



Wallington

County Grammar School

2023
Prospectus



HEADMASTER'S WELCOME

I am delighted that you are considering choosing Wallington County Grammar School, one of the best schools in the country. Our motto is Per Ardua Ad Summa, 'Through Difficulties to the Heights'. Coming to school here as a student or professional means that we reach those heights daily by being part of such a successful educational organisation. What makes us great is that we meet life's difficulties together, as a community and a family, using our core values of compassion, courage, commitment and creativity to achieve excellence.

We believe that we should always show compassion to others, making decisions without self-interest and supporting all those in our community to be happy and successful. We must have courage, never being afraid of failure, but embracing it to learn from our mistakes and better ourselves. We are committed, not just to reaching academic success, but to enriching ourselves as scholars, athletes, artists, musicians, actors, debaters and anything else we set our minds to. Finally, we are creative, always being willing to consider different solutions and think deeply about the challenges we face as individuals and as a society. Above all, we celebrate our incredible students through a culture of praise and recognition to make sure they leave us with the conviction that they can achieve anything they put their minds to.

Being a boys' selective school, founded in 1927, that welcomes girls into the Sixth Form, we work within Folio Education Trust to blend the best of tradition with innovation to engage and inspire our students to be the very best they can be. Because of this our students make

progress within the top 2% of all secondary schools in the country at GCSE and go on to gain places at the world's top universities. Ofsted recognised the achievements of our wonderful students and staff, grading the School as 'outstanding' in all categories in 2022. I am incredibly proud to have worked here for the last 15 years and look forward to many more moments of pride and delight in seeing the heights that our students reach each and every day.

If you wish to explore applying to the School, please visit the admissions page on our website.

Yours faithfully,

Jamie Bean
Headmaster

"A safe, supportive and nurturing learning environment with exciting opportunities".
Ridhwaan, Y7 Bridges



1,100 students
1,065 boys
and 35 girls



6 houses
35 House
competitions



Graded
'outstanding' in all
5 areas by Ofsted



2022 GCSE grades
7-9: 76%



A Level attainment:
Top 2% in the
country



2022 A Level grades
A*-B: 86%



86,091
commendations
awarded last year



33 students going
to Oxbridge
since 2019



103 students at
Top 20/Russell
Group Universities
in 2022



4 current
international
sportsmen and
women



325 students
represented the
School in rugby



146 students
represented the
School in cricket



44 Educational
visits last year,
5 overseas



60 second
languages spoken



95% attendance



190 students
supported by the
Pupil Premium



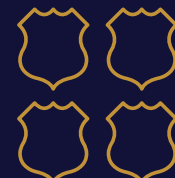
£6,252 raised
for charity



87 different Clubs
and Societies



1 refurbished
Drama Studio



Folio Education
Trust: Now 4
schools

CURRICULUM



Wallington County Grammar School provides a broad and deep academic curriculum that aims to equip all students with the necessary knowledge and values to lead happy and successful lives and to participate in and lead our country’s democracy.

The first aim of our curriculum is to develop the core values mentioned in my welcome to the School - commitment, compassion, courage and creativity. They are at the centre of all we do and are recognised and rewarded through our praise policy and regular reports to parents. They are also developed through our rich pastoral curriculum and weekly assemblies.

Secondly, we intend to provide a broad, academic and liberal curriculum that equips students with a body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives. This is why we employ only highly qualified, specialist teachers to deliver our ambitious curriculum as follows:

Thirdly, we do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students

to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding. This is why we provide students with a three year Key Stage 4 programme so that they can go beyond the already challenging GCSE specifications to truly explore the subjects that they love through enrichment topics and tasks. It is also why we include Deep Thinking Challenges in every lesson to push students out of their comfort zone and engage them in the value of scholarship.

Finally, we aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead within it. This is why we place politics in our core academic curriculum through timetabled lessons, dedicated drop-down days and clubs and societies.



KS3 (Y7-Y8)

- Art
- Biology
- Chemistry
- Computer Science
- Design and Technology
- Drama
- English
- Food Technology
- French or Spanish, and Latin
- Geography
- History
- Classics (Y7)
- Mathematics
- Music
- Philosophy, Politics and Economics PPE (Y8)
- Physical Education/Games
- Physics
- Religious Studies
- Wellbeing

KS4 (Y9-Y11)

- Compulsory Subjects**
- English Lang/English Lit
 - Mathematics
 - Biology
 - Chemistry
 - Philosophy, Politics and Economics PPE (Y9 & Y10)
 - Physics
 - Religious Studies
 - PE/Games
 - Wellbeing
 - Civilisations (Y9)
- Options Subjects**
- Art
 - Classical Civilisation
 - Computer Science
 - Design Technology
 - Drama
 - Economics
 - Food Technology
 - French
 - Geography
 - History
 - Latin
 - Music
 - GCSE Physical Education
 - Spanish
 - Further Maths (Sets 1-4)
 - Additional Maths (Set 1)

KS5 (Sixth Form Options)

- Art and Design
- Biology
- Chemistry
- Classics
- Computer Science
- Drama
- Economics
- English Literature
- Extended Project Qualification (EPQ)
- French
- Further Mathematics
- Geography
- History
- Mathematics
- Music
- Philosophy
- Physics
- Politics
- Spanish

“The school pushes us to study more and more and, therefore, allows us to go beyond the national curriculum”.
Ethan, Y7 Carew

THE CO-CURRICULUM



The co-curriculum of Wallington County Grammar School takes students beyond the classroom and national curriculum to provide rich and diverse experiences that help develop well-rounded scholars and citizens.

The House System is at the very heart of School life. All students are assigned to one of six houses named after local people and areas of distinction: Bridges, Carew, Mandeville, Radcliffe, Ruskin and Woodcote. Students are allocated to Form Groups based on these Houses and participate in a multitude of house competitions throughout the year that contribute to the overall winner of the Cock House Cup. These include rugby, cricket, athletics, football, basketball, drama, music, art, literature, debating, chess, maths challenges and the Commendations Cup. The defining house event for Year 7 is the Manor Trophy during which students run an assault course through Beddington Park whilst being cheered on by the whole school community. It is a glorious event that is enjoyed by runners and spectators alike.

Sport and the arts are also central to our School ethos. All Y7 students will learn rugby and cricket, with a huge range of other sports being taught and developed through our PE and Games curriculum, as well as during clubs. These include table tennis, football, badminton, basketball, gymnastics, athletics, etc. Our elite rugby and cricket provision allow us to compete with the top schools nationally and we run regular tours abroad to Canada, South Africa and Sri Lanka. Regarding the arts, we run a whole school production each year, as well as numerous other performances and recitals by our many actors, musicians and orchestras. We have a full team of peripatetic music teachers who deliver instruction in a wide range of instruments and we also provide small group tuition from the London Academy of Music & Dramatic Art.

Clubs and Societies time is built into the School timetable so that all students have regular opportunities to pursue and expand their interests. Our current offering includes: the Duke of Edinburgh Award, politics, debating, Scouts, chess, journalism, world cinema, LGBT+, football forum, medicine, anime, Warhammer, as well as those linked to different subject disciplines, career pathways and cultures. Our flagship society is the Hutchins Society during which students present academic papers to the rest of the School on areas of interest and study.

Students are encouraged to take an active role in leading the School, be it as a Form Captain, member of the School Council, prefect or even as Head Boy or Head Girl. Notable achievements of our student leaders include raising thousands of pounds for charity through our annual Raising and Giving (RAG) Week and Movember campaigns, contributing to our assessment and homework policies, organising table tennis tables to be placed in playgrounds, as well as developing our provision in the WCGS cafe.

Finally, the School also runs a huge number of trips, both domestic and abroad. A large number of Y7 take part in the Great North Trip during their first summer term and activities weeks are run each year to provide further opportunities for exploration beyond our gates. We run ski trips, water sports holidays and tours of the classical sites of Greece and Rome. In a normal year, we will run over 80 educational visits.

“WCGS really shines when it comes to the house system and house events - there’s just so many events and the house spirit is amazing”.

Vini U6th Radcliffe



PASTORAL CARE

Every student and staff member becomes part of our WCGS family when they join the school and remain so for the rest of their lives.

We are renowned for the quality of the pastoral care that we provide and this starts before students even join the School with a full induction programme including our PTFA barbeque, four induction days, our sports induction and 'Meet the Head' meetings for all parents. On entry into the School, all students are assigned to a House Form Group with a dedicated tutor who will support them through any difficulties that they face. Form Tutors are led by Year Leaders, who are in turn led by Key Stage Leaders, which means there is always someone there to support a child when needed. We also have a dedicated School Counsellor on hand if more specialist support is required.

The School has a zero tolerance approach to bullying and discrimination in any form and we have a team of trained Anti-Bullying and eSafety Ambassadors who are there to support any student that needs it. We also have an anti-racism and anti-sexism task force, as well as an active LGBT+ society which leads on inclusion and celebrating diversity within the School. This is at its best during our annual Fashion and Talent Show during which the Lower Sixth host a wonderful celebration of the many talents and diverse cultures of our School community.

Our Special Education Needs Department is run by our SENCo and Deputy Mrs Owen. We currently employ two teaching assistants who work with children with a broad range of needs, most notably those with high functioning autism. The School works closely with the Sutton Autistic Service, CAMHS and a wide range of other agencies to ensure specialist support for all our students that need it.

The School runs a dedicated Wellbeing curriculum that addresses such issues as building healthy relationships, substance abuse, eSafety, anti radicalisation, dealing with discrimination, and mental health. This is supported by weekly Form Time sessions and assemblies during which the most pressing pastoral issues are discussed and debated openly and freely. We also provide a huge amount of support for parents through regular Parent Workshops on pastoral issues and those related to the progress of their children. We host annual parents' evenings and provide at least two reports a year commenting on students' progress, attendance, commitment, conduct, organisation and ways that parents can support their children further.

TEACHING AND LEARNING




To see a WCGS lesson is to see students with a genuine thirst for knowledge and a keen sense of scholarship stretched to the boundaries of their ability. It is to see expert teachers deliver inspiring subject knowledge and encourage discussion, research and debate, to develop confident, independent thinkers.

The School takes an evidence-based approach to teaching and learning and our pedagogy is based primarily on the expert design and delivery of a stimulating and intellectual curriculum. Teachers go above and beyond to engage and inspire their students, using their rich subject knowledge and a deep understanding of how students learn to create a real sense of scholarship in their classrooms. As mentioned previously, Deep Thinking Challenges are built into all lessons to provide stretch and challenge for those students who are ready. Opportunities for 'retrieval practice' are also regularly included in lessons to support the long-term acquisition of knowledge rather than students learning key concepts and only revisiting them during their revision.


Each Subject Leader is responsible for their assessment schedules depending on how their curriculum is structured. Success is always modelled to students and techniques are embedded through regular practice. Feedback is provided to students by their teachers in green pen, by themselves and their peers in red pen and all corrections/modifications are then made in purple

so that students and teachers can clearly see the impact that assessment is having on their learning.

Lessons in the School take a variety of formats with teachers never shying away from imparting their deep knowledge of the subject or asking students to work in silence when practicing key concepts. On the other hand, they are also extremely creative with pair and group work opportunities being provided in most lessons to promote a sense of collaborative learning and practical, hands-on activities being used to stimulate interest and deepen learning. Homework is set in all year groups and is used both to prepare students for future learning and to consolidate knowledge from previous lessons. The School's online provision is well developed and is delivered through Google Classroom with collaborative documents and self-assessing quizzes often used in classwork and homework. It is expected that all students have access to a laptop or computer at home and the School will support those families who need financial help to make this a reality for all students.



"My first term at WCGS has been challenging but fun and I have loved every minute of it. It is a big step up from primary school, but the teachers are very supportive and there's a great variety of new subjects to learn".
Sean, Y7 Radcliffe



"It is an extraordinary school; full of smart, kind people who support my learning and help me excel".
Mohammed, Y7 Ruskin

OUTCOMES



The staff of WCGS aim for every one of our students to achieve academic success but also to send them off to the next phase of their education as happy, confident young men and women instilled with our values and ready to lead in shaping the country’s future.

Following their examinations, our students go to the best universities in the country. In our last four years, 33 students went to either Oxford, Cambridge or Harvard and over 100 went on to universities ranked in the top 20 nationally (Complete Universities Guide). Overall, 99% of students went onto university and 100% of those from disadvantaged backgrounds (those on the Pupil Premium and Free School Meals).

The most popular courses chosen included: Aerospace Engineering, Ancient History; Architecture, Biomedical Sciences, Chemistry, Computer Science, Dentistry, Economics, Geography, History, Law, Mathematics,

Mechanical Engineering, Medicine, Natural Sciences, Pharmacy, Philosophy, Politics & Economics (PPE) and Physics.

The School’s Progress 8 Score for EBacc subjects (Sciences, Humanities and Languages) is +0.92 (‘Well Above Average’) and the School was placed 13th in London and 50th nationwide out of over 3000 state secondary schools in The Times Parent Power 2023 rankings.

Our academic results are as follows:

GCSE

	2018 Percentages							2019 Percentages							2022 Percentages						
	E	9	8+	7+	6+	5+	4+	E	9	8+	7+	6+	5+	4+	E	9	8+	7+	6+	5+	4+
Art	29	0	3	10	28	52	79	21	5	10	29	48	76	91	23	4	17	30	70	91	100
Biology	145	24	49	75	96	99	100	149	26	60	77	96	99	100	149	30	63	81	95	99	99
Chemistry	145	29	57	76	93	97	99	149	32	61	83	91	99	100	149	32	64	86	97	98	100
Classics	9			33			78	12	25	50	67	67	83	92	6	33	33	50	100	100	100
Computer Science	18	17	44	78	89	94	100	57	16	40	67	88	97	98	59	22	61	80	93	95	98
DT Electronics	31			52			97	31	0	10	36	65	87	100	45	24	56	76	87	98	100
DT Resistant Materials	18			61			100	18	11	33	72	89	100	100							
Drama	18	11	22	56	72	89	100	24	21	29	50	92	100	100	44	21	36	50	89	98	100
Economics	69			33			96	90	6	17	40	74	96	100	99	28	58	81	91	98	98
English Language	145	10	32	54	79	95	99	149	19	40	64	91	100	100	149	13	36	68	94	99	100
English Literature	145	15	35	62	89	97	99	149	24	50	77	93	98	100	149	13	38	64	87	98	99
French	72	4	13	40	57	76	90	76	7	21	49	84	97	100	79	19	37	57	78	92	97
Geography	70	11	34	56	79	83	99	79	19	38	73	91	98	100	61	36	67	89	95	98	98
History	64	17	50	72	88	94	97	65	37	59	80	91	99	100	49	76	82	90	98	100	100
Latin	19	11	47	63	84	100	100	20	15	45	80	95	100	100	19	16	37	58	90	90	90
Mathematics	145	31	65	91	99	100	100	149	33	78	92	97	99	100	149	41	81	94	100	100	100
Mathematics Further	116			66			99	123			65			99	120	24	46	66	83	92	96

GCSE (continued)

	2018 Percentages							2019 Percentages							2022 Percentages						
	E	9	8+	7+	6+	5+	4+	E	9	8+	7+	6+	5+	4+	E	9	8+	7+	6+	5+	4+
Music	17	6	18	47	88	94	100	8	25	38	63	75	75	88	18	22	33	72	94	100	100
Nutrition	10			50			100	13	23	62	77	100	100	100	17	29	59	71	94	100	100
PE	34	6	18	44	71	88	97	22	46	68	86	100	100	100	24	58	83	92	100	100	100
Physics	145	32	61	84	95	99	100	149	35	74	88	98	100	100	149	35	69	87	97	99	99
RS	139	35	57	69	89	96	98	147	12	41	63	91	98	98	148	16	41	67	87	96	97
Spanish	60	7	20	45	80	92	98	56	9	43	59	82	95	98	54	20	43	74	94	96	98
Overall	1701			64			98	1756	22	49	71	90	98	99	1759	27	54	76	92	97	99

A Level

	2018 Percentages					2019 Percentages					2022 Percentages				
	Entries	A*	A*/A	A*-B	A*-C	Entries	A*	A*/A	A*-B	A*-C	Entries	A*	A*/A	A*-B	A*-C
Art	5	20	40	80	100	2	0	0	100	100	3	33	67	100	100
Biology	70	17	37	63	94	75	4	27	63	89	69	17	48	78	94
Chemistry	85	13	47	81	98	81	7	36	77	89	83	19	59	76	93
Classics	7	0	29	100	100	9	11	67	100	100	5	20	60	80	80
Computer Science	17	12	41	53	82	11	9	27	64	73	30	50	80	97	100
Economics	45	11	71	87	100	55	22	66	96	100	57	23	77	100	100
English Literature	19	11	47	90	100	12	8	75	92	100	10	60	80	100	100
French	5	0	80	80	100	2	0	0	0	100	6	0	50	67	83
Geography	12	8	33	75	83	11	0	36	91	100	8	0	88	100	100
Government & Politics	20	5	55	65	90	14	14	64	93	100	13	15	54	100	100
History	26	19	62	92	100	23	26	65	91	100	21	33	67	95	100
Mathematics	146	23	58	82	93	148	22	46	71	83	143	28	60	82	93
Further Mathematics	29	21	66	83	86	19	32	74	100	100	28	46	86	96	100
Philosophy	4	0	25	100	100	13	8	31	62	100	11	45	100	100	100
Physics	53	15	49	76	87	61	16	43	72	92	57	28	60	79	96
Spanish	6	17	67	100	100	3	0	67	100	100	5	80	100	100	100
Overall	549	16	53	79	94	539	15	46	77	91	549	28	64	86	96

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