - AGT		Theatre Technician
	Drama - GCSE			
Social Sciences	Health & Social Care - AGT	Heath & Social Care - AGT		Primary Learning Support
	Psychology - GCSE	Psychology - A Level		
	Sociology - GCSE	Sociology - A Level		
		Law – A Level Applied Law - AGT Government & Politics – A Level		
Art	Art, Craft and Design - GCSE	Fine Art - A Level		

³ All Post 16 courses are subject to a minimum number of students enrolling

	Key Stage 4 Qualifications	Post 16 Qualifications³	Apprenticeships
Design Technology	Design Technology - GCSE	Art and Design - AGT	Facilities Management
	Food Preparation & Nutrition - GCSE		Catering
Physical Education	Sports Science – Cambridge National Sports Science	Sport – Cambridge Technical Level 3 Sport Science	PE Technician
	Duke of Edinburgh's Award <ul style="list-style-type: none"> • Bronze • Silver 	Duke of Edinburgh's Award <ul style="list-style-type: none"> • Silver • Gold 	
		Extended Project Qualification (EPQ)	

EBAcc subjects

Facilitating subjects

Homework

Principles

The purpose of homework is to:

- develop in students the skills, confidence and motivation needed to study effectively on their own; this will help prepare them for lifelong learning
- consolidate and reinforce skills and understanding developed in lessons and to revise for tests
- extend school learning by using other sources, e.g. adults and peers, books, the internet, TV
- encourage the involvement of parents in the student's learning and to keep them informed about the work they are doing

Practice

Walton High will:

- ensure that homework is set on a regular basis and in manageable amounts and published on Firefly
- provide a Student Diary to help students manage their work - this will be checked weekly by Personal Tutors
- set tasks that are suitable and achievable within the time available
- give students appropriate feedback
- provide study support facilities on site for homework tasks to be carried out

Walton High expects students to:

- accurately record all homework set in their Student Diary
- complete all tasks set, to the best of their ability, by the due date
- make the most of the study support facilities offered by Walton High
- see their subject teacher or Personal Tutor if they have a problem completing a homework task by the due date
- have their Student Diary signed weekly by their parents

Walton High asks that parents:

- provide a suitable place for students to do their homework and/or encourage them to attend Walton High's study support sessions
- make it clear that they value homework, and support Walton High in explaining to students how it can help them make progress
- encourage students and praise them when they have completed homework
- check homework is completed by the due date and sign the Student Diary weekly

Homework is an important part of a student's independent learning:

Therefore Session 9 is available at Walton High for students who might prefer to complete their homework in the library or ILA where staff support and resources are available. Each subject area also offers lunchtime or after school Support Sessions where students can receive support and advice on their learning.

The effectiveness of Walton High's approach to homework is monitored and evaluated by the Assistant Principals. This is done each term by sampling a representative selection of Student Diaries and homework assignments.

Assessment and Reporting

We monitor students' progress closely through regular assessments. This allows us to address underachievement quickly, and provide new challenges for those who are doing well.

This is achieved through:

- close monitoring of class work and homework
- CAPs (Common Assessment Points) and tests at regular intervals throughout a course
- moderation of student work against national standards
- end of year and mock examinations

Progress Review reports are sent home regularly to parents providing information about progress towards targets, attainment, homework, behaviour for learning, effort and attendance.

Parents meet termly with their child's tutor to discuss their progress. In addition Parents' Consultation Meetings provide an opportunity to meet with subject teachers.

Special Education Needs

At Walton High we aim to meet the needs of individual students through effective teaching and learning. We work in a flexible way to develop partnerships with students and their parents, staff and professionals to ensure that the school can meet a broad range of special educational needs. Our aim is to support students' academic progress and achievement by removing barriers to learning using a wide range of strategies.

All students at Walton High have individual learning needs that have to be met if they are to achieve their full potential. To ensure potential is realised a system of tutoring is in place to monitor the progress of individual students as they progress through Walton High. The Personal Tutor has a pivotal role to play in ensuring that all students achieve their best.

For further details of how Walton High support children with Special Needs please visit our website:

<http://www.waltonhigh.org.uk/policies/657-special-education-needs>

Safeguarding

The safety and wellbeing of children and young people is of paramount importance at Walton High and procedures and practices are in place to ensure they are protected.

Policies that support our safeguarding practice can be found on our website:

<http://www.waltonhigh.org.uk/policies>

Behaviour Management

Principles

Walton High's approach to behaviour management is based on the belief that building and maintaining positive self-esteem and having widely understood and consistently applied high expectations contributes enormously to effective learning and good conduct.

Expectations

Walton High students are expected to:

- attend school regularly and on time
- bring relevant books and equipment to each lesson
- complete classwork and homework to the best of their abilities
- wear school uniform correctly and be smart in appearance
- be polite and helpful to others
- look after Walton High's buildings and resources

Code of Conduct

Walton High is a centre of learning – a place where the fun and fundamentals of learning matter. Everyone at Walton High has the right to attend classes, take part in activities and to carry out their duties without being hindered by others. There are no innocent bystanders when learning is being disrupted or when someone is being hurt or belittled.

In implementing this code, Walton High will not accept any behaviour which intends to cause harm or prevent learning. Students, staff, parents and governors at Walton High have a responsibility to see that this Code of Conduct works in practice.

Practice

Restorative practices are used to re-establish good relationships when there has been conflict or harm and to promote a school ethos that reduces the possibilities of such conflict arising.

High standards of behaviour are built upon the consistent and fair enforcement of our expectations and Code of Conduct as well as our combined efforts to motivate students to achieve their full potential.

Walton High staff strive to manage behaviour in a way that promotes positive attitudes. Good behaviour will be recognised and reinforced using a range of rewards.

To ensure high standards of behaviour the school expects all students, with support from parents, to abide by the behaviour policy. A copy of the policy is available at <http://www.waltonhigh.org.uk/policies/656-walton-high-policy-documents> .



Boys' uniform

Item	Description	Price
	<p>Black Boys' Eco Blazer - DL1990</p> <ul style="list-style-type: none"> ○ Contrast lining ○ Striped sleeve lining ○ Cloth jetted inside pockets ○ Mobile phone pocket ○ Side vents ○ Chest pocket 	<p>£26.00 28" – 36" £29.99 38" – 50"</p>
	<p>White shirt (twin pack) Long sleeved Short sleeved</p>	<p>From £10.99</p>
	<p>Maroon Walton High clip on tie</p>	<p>£7.00</p>
	<p>Boys' black belted trousers with belt - DL959 or boys' black elasticated waist trousers – DL957</p> <p>Features include:</p> <ul style="list-style-type: none"> ○ 65% Polyester/ 35% Viscose ○ Jetted back pocket ○ Zipped security pocket ○ Internal waist adjuster - single hook and bar with button extension 	<p>£14.99 - £18.99</p>
	<p>Black socks</p>	
	<p>Black school shoes</p>	



Girls' uniform

Item	Description	Price
	Black Girls' Eco Blazer - DL1995 <ul style="list-style-type: none"> ○ Contrast lining ○ Striped sleeve lining ○ Shaped lapel ○ 2 Button detail ○ Front darts ○ Plain back 	£26.00 - £29.99
	White blouse (twin pack) Long sleeved Short sleeved	From £10.99
	Maroon Walton High clip on tie	£7.00
	Black stitched down knife pleat knee length skirt - DL972 <ul style="list-style-type: none"> ○ 63.5% Polyester / 34.5% Viscose / 2% Elastane ○ Button and zip fastening at the side 	£16.99 - £18.99
	Girls' black slim fit trousers - DL965 or black regular fir trousers – DL968 <ul style="list-style-type: none"> ○ 63.5% Polyester / 34.5% Viscose / 2% Elastane ○ Front pocket ○ Contrast internal binding 	£16.99 - £18.99
	White socks or black tights with skirts	
	Black socks with trousers	
	Black school shoes	