



INFORMATION

2009/2010

## HEADMASTER'S INTRODUCTION

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I hope you have enjoyed the month-by-month view of life at Wrekin College in our main Prospectus; it certainly appealed to us as a way of capturing the life and energy of our school community. However, as prospective parents you will also be interested in day-by-day and indeed, minute-by-minute descriptions of the school, hence this booklet. I hope that you will find in these pages an explanation and description of the school which will enable you to understand how it all fits together.

We are constantly looking for ways to improve our school and we have recently reorganised the timetable, taking out compulsory Saturday lessons, but providing a full and enjoyable programme of events at weekends. I have been very pleased with this development - it has improved the provision and flexibility for Boarders and Day pupils alike. In addition, weekly boarding and flexi boarding provide a transition to full boarding life.

There are a lot of words in this second document, but underpinning all of it is the sense of values which we uphold:

***Education with care:*** a community built on trust and respect with care from teachers and fellow pupils alike.

***Education with challenge:*** a community which is aspiring to ever-improving personal standards and high achievement.

***Education with a smile:*** a happy community, at ease with itself and thereby able to achieve top performances both in examinations and in extra curricular life.

The next step is to make a visit to see us – not only to see the buildings, but to meet the people who make up our community and I look forward to seeing you here at Wrekin College.



Stephen Drew  
Headmaster

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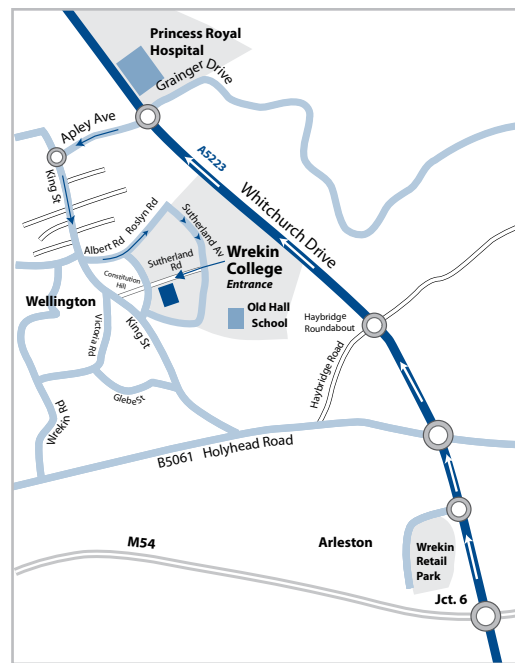
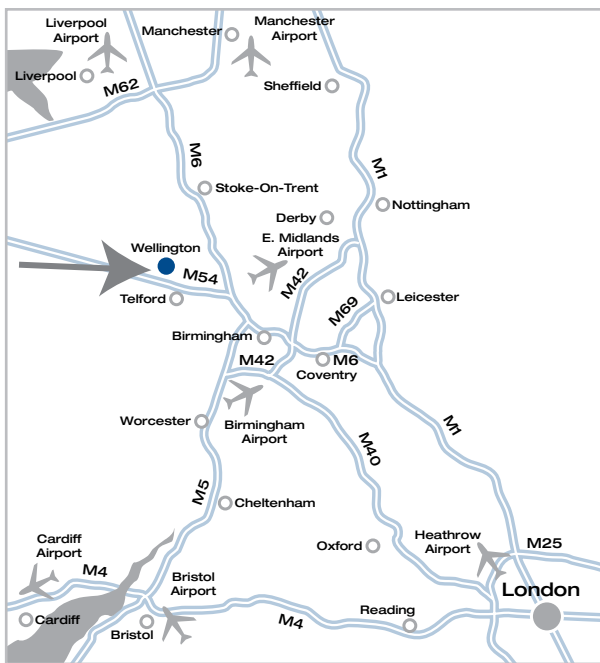
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# INDIVIDUALITY

The individual lies at the heart of everything Wrekin College tries to achieve. We want individuals to develop their character as well as their qualifications; to exceed their expectations whilst becoming interesting and fulfilled members of the human race. We will expect students to do their very best in class and aim for the highest possible grades: for some this means A\*s; for others it is a well-earned but lower grade. Each of these achievements is equally valued. We want everyone to find their niche and feel happy. We aim to develop a keen sense of the spiritual, and an interest in the world around. We are a busy and purposeful school, with a range of excellence in Games and Activities, but always allowing space for individuals.

# LOCATION

Wrekin College is on the edge of the historic market town of Wellington in the County of Shropshire. We are particularly well served by road and rail links, being five minutes walk from Wellington Railway Station (be careful to ask for a ticket to Wellington, Shropshire, because there are towns of the same name in other parts of the country). The railway has links to Birmingham International Airport, as does the motorway network, and the M54 (Junction 6) is about one mile from the school.



# SCHOOL ORGANISATION

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## Governance

Wrekin College is a member of the Allied Schools Group, and it is a Registered Charity. We are a member of HMC (Headmasters' Conference) and governance rests in a Board of Governors chaired by Christopher Reynolds-Jones Esq. The Governors meet termly, and have sub-committees to deal with particular aspects of school life, for instance the Finance Committee. The Governing Body also have responsibility for The Old Hall School, which is a separate Prep School within our campus. It is a member of IAPS, with its own Headmaster, Mr Martin Stott. We share many facilities with The Old Hall, and progress from The Old Hall to Wrekin College at the age of 11, though subject to examination, is normal.

## Internal

The Headmaster, Stephen Drew, leads the Senior Management Team which consists of:

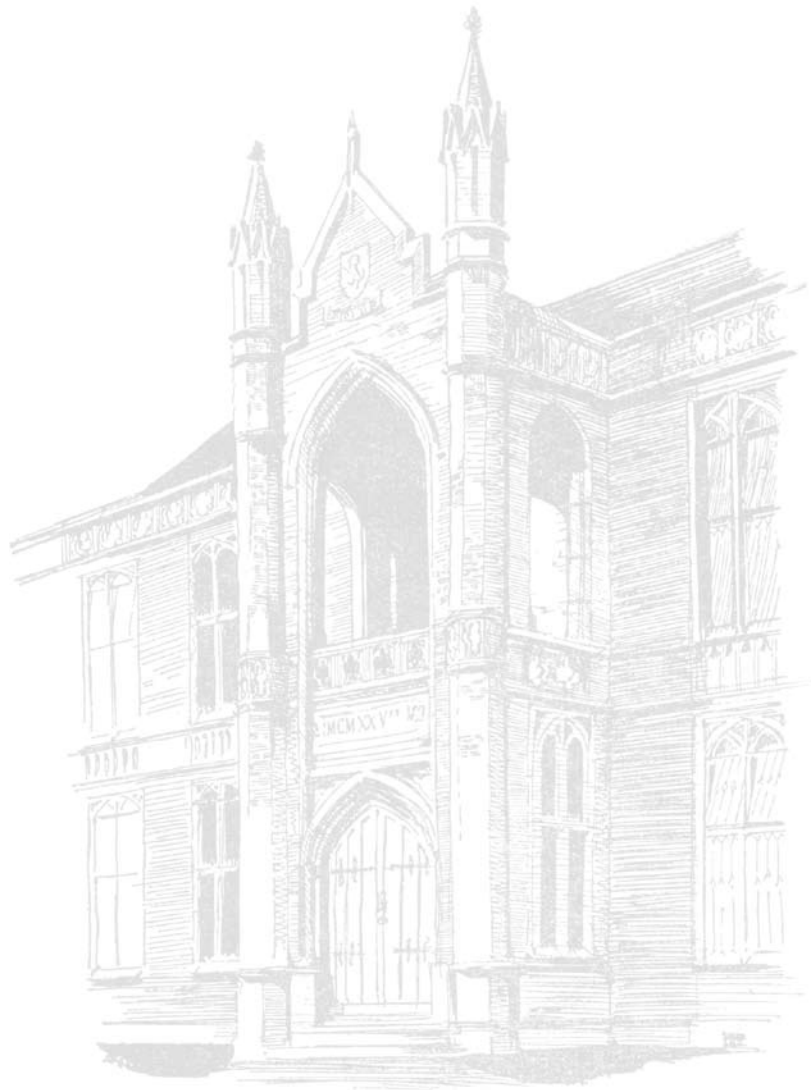
Dr Haydn Griffiths - Deputy Head (Academic)

Mrs Stella Clarke - Deputy Head (Pastoral)

Mr Ian Williamson - Assistant Head (Staff Tutor and Head of Sixth Form)

Mrs Yvonne Thomas - Bursar

The Deputy Head (Academic) chairs regular meetings of the Academic Heads of Department; the Deputy Head (Pastoral) leads meetings of the Heads of Pastoral Houses.



## HISTORY

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When Sir John Bayley founded Wrekin College in 1880 he wanted to establish a school which would be different from the existing schools, both Government and Private. In particular, he said “the danger of any school is that of falling into a narrow groove of teaching all children as though they were turned out by Mother Nature in stereotyped fashion, of failing to realise that any successful school is one where each pupil receives individual attention”. This has been our philosophy ever since, and so we were very happy when the Independent Schools Inspectorate noted in the 21<sup>st</sup> Century “the school provides warm and special pastoral care *and treats the young as individuals*”.

Quickly moving from the small house in which the school was first established, new buildings were opened and extensive playing fields purchased. The splendid New School classrooms were the next development, and the school grew into a thriving Boarding School, visited by Her Majesty the Queen in 1968.

Wrekin College was one of the first schools of its type to become co-educational, and girls were admitted in 1976. Co-education came about because of the belief in its educational merits, rather than economic necessity, and we have now been co-educational for a generation. Indeed there are sons and daughters of Old Girls of the school currently enrolled as pupils. Another major development came in 1994 when Lancaster House was opened to cater for an intake of 11 year old pupils. However, 13+ remains a normal entry point, at which students step out of Lancaster House and are new to the main school, along with incoming pupils. In 2008 the working week was changed to remove compulsory lessons from Saturday morning, replacing them with weekend activities and matches for Day pupils and Boarders. The school has grown to its full complement of 450, and in 2007 the Governance of Wrekin College merged with The Old Hall to create The Wrekin Old Hall Trust, sharing facilities and offering education from the age of 3 years through to 18 years.

## THE CHAPEL

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The things that go on in the Chapel are vital to the individual development and welfare of the student. All students are expected to attend Chapel four days a week, although on Monday this takes the form of a school assembly.

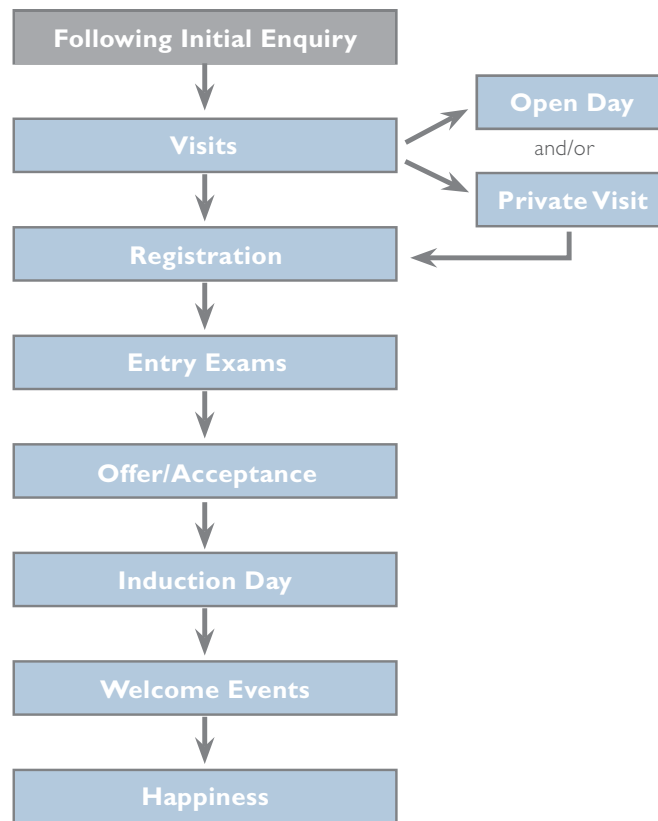
### **The Chaplain**

The Chaplain, Michael Horton, stands as a neutral figure, always ready to talk to students and always responsive to their needs and enquiries. Mr Horton can be seen at any time, without appointment, and one of his main tasks is ‘loitering with intent’ around the school, making himself approachable to staff and pupils alike.

Although we are a Church of England foundation, with an Anglican Chaplain, we are very open-minded. Student participation is encouraged in the Chapel, and some of our most memorable Chapel services have been led by students or by student groups. The Christian faith informs what we do in school, and directs our standards and behaviour, but what we most want is for the pupils to be prepared to think, to listen in Chapel, and to work things out for themselves.

# ADMISSIONS

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## Visits

Prospective parents are always welcome to visit the school by appointment through the Headmaster's Office. You are invited to contact the Admissions Officer, Mrs Caroline Williams, who will be happy to make suitable arrangements. Some parents prefer to make their initial visit on Open Day, though these can be large and relatively impersonal. You may well prefer to skip that stage and come along for an individual appointment with Stephen Drew, after which you will be shown around the school during normal working times from Monday to Friday. The tour itself will be guided by pupils, not least because they can tell you what's what here more clearly than almost anyone else. The initial visit normally takes about two hours. Most parents will bring their children with them, though some prefer to make an initial visit on their own, and this is perfectly acceptable.

## Entry Requirements

All students are tested for entry to ensure that they will be comfortable in the academic environment which we offer, and to try to detect and advise parents of any learning support which may be necessary. It will also ensure that pupils are placed in appropriate sets at the commencement of the school year. The actual process of entry varies with different age groups, but all students must, at this stage, register with the school in preparation for entry tests. A registration fee of £100 will be required.

More detailed entry requirements are set out in Appendix I.

## **Offer and Acceptance**

Following the entry test, and, if appropriate, references from the current school, the Headmaster will make a written offer of a place at Wrekin College. To accept this offer it is necessary to complete the Acceptance Form and to enclose the required deposit which is currently £600 for UK based entrants, £1500 for Europe and £3000 for all other overseas addresses. Deposits are returned with the student's final bill upon completion of their education.

The acceptance of a place will be followed, not necessarily immediately, by a new pack of information, which supplies specific details of all sorts of aspects of the nitty-gritty of school life, including start of term arrangements and details of uniform.

## **Fees**

School fees are outlined in Appendix 2 and are paid termly in advance.

## **Uniform**

Pupils in First to Fifth Form (Years 7 to 11) wear a school uniform. Sixth Form students wear dark-coloured business suits of their own choice – within certain guidelines. There are also a number of items which are used for school matches, and a full list is available from the Admissions Office. Some items of uniform must be purchased from the School Shop, run by Mrs Joan Griffiths, the wife of the Deputy Head. Every effort is made to keep the uniform sensible and to avoid excessive cost.

## **Buses**

A fleet of buses leave from school morning and evening offering transport to a very significant number of Day pupils. They go in a variety of directions and the routes are tailored each year depending on who wishes to travel. The buses will usually pick up and drop students at convenient and secure locations, and this can be negotiated with the Transport Manager, Mr Bernard Crone. Most of the transport used consists of liveried school mini buses, though for certain routes small coaches are hired from public firms. A full list of the routes and times is available from the Admissions Office, though of course, this is subject to change year by year. The schedule is reviewed prior to the school year, when the Transport Manager will take soundings from new pupils, and adjust the routes appropriately. On Saturdays the buses will run in the morning, but given the diverse nature of the day, all pupils need to be collected for the homeward journey.

## ACADEMIC LIFE

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The core purpose of the school lies in teaching and learning. It is our intention to develop the full academic potential of each student. Classes are small. We have a teacher/pupil ratio of 1:9 and Sets operate in most subjects above Year 9, and in English and Maths throughout the school. Our staff turnover is low, and there is a great deal of experience and continuity amongst the academic staff. Expert and approachable, the staff also give a great deal of extra time to individual pupils, both within the small classes and in supplementary tuition.

We offer a broad curriculum leading to ten GCSEs, and offer a wide range of subjects for AS and A2 Level. Up to GCSE all students will study Maths, English, three Sciences and (except in exceptional circumstances) one Modern Foreign Language. They also follow an IT course, either as a full GCSE, or as a supplementary subject. There is Careers Advice at various stages, and all pupils in Year 11 take a Careers Aptitude and Interest test. The Head of Sixth Form, Ian Williamson, has a programme of detailed advice for UCAS Applications – both for the process, and advice to individuals about sensible aspirations. We also offer advice to parents about the minefield of Grants and Loans for the modern day student.

Enrichment courses are offered to those students who are especially gifted academically. In Year 10, a 'High Flyers' course operates a series of mini 'conferences' throughout the school year, with a range of invited speakers on provocative topics which would fall outside the main curriculum. The 'High Flyers' are then invited to write essays about the topics they have discussed. In the Lower Sixth, our top students are introduced to Open University Modules which are designed, supervised, accredited, and best of all marked by the Open University. At the same time there is an Oxbridge preparation class and interview preparation, including mock interviews, for those who are likely to have entry interviews for top universities or top courses.

### Curriculum

**The curriculum is constantly changing to reflect trends in education, but will continue to offer a solid and broad foundation for future studies.**

### Years 7 to 9 (First, Second and Third Forms)

Pupils are given a broad, general base of experience from which they can develop their own strengths and interests. The curriculum, both in the classroom and outside, exposes the pupils to a wide range of subjects and interests without constraining them to any areas of specialism. Every pupil studies English, Mathematics, French, History, Geography, Religious Studies, Biology, Chemistry, Physics, Design Technology, Information and Communication Technology, Art and Design, Music, Physical Education and Personal and Social Education. Pupils are set for Mathematics. There is also an extensive co-curricular package of games and other activities.

In Years 7 and 8 the forms are, to some extent, based on ability.

Year 9 provides a general base from which to launch the two-year GCSE courses. The more able linguists take German and start some Spanish. As a result of assessment throughout the year and their performance in examinations in June, pupils are advised which courses will be most appropriate to study through to GCSE examinations.

## **Years 10 and 11 (Fourth and Fifth Forms)**

The core subjects are English Language, English Literature, Mathematics, French or German, Biology, Chemistry and Physics plus Religious Studies, ICT skills and PSE. Pupils are placed in sets for all core subjects. The more able mathematicians may also follow a GCSE Statistics course.

Pupils study all three sciences in a course that can lead to GCSE in three separate sciences (Biology, Chemistry and Physics), double award Science (which counts as 2 GCSEs) or single award Science.

In addition pupils select three subjects from Art and Design, Design Technology, Drama, Geography, German, History, ICT, Music, Physical Education and Spanish. The combination of subjects offered in the three option blocks is reviewed in May each year after a survey of the likely choices of the pupils in Year 9.

A booklet is available which gives greater details of the GCSE courses on offer.

## **Sixth Form**

In the Lower Sixth Form, most students study four subjects at AS level, usually reducing to three in the Upper Sixth year for completion to A2 Level. The subjects on offer include Art and Design, Biology, Business Studies, Chemistry, Design Technology, English Literature, French, Geography, German, Government and Politics, History, ICT, Mathematics, Music, Physics, Physical Education, Psychology, Spanish and Theatre Studies. Some students follow an accelerated programme in Mathematics which will enable them to complete a second A level in Mathematics, known as Further Mathematics, in the Upper Sixth Form. The Sixth Form also gives extensive opportunities for the students to gain leadership skills and develop as individuals.

Please see the Sixth Form Curriculum Guide for more details of the AS and A level courses on offer and how they are arranged.

## Communication with Parents

All parents are sent a School Calendar at the beginning of term which lists the main events of the term, including fixtures. This Calendar is prepared as soon as possible, but it is first available on the school website. The pupils are issued with a termly Blue Book. This is a longstanding school tradition, and Old Wrekinians have been known to keep their Blue Books for many many years. The Blue Book lists the students in the school, and also the events of the term. It can also double as a diary for the well organised young person.

The students are issued with a Daily Planner in which they can write their homework. In practice this is most rigorously used by Juniors, but many Sixth Formers also find it helpful. The Tutor and the parents sign the Planner at the end of each week, and it helps us to keep tabs on everything.

The main advice is "if you are worried about something, just ring". The best person to contact is probably the Housemaster/Housemistress, and if they do not know the answer they can usually quickly find out.

COMMUNICATION		1 <sup>st</sup> Form Year 7	2 <sup>nd</sup> Form Year 8	3 <sup>rd</sup> Form Year 9	4 <sup>th</sup> Form Year 10	5 <sup>th</sup> Form Year 11	L6 <sup>th</sup>	U6 <sup>th</sup>
<b>Half Term Reports</b>	Christmas	GC	GC		GC	GC		
	Lent	GC	GC	GC		EXAM REPORT		
	Summer	GC	GC	GC	GC			
<b>End of Term Reports</b>	Christmas	FULL	FULL	FULL	FULL	FULL	FULL	FULL
	Lent	GC	GC	FULL	FULL	GC	GC	GC
	Summer	FULL	FULL	FULL	FULL	FULL	FULL	FULL
<b>Parent-Teacher Meetings</b>	Christmas			YES			YES	YES
	Lent	YES	YES		YES	YES	YES	YES
	Summer			YES				

FULL: a full report with detailed comments by all subject teachers, the student's Tutor and Housemaster/Housemistress and Headmaster  
GC: a Grade Card with brief comments by all subject teachers, the student's Tutor and Housemaster/Housemistress.

The lines of communication at Wrekin College are short and teachers meet regularly. Progress of students is monitored all the time, often over lunch or when walking along the pathways, because teachers talk to each other. More formally, there is a school marking policy. Initially responsibility for checking the progress of an individual student lies with the Tutor, who will be responsible for a Tutor Group of about a dozen students from one Year Group within a House. Particular excellence, or the opposite, is likely to be drawn to the attention of the Housemaster/Housemistress, who will take action. The Deputy Head (Pastoral), Mrs Stella Clarke, acts as a Super Tutor where a student needs particular individual 'encouragement'. Ultimately, exceptionally good work can be presented to the Headmaster in a 'Headmaster's Send-Up'; the opposite may also prevail.

Each academic department in the school reports to the Headmaster about the results from the department, together with the department's aims and aspirations for the future. This report is submitted at the beginning of each academic year and followed up regularly.

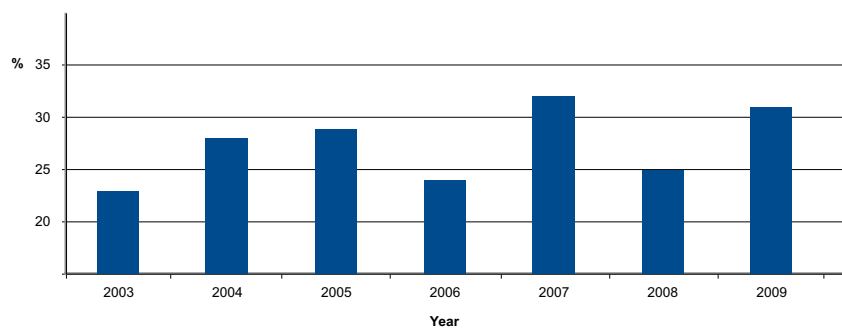
# EXAMS

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In the end students need to leave us with the best possible examination results. It is a competitive world out there and the students must have the best grades. However, they will by this stage also be rounded individuals, with their interests and character well developed.

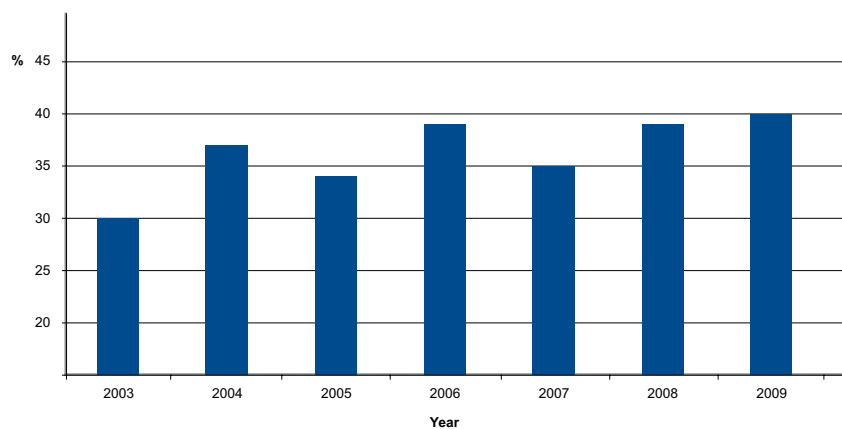
We do not have Exam Leave for Year 11 or Sixth Form students – we continue to teach until the exams start. After the examinations commence, it does become impossible to continue with normal lessons. At that point some negotiated discussion about attendance at school is allowed, though the school remains open to all students and teachers remain available – students may well be advised to continue to attend even for their personal revision. Numerous extra lessons will be arranged during the exam period, and teachers are keen to offer last minute help.

Percentage of A Grades at A Level



Note: 2009 Overall A - C pass rate 77%

Percentage of A\* - A Grades at GCSE



Note: 2009 GCSE A - C pass rate 89%

## School Inspections

As a member of HMC, the School is inspected regularly and our most recent Ofsted Report (February 2008) is available in full on the school website. We were very pleased indeed with their findings, for example under the heading "Helping children achieve well and enjoy what they do", Ofsted reported "**The provision is outstanding.** Pupils receive outstanding support when they need it. Pupils live in a school that values both the spiritual and moral development of each person, and fosters supportive and caring relationships. Pupils are clear which member of staff they can go to for personal support. Written plans demonstrate that pupils receive appropriate external support as the school has a pro-active approach to working with other professionals. Consequently, all pupils receive outstanding individualised care."

In terms of pupil welfare, we were pleased that Ofsted found "pupils are protected from bullying by others. The school is pro-active in creating a culture that does not tolerate bullying and pupils confirm that bullying is not an issue within the school . . . therefore pupils' welfare is truly promoted."

Ofsted also commented on the quality of relationships within the school, saying "there is very evident warmth in the relationship between Boarding staff and pupils. Pupils have a strong sense of right and wrong and understand the importance of respect for others." On a more down to earth level, Ofsted commented "pupils say the meals are very good. There is an excellent commitment to providing pupils with a varied, nutritious and balanced diet. here is an extensive choice at each meal."

## Parents Forums

We invite parents to come to the school about once a term to discuss and share thoughts on matters of common interest. In the first term of the academic year this usually takes the form of a new parents' forum in which parents of all new pupils are invited to come to meet the Headmaster and Deputy Heads and talk about anything which has arisen during the first few weeks of term.

Other subjects recently covered in open Parents' Forums have included:

- (1) Strategies to cope with Dyslexia and other aspects of Learning Support.
- (2) Substance Abuse and Drugs.
- (3) Homework and preparation for exams.

Finally, we have held periodic forums to discuss aspects of future development within the school, enabling us to understand the perspective that parents may have about the needs and priorities of the school.

## Homework

Homework, often called 'Prep' at Wrekin College, should be a regular part of each student's routine. In Years 7 and 8 some homework is actually done at the school, and this is because we are mindful of the long day and the travel which is involved for many students. However, by Year 9 and certainly as GCSEs commence, students should be in the habit of working at home. As a guideline, Year 9 and 10 Boarders will be doing about one and a half hour's homework each night, Year 11 and Sixth Form between one and a half and two hours.

## Other Opportunities

Work Experience - all pupils in the Lower Sixth have a week available for work experience after their AS examinations. With good planning, this is an opportunity to have a taste of life in the workplace, possibly giving insights into particular careers.

Exchanges - pupils are invited to apply for an Exchange with schools in South Africa or Australia after their GCSEs or after their AS Levels. Not all students who apply can be chosen for this, so the process of application and interview are also part of the skills required.

Gap Years - the school encourages students to go on productive Gap Years (so long as this is not simply to put off a decision about going to University). However, a Gap Year, properly planned and thought out, is a unique opportunity to experience life and learn about something different. Not all Gap years need to be spent outside the UK – there are good Gap opportunities in the UK, particularly in community service, and the school is able to provide more details about these on request.

# PASTORAL CARE

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## The Houses

The Houses are our main channel of pastoral care. There are six Houses and a girls' Hall of Residence.

**Lancaster House** caters for Years 7 and 8. This is a co-educational House, though split into boys' and girls' sections. The girls' section is run by Mrs Sally Mostyn, and the boys' by Mr Jeremy Phillips. Girl Boarders of this age live in the girls' Hall of Residence; boy Boarders have dedicated space within Bayley House. Lancaster House is very important to us. It gives our younger pupils (11-13) their own territory, leadership and reward system, allowing them to develop and settle into school life without pressure from the older year groups. Lancaster pupils go onto join their Senior House in Year 9.

The girls' Hall of Residence, Hadden Hall, is run by David and Jo Winterton, who have responsibility for all girls who are Boarding in the school, including those who are staying on a Flexi-Boarding basis. The House is a purpose built Boarding House with a mix of small dormitories, common rooms, single and double studies. David Winterton is an Old Wrekinian and formerly Head of PE and Games; his wife Jo is a Nurse.

There are two girls' Houses which operate for academic, pastoral and competitive purposes, and include both Day and Boarding students in their number. **Clarkson House** is run by Mrs Janet Cliffe, and **Roslyn House** by Mrs Maureen Crone, who both happen to be teachers of Mathematics. Each has a team of Tutors to help guide the girls.

There are three boys' Houses. **Bayley House** is led by Mrs Angela John and her husband Mr Ed John along with a third resident, Mr Anthony Francis-Jones. Bayley House is a traditional House including both Day and Boarding students, and has accommodation for Junior Boarders. **Tudor House** also has a mix of Day and Boarding students, and the resident Housemaster is Mr Andrew Hurd, together with his wife Chris, and Mr Tom Southall is also resident. In **York House**, Dr Guy Roberts is the Housemaster, and the resident assistant is Mr Jean-Michel Holliday; York House is predominantly Day with occasional Boarding.

The Houses do not specialise in any particular areas – indeed quite the opposite. For the purpose of inter-House competitions, it is important that the Houses are as well balanced as they possibly can be.

## Boarding

Wrekin College is a Boarding School and the ethos of Boarding permeates all that we do. With options including Weekly Boarding and Flexi-Boarding, there will be relatively few students in the school who have not taken advantage of the Boarding facility at some time during their school career.

Boarding is an option to enjoy the independence and community spirit which comes from the Boarding experience. Boarding can be great fun, and it can also develop self-discipline, confidence, and an ability to get on with others. Some pupils will join as Day pupils but become Boarders later in their careers, helping to make the transition towards University life. For others, particularly those with parents in mobile professions, Boarding is an option offering stability when parents may need to be on the move. It is regular and normal for our full time Boarders to be joined by occasional Boarders, who enhance the Boarding community and make it even more enjoyable while they stay. All girls will Board in the Hall of Residence; for boys, the main Boarding is in Bayley and Tudor, though with occasional Boarding in York House.

## Food

All meals are taken in the main Dining Hall, thereby encouraging the unit of friendship to be the school rather than just the House. All meals are available to Boarders; Day pupils are all required to attend lunch and can go to other meals by arrangement. Catering is provided by an outside group, Avenance, with a local Manager, Ruth Kerrigan, based on site. Great attention is paid to a balanced and healthy diet, and there is always a range of meals available, including vegetarian options. Special dietary arrangements can be accommodated.

There is a Food Committee to discuss ideas about meals, and there are occasional Boarding 'Dining Nights' with entertainment and a stress on etiquette. Snacks can be prepared in the Boarding House, and there are supplies provided by the Kitchen for the Boarders.

Sample Breakfast Menu		Sample Lunch Menu		Sample Supper Menu		Sunday
Grilled Bacon	Belgian Waffles	Fisherman's Pie	Salad Bar	Curry Night	Cajun Spiced Chicken	Roast Leg of Lamb
Baked Beans	Pancakes			Lamb Rogan Josh		
Hash Browns	Maple Syrup					
Frosties	Selection of cereals	Leek, broccoli & asparagus croustade	Tagliatelle with roasted balsamic pepper	Macaroni Cheese	Chinese Spiced Pork	Roast leg of Pork with stuffing and apple sauce
Cornflakes	Porridge					
Shreddies						
Natural Yoghurt	Tea/Coffee Orange Juice	Baked beans & sausages	Fresh Fruit, Hot and Cold Puddings	Choose your own stir fry	Lemon & herb rice Noodles	Chef crumble of the day Fresh fruit

## Overseas Pupils

There are a number of international students in the school, and we welcome the diversity which they bring. Several nationalities are represented including German, Spanish, Russian, South African, Chinese and Japanese, and we try to ensure there are never too many students of one nationality within the school or within a Year Group. The Wrekin International Group (TWIG) celebrates this cultural diversity with events during the year, often concerned with food and dance, but equally sometimes commemorating particular national customs and observances.

The entry requirements for overseas students will be as closely matched to UK students as possible. **The main requirement is an understanding of English.** This enables friendships to be made. Extra tuition in 'English as a Foreign Language' is available if necessary.

Students who live outside the UK should have a Guardian who is resident and can act on behalf of parents in an emergency. Ideally the Guardian will also offer accommodation in holidays, but if this is not possible then Homestays can be arranged at an extra charge.

Students who live outside the UK must have a valid passport and entry visa. The requirements for visas and also medical and insurance certification vary from country to country, and overseas parents (and their Educational Agent/Adviser if appropriate) must insure that necessary requirements are met. The Government is introducing an accreditation system for non EU students. Up to date information should be sought from the Admissions Officer, Mrs Caroline Williams.

## Maintaining Links with Home

All pupils have their own email address and access to computers. The most normal channel of communication will be by email or by mobile phone. Mobile phones are perfectly acceptable, although of course there are restrictions on their use, particularly during the routine school day.

All Houses also have a telephone line available to pupils. The telephone numbers for resident staff are published in the Blue Book, and if all else fails an email or a call to the Headmaster's Office will always reach the right hands.

## Day Pupils

Day pupils have the tremendous advantage of being members of a school which offers all round academic and pastoral care. They are welcome at the school long after lessons and activities finish, and also at weekends. Indeed, we encourage Day pupils to take an active part in every aspect of school life, and we encourage them to Board either occasionally or as they get older.

## The Tutor System

Each student belongs to a Tutor Group, and these are arranged by age with about a dozen students for each Tutor. The Tutor has a weekly meeting of the tutees, but may well see them at other times too. The Tutor is the first point of contact, particularly on matters academic. All Tutors are members of the teaching staff. The Housemaster/ Housemistress has a view of the House as a whole and the individuals within it, which will be about 70 in total. Whether Boarders or Day pupils, the Housemaster or Housemistress will get to know the students within the House, and they may be contacted at any time if there are matters of concern. Indeed whenever problems arise it is always better to contact the school earlier rather than later. Students are also encouraged to talk to staff, and Tutors are always ready to give advice on matters to do with subject choice, careers etc.

## Medical Centre

The Medical Centre is staffed by a Nurse throughout the day, and a Nurse is on call overnight. It is available to Boarders, and to Day pupils in an emergency. It is regularly visited by a Doctor. The Nurses are also on call at sports fixtures to provide medical treatment if necessary. Day pupils, however, should not use the Medical Centre as a matter of routine – for example, it is not in order for a Day pupil to pop in and collect routine medicine which they could have sorted out elsewhere.

## Counselling

There are numerous ways in which students can gain help and advice and these include other Senior students, teaching staff, School Chaplain, the Independent Listener and the Medical Staff. Prefects in Houses act as mentors as well as leaders, and all have received guidance in Child Protection matters.

## Communication

There are formal channels of communication with the people who have been mentioned here, but informal channels are just as important. Many helpful conversations take place at the beginning and end of the school day, or on the touchline, or over coffee after Chapel, or following a school Concert. Indeed, sometimes these are the best ways of alerting us to something which is of concern to you. If in doubt, just pick up the telephone. ***It is always better to intercept problems at an early stage, and pupils are encouraged to do likewise.*** Finally, Senior pupils have a role in mentoring Junior pupils, both within the Houses and in Lancaster House.

## Sixth Form

All Sixth Formers remain members of their Houses and exercise leadership within their House. However, we have a purpose built Sixth Form Centre within The Graham Building, in which Sixth Formers can be themselves, away from Juniors. This has a dedicated work area, together with a Recreation Room and a Coffee Bar. Social events are organised in this area, and the responsibility for the management of the area is largely in the hands of the Sixth Form themselves.

The Head of Sixth Form, Mr Ian Williamson, keeps an eye on the Sixth Form Centre, but also arranges Careers advice and other meetings offering guidance to members of the Sixth Form. A great deal of attention is given to both Careers and applications to Higher Education, and the Sixth Form team are on hand on Results Day to deal with last minute crises.

## SCHOOL ROUTINE

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All pupils must register by 8.30am and the normal finishing time is 6.00pm Monday to Friday. Each day begins with a school meeting, either in Assembly, or Chapel, or House, and lessons are arranged in one hour slots. To give flexibility and timetabling, lessons are arranged on a two week cycle, and the number of lessons in a particular subject may well vary from week to week. In general, lessons finish at about 4.00pm but everyone then remains for the games or activities which are scheduled for that day, and which are available to all students. The younger the student, the more direction there will be. Year 7 and 8 pupils will have some time for prep at school.

On **Saturday** mornings there is an exciting voluntary programme of further academic work, Drama, Music, Community Service and recreational development. This can also be the time for long trips. Saturday afternoon sees a programme of matches which are compulsory for those who are selected. We play as many matches as possible, though Years 7 and 8 are unlikely to be involved in matches on a Saturday, except in the summer term.

### Co-Curricular Activities

Although the classroom is our core purpose at Wrekin College, we attach a great deal of importance to participation in the many opportunities which exist beyond the teaching timetable. Indeed we see these activities as an integral part of our provision, hence the phrase 'co-curricular activities'. All students are encouraged to participate, and with the enthusiasm and expertise of staff, very high standards are achieved.

### Music

We have a very strong and active Music Department led by the Director of Music, Mr Francis Murton. Particular encouragement is given to individual musicians and music lessons: these are usually accommodated in the routine school day, and at least a hundred or so students will be learning instruments in any given term. There are a number of opportunities to perform, and this is encouraged: normal young people tend to practice more if there is a Concert on the horizon! These events may include House Concerts, the Debut Musicians' Concert which is for new students only, in the Autumn Term after their arrival; the Christmas Concert, the Summer Concert etc.

There is a large and active Choir of over 50 voices, both boys and girls, of all ages, together with staff. We try to ensure that the musical and sporting activities do not clash, and we encourage students to take part in both. The Choir will also perform an annual Choral Concert along with the Community Choir which involves singers from the local community.

We have an active Orchestra and a Concert Band, not to mention a number of Pop Groups which flourish in Houses and across the school. There is also a particularly good Jazz Band which performs an annual Concert. The musicians join tours just as sports teams do, and in 2008 the tour was to Boston – a wonderful opportunity for musicians to perform.

Finally, the Music rooms deliberately sit alongside the Theatre, and so Musical Theatre is often a feature of our life, and Recent musicals include “*Oliver*”, “*Joseph*”, “*South Pacific*” and “*Bugsy Malone*”.

## **Drama**

Our purpose built Theatre has seen some exceptional dramatic performances recently, from all age groups. A normal year will see a school play (most recently “*Hamlet*”, and before that, by contrast, “*The Importance of Being Earnest*”). There will also be a play for the Lower Sixth age group, who recently mastered the American accents of “*Cat on a Hot Tin Roof*”. There will often be a play for the middle year groups, and there is an annual play for Year 7 and also for Year 8 pupils. In addition two special features of the Drama calendar are the House Drama Competitions for new pupils in Year 7, and for pupils in Year 9. These are produced by members of the Lower Sixth, and are an excellent opportunity for all students to play their part in a dramatic production on their arrival in the school. Finally, amongst the highlights of Drama have been student-led productions, including a Tudor House production of *Dad’s Army*, and a Sixth Form production of *Grease*. These initiatives are always encouraged, and the results can be exceptionally good.

## **Debating**

One of the most keenly contested House Competitions of each year is the House Debating Contest. With a formal debating structure, pupils learn the skills of argument and presentation, as well as thinking on their feet. Each House enters their team at Junior and Senior levels. The best debaters go on to represent the school in the Regional Debating Competitions.

# **OUTDOOR PURSUITS**

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## **Duke of Edinburgh Award**

All pupils in Year 10 commence the Duke of Edinburgh Award. They are encouraged and given every opportunity to progress to Silver and Gold Levels, and each year a number of students do so. However, it is to be stressed that the Duke of Edinburgh Award does rely on preparation and initiative, and it is possible to fail if students do not put in sufficient work. However, the expeditions are a marvellous opportunity to gain experience of outdoor activities, and the skills and service elements can be excellent aspects of personal development. It is possible to pick up the Award at a later stage in the school if the pupil is not here in Year 10 to commence the schedule.

## **Combined Cadet Force (CCF)**

All students in Year 9 spend two terms in the CCF, either in the Army or RAF section. They are taught a range of basic skills, often overlapping with the skills of the Duke of Edinburgh Award Scheme. Many students go on to leadership either in the Army or RAF section, and some students have gained Pilots’ Licences before they leave school under the encouragement of the RAF.

## THE WORLD AROUND US

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We recognise the importance of our place in the town of Wellington, and we invite community use of our facilities. Often our excellent Theatre or Hall are used by the community on a charitable basis – for example by the Lions Club, or by nearby primary schools. This interaction is good for the school, and good for the community.

We support a major project in Malawi, Central Africa, in which we have founded and sponsor an Orphanage. Sixth Formers and Staff made the first trip to the Orphanage in 2005, another expedition of Pupils visited in 2007 and the most recent group returned in July 2009. We will continue to fundraise and support the work of the Orphanage, which houses 64 children. The Orphanage is staffed by Malawian volunteers, and the running costs, though not high, are a commitment we have made. The school also sponsors a student in education in Malawi, and is looking for ways of bringing a Malawian student to Wrekin College for Sixth Form study. It is worth noting that some schools have expensive franchise schools elsewhere in the world, but this is not our approach. We are proud that there is an Orphanage which is funded by the school and bears our name, and that we have a sister school in Malawi which we are able to assist with resources and expertise.

Our other major charitable contribution has been to the Severn Hospice, with which we have particular links as a school. Our exceptionally active Charities Committee has been involved in raising funds for the building of a new Hospice nearby at Apley Castle.

### **Community Service**

Students are encouraged to be involved in the Community Service programme, and Senior students can opt into Community Service as part of their extra curricular commitment. Though Community Service is often undertaken as an aspect of the Duke of Edinburgh Award, it is also encouraged as an activity in its own right within the school.

Saturday mornings are very valuable for Community Service. Students have recently run a Computer Club for local elderly residents and have launched a swimming club for local primary school children.

## SPORT

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Our programme of games and matches is designed to encourage excellence, but also participation. The Director of Sport, Mr Jim Mostyn, seeks to involve all pupils within the programme giving increasing choice to Senior students. There is a very busy fixture list, and these include matches both home and away. There is, of course, no extra charge for travel to matches. Parents are always invited to attend fixtures, and there is tea provided afterwards, which again parents are welcome to attend. These matches are listed in the Calendar, and on The Week Ahead notice, but these can be subject to change (often at the last minute), and so it is advisable to keep in touch with your offspring about match arrangements. As a school we would have matches for all age groups, including 'B' teams, but the problem is often finding opposition. Most schools do not run as many teams as we do, and so it is not possible to guarantee matches for all students of all abilities.

Our major sports for girls are Hockey in the first term (using our floodlit AstroTurf); Netball in the second term and Tennis (or Rounders for Juniors) and Swimming in the third term. Athletics is also an option in the third term. For boys, the main sports are Rugby or Football in the first term; Hockey in the second term, and Cricket in the third term. However, Cross Country, Squash and Basketball are widely played, together with Tennis and Athletics in the summer. We are developing specialist academies in Gymnastics, Cricket and Netball, and we also have a specialist Swimming Club. We play matches in Table Tennis, Badminton and Volleyball, and there are House Competitions in other sports, including Golf. A particularly popular feature are the indoor rowing machines, aids fitness and strength which are used across a wide range of ages and abilities.

### **Trips and Tours**

There are a variety of trips each year for different age groups. Some trips are language based, others cultural (for example the Art and Design students visiting New York), the musicians regularly tour, together with the Community Service group visiting Malawi. Each sport will look for opportunities to go on tour – the Netball players have been to the West Indies and Dubai; the Cricketers to Sri Lanka and the West Indies; the Rugby players to Canada and the Hockey team to Holland.

## SUMMARY

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At Wrekin College we prepare children for life. We hope they will proceed equipped to deal with the challenges which lie ahead, knowing they have done their very best at school; they have taken part in the many opportunities which are available; they have grown as individuals, and they are young people of whom their parents can be justly proud.

## APPENDIX 1: ENTRY REQUIREMENTS

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### Entry at 11 into Academic Year 7 (First Form)

Entry is either by **11+ Entry Examination** or **11+ Scholarship Examination**. References will be requested from the candidate's present school in advance of these examinations.

The **11+ Entry Examination** is the basic requirement for entry to Wrekin College as a fee-paying student. It assesses potential students' abilities to cope with the academic life of Wrekin College; if a student shows this potential and places are available, then a place will be offered.

The Entry Examination can be taken along with other candidates on a day specified by the school, usually in January. However, it can be taken at other times when a candidate has for some reason missed the set date, and when there are places available in the school. Particular arrangements are in place for children joining us from The Old Hall.

The Examination consists of papers in Mathematics, English and Verbal Reasoning and requires about three hours for completion.

The **11+ Scholarship Examination** – this is a competitive examination that must be taken on the day specified by the school. Papers are set in Mathematics, English and Verbal Reasoning and there is also an interview with the Headmaster and/or Senior Members of Staff. It is a competitive examination with other candidates and top performers may be awarded financial Scholarships or Exhibitions ranging from a minimum of ten to a maximum of fifty per cent of the fees. A candidate sitting a Scholarship, who is not successful in reaching the required standard for a Scholarship or Exhibition award, may still be offered a place on the basis of this Scholarship examination – it is certainly unnecessary to sit both a Scholarship and an Entry Examination.

The Scholarship Examinations in Mathematics and English do contain extension work beyond that of the 11+ Entry Examination and, in some situations, these could be demoralising papers for a candidate who is not quite ready for them.

## Entry at 13 into Year 9 (Third Form)

**From Independent Schools** – Entry is through either a) or b) below:

- a) The **Open Scholarship Examination** – these are competitive examinations that must be taken on days specified by the school. Papers are set in the full range of academic subjects for Scholarships or Exhibitions, with financial awards ranging from a minimum of ten to a maximum of fifty per cent of the fees. There is also an interview with the Headmaster and/or Senior Members of Staff. If a candidate does not reach the required award standard, a place may still be offered.
- b) **Common Entrance Examination** – this examination takes place at the candidates' Preparatory Schools in May/June of the year of entry. Papers are sent for marking to the senior school specified by the candidate. References will be requested from the candidates' present schools in advance of these examinations.

**From Maintained Schools** - Entry is through either a) or b) below:

- a) **13+ Entry Examination** – Wrekin College also has its own 13+ Entry Examination, for those who are not being prepared in their schools for Common Entrance Examination papers. These consist of papers in Mathematics, English and Verbal Reasoning and can be taken at a date specified by the school, or on another date convenient to the parents, if places are available. The 13+ Entry Examination requires about three hours for completion.
- b) **13+ Scholarship Examination** – the content of this examination is similar to that of the 13+ Entry Examination, but the 13+ Scholarship Examination can only be taken on a date specified by the school, usually in February of the year of entry. References will be requested from the candidates' present schools in advance of these examinations.

## 16+ Academic Scholarship

Awards of Sixth Form Scholarships will be based on the following criteria:

- a) A Report from the current school.
- b) The estimated grades at GCSE level.
- c) An academic interview with the Headmaster and/or Senior Members of Staff and interviews with at least two of the Heads of Department of the subjects which the candidate intends to study to AS and A Level. The candidate may bring, or send in advance, pieces of work that have been completed on current GCSE topics, or which show interest outside the confines of the GCSE.

A final offer will then be made on the basis of:

- GCSE predicted grades;
- the submissions and the interviews;
- the School Report;
- the student's potential overall contribution to school life.

In certain circumstances a specific GCSE target may be set. As an indication to all candidates, however, it is likely that awards will only be made to candidates for whom there is an estimate of 8 GCSEs at A or A\* grade.

Applications may be made at any time before February of the year of entry and awards will be notified in March.

# SCHOLARSHIPS AND BURSARIES

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## Scholarships: Music, Art and Sports

Candidates for scholarships should normally be under 16, under 14 or under 12 on September 1st of the year in which the appropriate examination is held. The application form must reach the Headmaster at least 10 days before the examination begins. In the selection of scholars, the age of candidates may be taken into account when comparing candidates competing for the same award.

There are **Scholarships** and **Exhibition** awards available in **Music, Art** and, occasionally, **Sports**. Music and Art Scholarships must be taken in competition with other candidates on a date specified by the school and candidates must also take an academic entry paper as specified in Sections 1 and 2.

## Music and Art Scholarships

Examination for these take place in January (11+) and February (13+) and (16+). In common with other scholarships, Music and Art Awards will not exceed 50% of the fees and will usually be less. Music Scholarships carry with them free instrumental and/or vocal tuition up to a maximum in the year of thirty lessons in two instruments.

## Sports Awards

From time to time, Sports Scholarships may be awarded to candidates who offer outstanding ability in Sport. Applications should be made directly to the Headmaster during the academic year before entry to the school, giving names and addresses of three referees. Applicants must satisfy the normal entry requirements, and will usually be Regional or National standard in their sport.

## The Pendle Awards

Pendle Awards may be offered to all-rounders who have high academic standards and excellence in other areas such as Sport, Music or Drama. Those seeking a Pendle Award will usually enter through a Scholarship Examination, either at 11+, 13+ or 16+ level.

## Bursaries

Bursaries are awarded, in so far as the school is able, on a means-tested basis when parents are unable to meet the full school fees. Bursaries are funded mainly from the general fee income of the school, i.e. by other fee paying parents, though there is an increasing contribution from the School Foundation.

Bursaries may be awarded on entry, and are sometimes given when circumstances change significantly for a pupil who is already enrolled in the school, if the family become unable to sustain the school fees. If a Bursary is granted it is subject to annual review, but in order to maintain continuity for the pupil in question, the amount of the Bursary, once granted, will not normally be changed unless family circumstances change.

A Bursary is assessed by means of a Bursary Form which is provided by the Bursars' Association. This is a confidential document and a calculation is made on a sliding scale of resources vis-à-vis fees. The Application Form for a Bursary is confidential to the Bursar, the Headmaster, and the Governors. Financial matters are not discussed with other staff, or with the Housemaster. The Governors do not however, usually grant Bursaries when parents have fallen behind with fee payments. The amount of the Bursary, as explained above, varies with income but could in exceptional circumstances, cover the whole school fee.

Matters relating to Bursaries should initially be raised with the Bursar, Mrs Yvonne Thomas.

## APPENDIX 2: FEES

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The school fees per term for 2008-9, payable termly in advance, are as follows:

Junior Day	£3,952
Junior Weekly Boarding	£5,565
Junior Boarding	£6,806
Senior Day	£4,770
Senior Weekly Boarding	£6,490
Senior Boarding	£7,875

We offer a 10% discount to serving members of the Armed Forces; to children of Old Wrekinians; and for a second Boarder from the same family. When three children are enrolled in Wrekin College, or at Wrekin College/Old Hall, each child attracts a 20% discount. We make every effort to keep fees, and particularly extras, to a minimum. The fees include most aspects of our provision and the items listed as extras are likely to be:

- (i) Music Lessons – voluntary music lessons are charged at a standard rate of £19.00 per 35 minute lesson.
- (ii) Learning Support – there is a charge for Learning Support and for extra English tuition, currently £19.00 per 35 minute lesson.
- (iii) School Trips – occasional trips for which pupils sign up, e.g. theatre trips, may be charged to their account, but parents will, wherever possible, be notified of the cost of these in advance in order to give their consent. Travel to school fixtures is, of course, included in the fees.
- (iv) The School Shop – most items of uniform can be purchased from the school shop, which also has some second-hand items. A comprehensive clothing list is available. The school shop also sells some items of stationery. If you do not wish your child to incur charges at the school shop, then their account can be stopped.

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