

Wycombe High School



Prospectus for 2010 Entry

Fortiter, Fideliter, Feliciter

Welcome

At Wycombe High School, we have a long tradition of providing a high quality education for girls. We are proud of the excellent teaching, care and guidance that we offer our students, together with first class facilities and a wide range of opportunities in and beyond the classroom.

Year on year, our students attain at the very highest levels and we retain our position as one of the top state schools nationally. Our exam results are outstanding. This year's exam results once again demonstrated the high levels of commitment and dedication with which our students approach their studies. An impressive 77% of A Level results were awarded at A or B grade. The significant majority of our students go onto university. Not only are our students successful in gaining a place at their university of first choice, but these universities rank amongst the best in the United Kingdom. Every year almost 70% of our GCSE students achieve five A/A* grades. Every GCSE student at Wycombe High School achieves five A*-C grades or five A*-C grades including English and Maths.

We believe in providing excellent facilities to match the excellence of our learning and teaching experience. We have a spacious campus with extensive grounds. We offer excellent sporting facilities, with a gym, sports hall and fitness studio complemented by extensive playing fields. The school has a ten year facilities development plan and a commitment to the continuing upgrade of its site. Recent changes include:

- A state-of-the-art Learning Centre opened in September 2006, equipped with fixed and laptop computers and open from 8.00 am until 6.00 pm.
- The refurbishment of the Dining Hall in 2009. 'The Forum' is wireless networked and offers all day catering from 8.00 am to 4.00 pm.
- Specialist Maths and Computing School status has allowed us to improve our accommodation for Maths and ICT. We have five ICT suites, three recently refurbished as part of our Maths and ICT Centre.
- A major investment in ICT has equipped the majority of our classrooms with digital projectors and interactive whiteboards. All our teaching staff have laptops to enable them to exploit ICT for teaching. An increasing number of classrooms have fixed computers.
- Specialist ICT equipment has been purchased for areas such as Maths, Science, Technology, Music and Photography.
- A rolling programme of Science Laboratory upgrades started in 2009; over the next two years it is anticipated that all labs will be refurbished.
- Our ICT infrastructure has been upgraded during 2009 to support home / school access and allow us to introduce on-line reporting to parents by September 2010.

You can read more about the school in this prospectus or you can visit our website at www.whs.bucks.sch.uk, where you will find news and information about the school, our students and our staff. You are also most welcome to come and see for yourself. We look forward to welcoming you to Wycombe High School.



Mrs S N Cromie
Headteacher

Our Aims

Fortiter, Fideliter, Feliciter (Courageously, Faithfully, Joyfully).

Our school motto summarises our ethos and sense of community. All those who study, work at or send their children to our school are part of this community and are role models for our ethos. We provide an environment in which each member of our community can live and learn,

Courageously

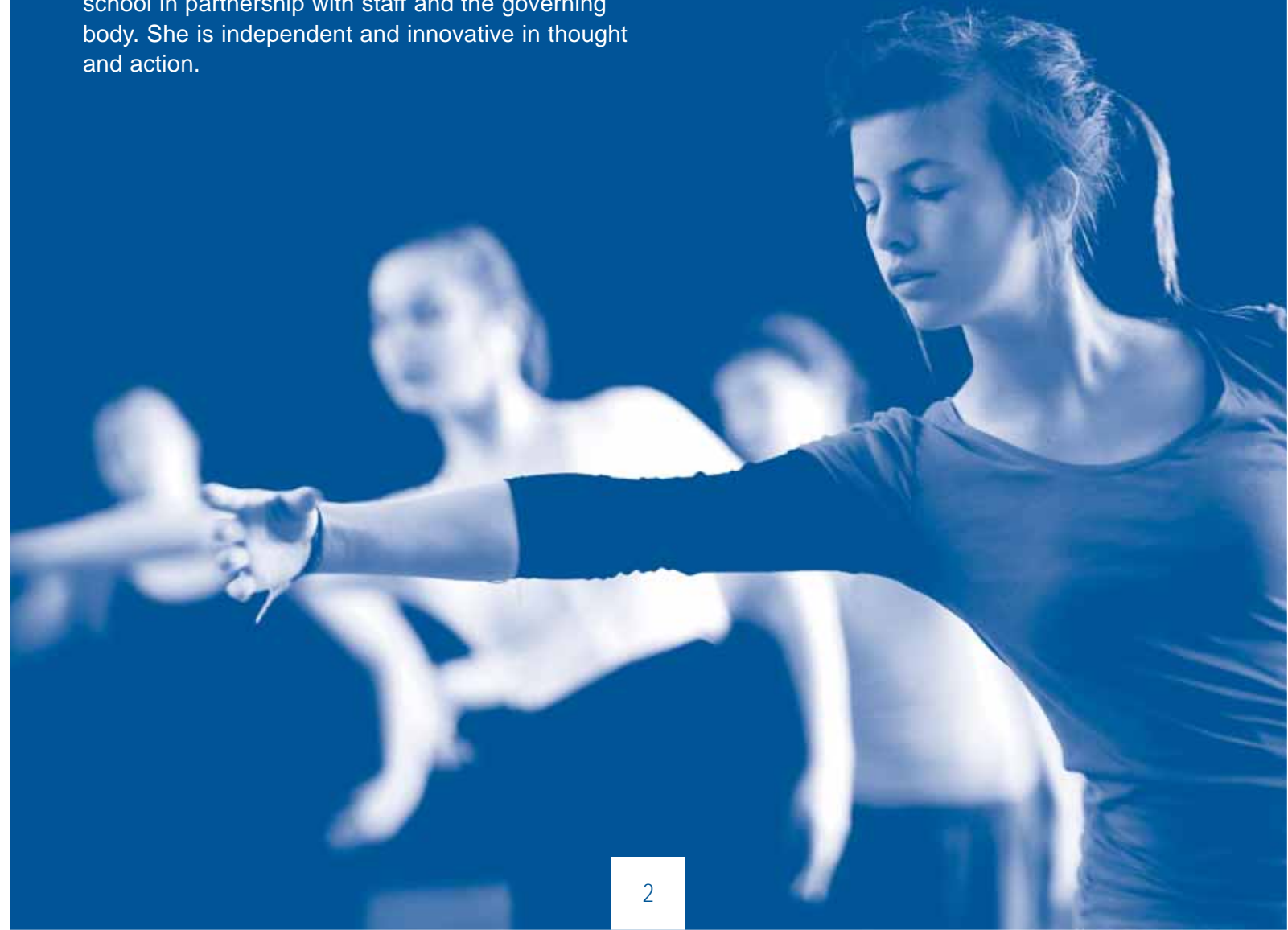
Each student is encouraged to embrace our core values of honesty, respect and hard work. She is encouraged to speak out against injustice, supported to take risks, and is not afraid of failure. She learns new subjects and skills. She pushes herself to her personal limits and beyond. She is encouraged to listen to the opinions of others, as well as to voice her own. She accepts responsibility for herself and other students. She leads the school in partnership with staff and the governing body. She is independent and innovative in thought and action.

Faithfully

Every student is expected to uphold our school rules and traditions. She acts with integrity and is truthful and honest in all she does. She keeps promises and is reliable. She works hard to achieve her full potential. Above all she is a good friend, a good neighbour and a good citizen. She contributes positively to school life and society.

Joyfully

All our students contribute to making our school the happy and joyful place it is. Each student demonstrates mutual respect and empathy for all and is proud of her own achievements and those of others. She shows commitment to a fair and peaceful community and embraces diversity. Our students are happy and positive in approach, and support others to do the same.



General Information

Founded:	1901
Motto:	Fortiter, Fideliter, Feliciter <i>Courageously, Faithfully, Joyfully</i>
Number on roll:	1322 (as at September 2009)
Headteacher:	Mrs Sharon Cromie
Chair of Governors:	Mr David Letheren
Classification:	Foundation selective school for girls
Admission number for 2009-10:	180
External admissions into Sixth Form:	Minimum of 20
Current number of Sixth Form students:	412 (as at September 2009)
Times of school sessions:	8.50 am – 1.35 pm 2.40 pm – 3.40 pm
Lesson time:	Total of 25 hours per week spent on classroom teaching
Assemblies:	Students gather together in their year groups on a rotational basis

School term and holiday dates for the academic year 2010-11.

	Open on morning of	Close at end of afternoon of
Autumn Term 2010	Thursday 2 September Monday 1 November	Friday 22 October Friday 17 December
Spring Term 2011	Wednesday 5 January Monday 28 February	Friday 18 February Friday 8 April
Summer Term 2011	Monday 27 April Monday 6 June	Friday 27 May Friday 22 July
May Bank Holiday 2011	Monday 2 May	
Spring Bank Holiday 2011	Monday 30 May	

Absences 2008-09

These are now reported on a termly basis. Below are the statistics for the Spring term 2009.

Total number of students of compulsory school age on roll	936
Percentage of sessions missed through authorised absence	4.67%
Percentage of sessions missed through unauthorised absence:	0.18%

Safeguarding

Wycombe High School fully recognises the contribution it makes to Child Protection. The school takes seriously its responsibility to safeguard and promote the welfare of students and believes that the safety and well-being of students is of paramount importance.

Our Curriculum

At Wycombe High School we always remember that the girls we teach today are the women who will shape tomorrow. Our curriculum is broad, flexible and responsive to the needs of these future citizens.

Your daughter will be welcomed into a friendly place of learning where she will grow in knowledge and confidence, encouraged in her efforts and praised for her achievements. In the classroom she will experience a variety of teaching strategies intended to inspire and challenge.

As she moves through the school, we aim to foster a love of learning and to provide her with both the motivation and the skills for independent and lifelong learning. So, for example, she will learn how to research topics widely and in depth, how to work individually and with others and how to use print and electronic media.

Learning takes place as much outside as inside the classroom. Subjects extend into the community - through fieldwork and visits at home and abroad, theatre and film, expert-led workshops, outdoor education and competitions. We provide a wide range of enrichment opportunities to nurture intellectual, social and physical development, irrespective of a girl's ability or level of skill.

Girls are encouraged to take part in music, dance, drama, debate, sport, community events and, as they grow older, to take on roles in which they lead younger students in such activities. We expect girls to take advantage of this wider curriculum, its opportunities for adventurous learning and active citizenship.

In the pages that follow, we give details of the current curriculum throughout the school, and describe the subjects which your daughter will encounter in her first years at Wycombe High School. Our staff and students will be delighted to tell you more when you visit.

The Key Stage 3 Curriculum

The school runs a two-week timetable, with five teaching periods of 1 hour each day. In addition, students have a form period of 20 minutes per day which may be spent in assembly, or engaged in tutorial activities with their form tutor.

Following a review of the curriculum in 2007, students joining the school in Year 7 now follow a two-year curriculum during which they will complete the National Curriculum programmes of study for Key Stage 3. In Year 9 they will begin an extended Key Stage 4 programme which involves a range of GCSEs and broader learning experiences.

In 2009-10, the curriculum for students in Years 7 and 8 is as follows.

Subject	Hours per fortnight	
	Year 7	Year 8
English	6	6
Maths	6	6
Science	6	6
ICT	3	2
French	4	4
Second language (German, Latin or Spanish)		4
Classics	2	
Religious Studies	2	3
Technology	3	3
History	3	3
Geography	3	3
Art	3	2
Music	3	2
Drama	2	2
PE	4	4

Please note that this information is correct for the school year 2009-10. Changes are made every year to the curriculum. If your daughter enters the school in 2010, the subjects and options offered during her time at the school may differ from those shown here.

Our Curriculum

Art

We do not define Art as simply a creative or expressive activity; we believe it has unique qualities as part of human culture and makes important contributions to educational growth. Art deals with a sense of vision - especially perception and its expression in visual form. It involves the management of perceptual responses where there is no 'right' answer, just a number of possible alternatives. It can give shape and form to the unexplainable and provide strong links to the sensual life of the individual. It is directly linked to 'visual culture' that profoundly affects our world; an informal acquaintance with it must be a part of a complete education.

Classics

Where would we be without the Ancient Greeks and Romans?

Cogito We look at the greatest Empire the world has known, through the customs and language of the people who ruled it. We examine the daily life and beliefs of the men, women, children and slaves who made up that society.

Ergo An important component of the course is an introduction to the Latin language, which has influenced so many of the languages of Europe. Students will gain a greater appreciation of the richness of our language, through a study of grammar and vocabulary.

Sum As well as providing a basis for learning other languages, Latin also enriches our appreciation of Europe. The study of Latin calls for clear thinking and helps develop discipline and skills that can improve performance in other subjects of the curriculum.

Design Technology

The emphasis is on acquiring knowledge of materials, equipment and processes in order to design and make high quality products. In Key Stage 3 students work with wood, metal, plastic, textiles, food and graphics materials. Computers are used frequently for enhancing design work, data handling,

CAD/CAM and presentation. Students are taught in smaller groups by specialist teachers throughout Key Stage 3 in purpose built, well equipped rooms.

Drama

'Drama is hard work but it's fun!' according to most Wycombe High School students. In Key Stage 3, students learn to create plays, put on performances and appreciate productions they have visited. The emphasis is on team work, the acquisition of physical skills and technical expertise, knowledge of contemporary drama and the history of theatre.

We have excellent facilities, including a fully equipped studio. Students also have many opportunities to act, work backstage and visit the theatre. This may be either as part of their studies or in extracurricular activities, for example Year 7 Drama Club, Year 8 Drama Festival, or whole school productions.

English

Where else can desks become an escape to other worlds, to other cultures and traditions, to fantastic lands peopled by extraordinary characters?

Where else can homework be a chance to free the mind, to explore the thoughts and feelings of any character alive, dead or imaginary?

Where else can students speak out, argue and listen? Where else can they discover the possibilities of language and communication? Where can they stand on the desks and see the world from another perspective?

In English - that's where!

Geography

We aim to open students' eyes to our world, its landscapes, its people and to some of the important environmental issues that affect it. We introduce the colourful and informative world of maps, which we use to explore and explain the patterns and processes of the earth's surface.

Students develop the skills to use a host of other resources - from photographs, the Internet, and

graphs to statistics, satellite images and information they collect for themselves on field trips. We encourage students to be inquisitive and to ask questions about landscapes, people and places; we help them to seek answers and explanations.

In Year 7 we start our investigations in the more familiar environment of the UK. Through the rest of Key Stage 3 we broaden our studies into Europe and the wider world. We study towns and cities; rivers and rain forests; earthquakes; floods and hurricanes; development and many other themes, places and landscapes.

History

Our history course is a voyage through time, from the Battle of Hastings to the Battle of Britain. A range of experiences awaits students - from being a medieval peasant, to exploring Henry VIII's kitchens and toilets. In the nineteenth century is it rags or riches for them? Will they be a successful entrepreneur or a factory pauper?

Further excitement awaits girls in the twentieth century as they witness the Battle of the Somme, experience the Blitz, fight for their country and for their rights. At the end of this journey they will also have learned how to be an historian!

Information Communication Technology (ICT)

Computers, mobile phones, Internet, text messaging and e-mails are all part of everyday life in our society. It is vital that girls become a confident user of ICT and understand how it is used in the world of work, entertainment and the home.

Students will learn to use a wide range of software and this will help them in all the subjects they study here at Wycombe High School. The school's Mathematics and Computing specialism has enabled exciting developments to take place and ensured that students will be using up-to-date technology.

Mathematics

Mathematics at Wycombe High School is an exciting subject with lots of interesting activities designed to help students to really enjoy and understand the work.

Students will meet many new ideas that will help them to think logically and clearly, and they will apply their new knowledge through Number and Algebra, Shape and Space and Data Handling work. They will continue to do all of the fun starters and activities from the National Numeracy Strategy, which will help them to develop their mental arithmetic skills.

Students will also learn how to use their mathematical knowledge to guide them with investigations into exciting areas of Maths. They might look into the Golden Ratio, find out what pineapples have to do with the sequence 1,1,2,3,5,8,13 or even look at how Escher designed his tessellating fish!!! Members of our staff team are always happy to assist those who need help to gain understanding, and we work hard to make Maths an enjoyable and interesting subject for all our students.

Modern Foreign Languages

Currently, all students study French in Key Stage 3, and are able to study a second language (Spanish, German or Latin) after Year 7. However, we are actively looking at developing our language provision.

French is an important world language in the fields of business, scientific research, transport and tourism. It is the first or second language in more than 52 countries and is spoken by 150 million people around the world. It is one of the main official languages of the European Union, as well as being one of the official working languages of many important international organizations.

We cover a range of topics based on students' daily lives and tourist situations at Key Stages 3 and 4. Students learn to speak, write, listen and read, and have the opportunity to undertake individual research. They are also encouraged to read French magazines on a regular basis and to take advantage of the opportunity to join any visits to France.

Our Curriculum

Music

Music is taught in Key Stage 3 with a strong emphasis on the development of practical, creative and aural skills. Class lessons take place in a purpose built Music block where the two main teaching rooms are equipped with a wide selection of classroom percussion instruments, keyboards and computers.

In addition to class lessons, students may wish to take individual lessons from one of the 16 peripatetic staff. Most orchestral instruments, piano, classical guitar and voice are taught; girls attend the lessons on a rota basis. Our extracurricular activities include four choirs, two orchestras, a Concert Band, Junior Wind Band, Jazz Band, Guitar Ensemble, Flute, Choirs and numerous chamber groups.

Several girls play in the County Youth Orchestra, the National Children's Orchestra, the National Youth Wind Orchestra, the National Youth Orchestra and the National Guitar Ensemble. For many years we have organized annual European concert tours, involving a large number of students across all years. These have been very successful and enjoyable for all concerned, as have our in-house productions of Oklahoma!, The Sound of Music, Oliver!, Carousel and The King and I.

PE

Physical Education is an important part of school life. A range of sports and activities including netball, hockey, dance, gymnastics, fitness, tennis, athletics, rounders and tag rugby are enjoyed through Years 7 and 8.

We have an extensive programme of extracurricular activities. Teams are run in netball, hockey, rugby, football, cross country, badminton, tennis, athletics, rounders, swimming and gymnastics with practices at lunchtimes. Clubs open to all abilities are run in dance and table tennis. Our reputation in winning District, County and Regional competitions is second to none in the area, and we regularly have hockey and gymnastics teams in National Finals.

Religious Education

In Religious Education we investigate the beliefs and values of the six main world religions. Students are encouraged to think logically and to analyse philosophical questions, such as 'Who am I? Why is there a Universe? Is there a God?'

To develop skills and attitudes in Religious Education, lessons can involve role-play, artwork, discussion, debate and the use of ICT. Students are offered the opportunity to meet members of the various faith communities present in Buckinghamshire through speakers in their RE lessons and visits to various places of worship, including the Hindu Temple in Neasden.

Science

Key Stage 3 Science lets students explore and discover more about the world around us, with lots of experiments and discussion of what the results mean. Students have done quite a lot of Science work at their present schools; we shall build on that work and extend their understanding of a wide range of Science ideas in our course. All lessons take place in one of our 13 labs and students will be using the fascinating equipment in them to do all sorts of interesting scientific experiments.

Girls will also have activities that will improve their thinking skills as part of their Science course, to help them to think more effectively in all their subjects throughout their time with us.

Thinking Skills and Personal Development

Students will experience a number of Focus days and events where the normal timetable of lessons is replaced by a themed approach. Elements of Personal, Social and Health Education are covered in this way, together with in-depth subject days or visits, and the development of Thinking Skills. In Year 8, there is an increasing emphasis of self-reflection in relation to future careers and higher education.

The Key Stage 4 Curriculum

In Key Stage 4 we meet all **National Curriculum requirements**, including Religious Education, and enrich them with additional opportunities. All students in Key Stage 4 currently take the following subjects to GCSE level:

- English Language
- English Literature
- Mathematics
- At least one modern foreign language, (French, German or Spanish)
- Biology, Chemistry and Physics, **or**
- Science and Additional Science
- ICT
- Citizenship (GCSE short course)

Students also choose **other subjects** to study to GCSE. In 2009-10, in addition to those listed above, available subjects included:

- Art
- Business Studies
- Classical Civilisation
- Drama
- Food Technology
- Geography
- Graphics
- History
- Latin
- Music
- PE
- Textiles
- Religious Studies

Personal, Social and Health Education, PE, Careers and work-related learning are all important elements of our curriculum at all Key Stages and broaden the girls' skills experience and understanding at all levels.

All students have two hours per week of Physical Education (non-examined). PSHE and other aspects of the curriculum are taught through a series of whole-day events. Students undertake a week of work experience at the end of Year 10.

Please note that this information is correct for the school year 2009-10. Changes are made every year to the curriculum. If your daughter enters the school in 2010, the subjects and options offered during her time at the school may differ from those shown here.

The Sixth Form Curriculum

Students joining the Sixth Form at Wycombe High School study a broad and balanced curriculum.

In **Year 12**, students may choose 4 subjects to study at **AS level**. In 2009-10 the following subjects were offered:

- Art
- Biology
- Business Studies
- Chemistry
- Classical Civilisation
- Computer Studies
- Drama and Theatre Studies
- Economics
- English Literature
- Food Technology
- French
- Geography
- Government & Politics
- History
- ICT
- Latin
- Mathematics
- Music
- Physics
- Product Design (Graphic Products)
- Product Design (Textiles)
- Psychology
- Religious Studies (Philosophy & Ethics)
- Sociology
- Spanish
- Sport & PE

In addition, all Year 12 students follow a programme of **enrichment activities**. This includes community service in or outside the school, physical recreation, and an additional structured course or activity. In 2009-10 the enrichment programme offers:

- AS Critical Thinking
- AS Further Mathematics
- AS Film Studies
- AS Geology
- AS Photography
- Extended Project
- GCSE Spanish
- GCSE Italian
- Community Sports Leader Award
- Young Enterprise

The requirements for **Religious Education** in the Sixth Form are met through a series of conferences exploring moral and spiritual themes. **Personal, Social and Health Education** is taught through a series of whole-day events which cover a wide range of relevant subjects from car maintenance to university entrance!

In **Year 13** the majority of students continue to study three of their chosen subjects at A2 level.

Please note that this information is correct for the school year 2009-10. Changes are made every year to the curriculum. If your daughter enters the school in 2010, the subjects and options offered during her time at the school may differ from those shown here.

Supporting students' learning

We support learning in many ways, helping our students to make the most of themselves and their abilities and all that the school has to offer.

We provide:

- a broad, balanced and flexible curriculum suited to the needs, interests and abilities of our students
- a forward-thinking and coherent personal development programme built around a series of themed days and events
- a wide-ranging programme of educational visits
- extensive extra-curricular and enrichment programmes
- exciting opportunities for leadership and teamwork development
- community-based activities
- personal guidance – and a Student Planner! - to help your daughter manage her time and work effectively.

We organise:

- structured opportunities to celebrate successes and achievements and set targets for improvement
- student and parent conferences
- activities within and beyond the classroom to provide additional challenge and enrichment for our most able students
- intervention programmes for students experiencing difficulties
- individual and group sessions for students with specific learning difficulties.

We have a wide range of people who share responsibility for supporting your daughter's learning:

- Your daughter will have daily contact with her **form tutor**. She will have a **Head of School** who has overall responsibility for her academic progress and well-being.

- She will be taught by well-qualified, specialist **subject teachers**, working in departments led by **Subject Leaders** who are responsible for the quality of learning and teaching.
- The **Headteacher**, with the **Leadership Group**, has overall responsibility for all aspects of school life.
- Our **Student Support Services Centre** provides support for students on a day-to-day basis and has strong links with outside agencies. The Centre is staffed by:
 - A Student Welfare Manager, who works closely with form tutors and Heads of School on attendance, medical and pastoral matters
 - Three Student Managers, who deal with all kinds of queries and concerns, including bus passes, lost property and room changes.
- Our **Student Development Leader** co-ordinates extracurricular provision and fundraising opportunities within the school, and develops links with the wider and global community.
- Our **Individual Needs Leader** oversees provision for students requiring additional support and those with specific learning difficulties.
- We have a knowledgeable and supportive **Governing Body** fully involved with all aspects of school life, and an enthusiastic and active **Parents and Friends Association**.
- As a **parent** you have a key role in supporting the school to help your daughter to achieve her potential!

Summer 2009 GCSE Results

Number of students in Year 11

209

Subject	Students entered	Grades achieved								
		A*	A	B	C	D	E	F	G	U
Art & Design	67	12	35	19	1	0	0	0	0	0
Business Studies	96	36	30	19	11	0	0	0	0	0
D&T: Food Technology	36	17	9	4	5	0	1	0	0	0
D&T: Product Design	10	1	4	2	1	2	0	0	0	0
D&T: Textiles	42	15	10	11	5	1	0	0	0	0
Drama	21	5	9	6	1	0	0	0	0	0
English Language	209	12	121	68	8	0	0	0	0	0
English Literature	209	39	95	67	8	0	0	0	0	0
French	117	15	32	35	29	4	2	0	0	0
Geography	102	21	39	20	15	7	0	0	0	0
German	34	1	6	7	16	3	1	0	0	0
History	105	34	33	23	12	3	0	0	0	0
ICT	208	52	109	44	3	0	0	0	0	0
Italian	1	0	0	1	0	0	0	0	0	0
Latin	34	13	9	6	4	2	0	0	0	0
Mathematics	209	51	99	55	4	0	0	0	0	0
Music	23	2	13	7	1	0	0	0	0	0
Panjabi	1	0	1	0	0	0	0	0	0	0
P.E.	35	3	19	8	4	1	0	0	0	0
Religious Studies	34	13	16	5	0	0	0	0	0	0
Science	209	45	79	66	16	3	0	0	0	0
Additional Science	209	45	62	59	39	4	0	0	0	0
Spanish	55	9	22	12	8	4	0	0	0	0
TOTAL	2066	441	852	544	191	34	4	0	0	0
GCSE Short Course										
Citizenship	104.5	18.5	40	30	13	3	0	0	0	0
TOTALS	2170.5	459.5	892.0	574.0	204.0	37.0	4.0	0.0	0.0	0.0

Please note that these results are still subject to confirmation following appeals and re-marking requests for some candidates.

For information about our results in previous years, please go to our website www.whs.bucks.sch.uk.

Summer 2009 A Level Results

Number of students in Year 13

181

Subject	Students entered	Grades achieved					
		A	B	C	D	E	U
Art & Design	24	16	6	2	0	0	0
Biology	56	22	19	10	5	0	0
Business Studies	33	10	11	12	0	1	0
Chemistry	45	17	15	8	5	1	0
Classical Civilisation	6	4	2	0	0	0	0
Critical Thinking	4	0	1	1	2	0	0
D&T Food Technology	4	3	1	0	0	0	0
D&T Product Design	12	3	6	1	1	1	0
D&T Textiles	9	5	3	1	0	0	0
Drama	9	1	7	0	1	0	0
Economics	9	4	1	3	1	0	0
English Literature	53	26	20	6	1	0	0
French	14	6	4	2	1	1	0
Geography	15	6	8	0	1	0	0
German	2	1	0	1	0	0	0
History	18	7	8	3	0	0	0
Information Technology	5	4	0	0	1	0	0
Latin	7	4	1	1	1	0	0
Mathematics	55	30	13	5	4	1	2
Mathematics Further	7	4	3	0	0	0	0
Music	11	10	0	1	0	0	0
Physics	13	7	2	1	3	0	0
Politics	16	9	5	0	0	2	0
Psychology	65	20	31	7	6	1	0
Religious Studies	16	6	5	4	1	0	0
Sociology	19	9	6	2	1	1	0
Spanish	12	5	3	2	2	0	0
Sport/PE Studies	8	6	1	1	0	0	0
TOTALS	547	245	182	74	35	9	2

Please note that these results are still subject to confirmation following appeals and re-marking requests for some candidates.

For information about our results in previous years, please go to our website www.whs.bucks.sch.uk.

Uniform Code – Years 7 to 11

Our uniform policy and dress codes have been drawn up in consultation with students, parents, staff and members of the local community, including faith groups.

Aims

A high standard of personal appearance is expected of all students. Through our uniform and dress codes we aim to:

- encourage pride in the school
- support teaching and learning
- enable students to be comfortable, safe and secure
- ensure that girls of different social, religious and ethnic groups feel welcome
- encourage a sense of equality and cohesion
- protect students from social pressures to dress in a particular way

In this way, the uniform and dress codes contribute to the overall aims of the school.

The regulation uniform is as follows:

- **regulation** pale blue reverse collared short or long sleeved blouse
- **regulation**, v-neck sweater embroidered with school badge, cobalt blue for Years 7, 8 and 9 and burgundy for Years 10 and 11 (other jumpers may not be worn)
- **regulation**, black, box-pleated skirt, worn close to the knee
- **regulation**, black hipster trousers, straight leg or with small, bootleg (ie not covering footwear) flare
- plain black or white socks, or black or flesh coloured tights
- dark coloured flat / low heeled shoes suitable for wearing during the day and to and from school
- plain, dark coloured coat, preferably blue or black (denim, leather and suede jackets are not permitted)
- students may wear scarves and hats of any colour

- outdoor clothing, including coats, hats and scarves, must be removed on arrival at school
- hair should be tied back using a scrunchie, hairband, clip or ribbon that is plain blue, black or in a colour that naturally blends with the hair
- unnatural hair colouring is not permitted; the interpretation of 'unnatural' is as follows:
 - a colour that is not found within the natural hair colour spectrum, i.e. a bright, extreme or vivid colour
 - a combination of colours that is easily visible or stark in contrast
- if hair extensions are worn, no beading is permitted. Extensions must also be in a colour that naturally blends with the hair
- jewellery is not permitted; however, a lightweight gold or silver chain with a small religious symbol is permissible
- one single small stud in each ear is permitted; the stud must be worn in the lower part of the earlobe and should be removed for PE and dance lessons; students wearing studs in their ears, other than in their lobes, will be expected to remove them
- other body piercings are not permitted
- make up and nail varnish are not permitted
- fingernails must be short and nail extensions of any kind may not be worn
- garments covering the face or whole body are not permitted
- Muslim students who wish to wear hijabs may do so provided that the fabric is plain, lightweight and dark blue or black.

Regulation items of uniform should be purchased from the school stockist:

Woodward and Stalder, 1a White Hart Street, High Wycombe, Bucks, HP11 2HL
Telephone 01494 534741

Admissions Policy

For entry from September 2010

Numbers and Policy

The published number of admissions is 180 girls in Year 7 - 11. 200 places for girls will be offered for the Sixth Form from which there will be a minimum of 20 qualified external students.

Year 7

Girls are eligible to be considered for admission to Wycombe High School in Year 7 if they meet the required standard in tests currently used by Buckinghamshire County Council for 11+ selection, designed to select students with the aptitude and ability for a grammar school education. Applications should be made to Buckinghamshire County Council.

Years 8 – 9

Admission to other year groups will be subject to availability and dependent on grammar school ability demonstrated by a favourable report from the existing school and test results appropriate for the year group in question. The school will be taking part in the Buckinghamshire County Council's Late Transfer Procedure and therefore applications should be made in writing to Buckinghamshire County Council.

Year 10 - 11

Applications should be made directly to school.

Individual Needs

Girls who qualify and who have statements of Special Educational Needs naming the school will be admitted prior to the application of the admission rules.

Late Applications

Late applications to Year 7 will be processed as set out in Buckinghamshire County Council's Co-ordinated Admission Scheme for secondary schools.

Over-subscription

Where eligible applications for admission exceed the number of places available, the following criteria will be applied in the order set out below to decide which student to admit:

- (a) Girls in Public Care.
- (b) Girls living in the catchment area.
- (c) Younger sisters of current students in Years 7 to 12 at the point of allocation.
- (d) Girls not resident in the catchment area who live closest to the school, in distance order,

If it is necessary to decide between girls on any rule, then the subsequent rules are used to decide who has priority.

- the place will be awarded by using the distance between the family's normal home address and the school's nearest entrance gate as defined in the appendix.

Waiting List

Girls who have qualified and have not been allocated a place may have their name placed on the waiting list. The waiting list will be ranked in accordance with the school's over-subscription criteria as detailed above.

If a girl qualifies but cannot be allocated a place, qualification ends 12 months after the test and she must be tested again under the Late Transfer Procedure.

Year 12

Applications should be made in writing direct to the school. Entry requirements are that:

- the course(s) required is / are on offer.
- a girl will have achieved a minimum of 368 points in her GCSEs, two of which will usually include Mathematics and English Language at grades A* - C.
- a girl will meet subject entry requirements in four AS level subjects as detailed in the prospectus.
- Where eligible applications for courses exceed the number of places available, places will be offered to students obtaining the highest average point score from their top eight GCSE (full course) results. If there is more than one student with the same score, home to school distance will be the final determinant.'

For entry from September 2010

Please note:

- Group sizes must be viable. In the event that a subject or course does not attract sufficient applicants, either at AS or A2 level, it may not run.
- Students who do not achieve a D grade at AS at the end of Year 12 will not be permitted to continue this subject to A2.
- In order to qualify for Year 13 a student must have D grades in at least two subjects at AS level, and 90% attendance/punctuality.

Exceptional cases where applicants do not meet the entry criteria listed above will be considered by a panel chaired by the Headteacher.

If more than twenty external candidates successfully meet our entry requirements - something we can only know on GCSE Results Day itself - those with the highest score average GCSE point scores will be admitted, subject to the number of places being available.

Notes
This Admissions Policy is subject to annual review. Buckinghamshire County Council will establish arrangements for over-subscription appeals against non-admission.

Comments relating to this policy should be emailed to office@whs.bucks.sch.uk with the header 'Admissions feedback'

A map of the catchment area is available at http://www.buckscc.gov.uk/bcc/get/assets/docs/ed_catch_map_wycombehigh.pdf

Parents wishing to know their entitlement to free transport should contact the Admissions Team.

Definition of 'sibling'

A sister, which for admission purposes, means sisters of whole or half blood, or any other girl (including an adopted child) who permanently resides at the same address and for whom the parent also has parental responsibility.

A student in school will only count to provide a priority to a sister if she will be attending the school in Years 7 - 13 at the time of admission (September 2010) of the sister.

Definition of 'parent'

The application form should be completed by a person who is the girl's parent. The definition of a parent is as defined in the Education Act 1996.

Definition of 'normal home address'
'Normal home address' is a girl's permanent home address at the time the application form is being completed. This should be where the parent and child live and where the girl spends the majority of the school week (Monday to Friday including nights).

If there are reasons why a girl does not live at her parent's address, for example, she is resident with grandparents, this should be made clear on the application form.

Definition of 'home to school distance'

The shortest route will be measured by the Buckinghamshire County Council's Geographical Information System as described in the Buckinghamshire admissions booklet.

Fair Access protocol

As a Foundation school, we are working within the Fair Access protocol.

Unless there are any extenuating circumstances, students who wish to study AS levels at WHS must:

- 1 **Gain a minimum of 368 points** in their GCSEs, two of which should be Maths and English Language at grades A* - C.

Full GCSE		Short GCSE	
A*	58	A*	29
A	52	A	26
B	46	B	23
C	40	C	20
D	34	D	17
E	28	E	14
F	22	F	11
G	16	G	8

- 2 **And** meet Departmental entry requirements in four **AS subjects**.

A student wishing to continue a GCSE subject to AS must have gained at least a B grade in that subject at GCSE. Maths is an exception: a student wishing to do Maths A level must have gained at least an A grade in Maths GCSE.

We also offer eight new subjects at AS that we do not teach at GCSE level. In these cases the following entry requirements pertain:

- Computing B grades in Maths and ICT GCSEs
- Economics B grades in English Language and Maths GCSEs
- Government & Politics B grades in English Language and/or History GCSEs
- RS (Philosophy & Ethics) B grades in Religious Studies and/or Citizenship GCSEs*
- Physical Education B grade in PE and / or BB in GCSE Science and GCSE Additional Science
- Psychology B grade in English Language and B in Maths GCSEs
- Sociology B grade in English Language and/or a humanity GCSE

* Applications from external candidate whose schools do not offer these subjects as GCSEs will also be considered.

Sixth Form Entry 2010

A number of departments permit a student to do their subject at AS where the student has not done that subject at GCSE, as long as other criteria are met:

- Business Studies B grades in Maths & English Language GCSEs
- Classical Civilisation B grade in English Literature GCSE
- Drama Grade B in English Literature and active participation in school productions and amateur dramatics
- Food Technology B grade in another Technology GCSE
- Product Design (Textiles) B grades in Art & / or another Technology GCSE
- Geography B grades in Maths and BB in Science GCSEs
- History B grades in English Language and in English Lit GCSEs
- Music Grade 6 Practical and Grade 5 Theory and active participation in ensembles in school.
- Product Design (Graphics) B grades in Art & / or another Technology GCSE

Those opting for GCSE Italian or GCSE Spanish need to be good linguists, measured by the fact that they gained at least an A grade in one Modern Foreign Language GCSE.

Please note:

- Group sizes must be viable. In the event that a subject or course does not attract sufficient applicants, either at AS or A2, it may not run.
- Students who do not achieve a D grade at AS at the end of Year 12 will not be permitted to continue that subject to A2.

Year 13

Unless there are extenuating circumstances (like serious illness), a student wishing to progress on to Year 13 must have:

- D grades in at least two subjects at AS
- a 90% attendance rate in registrations and lessons
- a 90% punctuality rate in registrations and lessons

APPLICATION PROCEDURE

Internal Applicants

Internal applicants should complete the school's application form and return it to the Head of Sixth Form by 17 December 2009. Applications received after this date will be given every consideration but we cannot guarantee that we will be able to accommodate AS choices. All internal applicants are invited to have a short informal discussion about their choices with a senior member of staff.

External Applicants

We are delighted to receive applications from students who are not currently at Wycombe High School. At present we reserve a minimum of twenty places a year for such external applicants.

If more than twenty external candidates successfully meet our entry requirements - something we can only know on GCSE Results Day itself - those with the highest average GCSE point scores will be admitted, subject to the number of places being available. Usually, twenty to thirty-five external students gain places.

External applicants are requested to complete the application form available from the school and return it to the Head of Sixth Form by Friday 29 January 2010. Applications received after this date will be given every consideration but we cannot guarantee that we will be able to accommodate AS choices.

Students will be able to obtain from their current school their UCI number (Unique Examination Number) and UPN (Unique Pupil Number). These numbers are very important and must be included on the application form.

We would also ask students to include with their application form:

- A letter outlining their reasons for wanting to study their chosen AS subjects and making it clear what it is about these subjects that interests them. They should also give details of how they have contributed to their school community whilst studying for GCSEs and outline what they feel they could contribute to the Sixth Form at Wycombe High School.
- A copy of their latest report or Record of Achievement.

All external applicants may be invited to the school in March or April to have a short, informal discussion with the Sixth Form team about their choices.



Wycombe High School

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Fortiter, Fideliter, Feliciter



Maths &
Computing

