



INTRODUCTION

“Grangefield is an increasingly effective and good school. It is well led and managed in a clear-sighted and forward-looking way. The concentration is not only upon improving academic standards and the quality of education provided, but also upon being a thoroughly comprehensive school at the heart of the local community”.

This is the opening paragraph of the OfSTED Inspectors’ Report following their visit to the school in November 2003. We look forward to improving on this good report.

The Inspectors highlighted teaching quality; “curriculum provision and teaching are good and, as a result, pupils’ learning is good”. Pupils’ behaviour was praised.

The inspectors also commented on parents’ and pupils’ views of the school; “parents are pleased with the leadership of the school and the teaching the children receive”.... “pupils like the helpfulness of their teachers, the friendliness of other pupils and the sporting and ICT facilities”.

These were some of the observations of the inspectors. You are invited to come to see for yourself. All secondary schools are different and it is important to achieve a match between what you want from a secondary school and what this school is actually offering.

Some of our standards and values are traditional, such as a school uniform and an insistence on hard work in class and with homework; we make no apology for this. This traditional ethos is balanced and complemented by our position at the forefront of educational development. This is reflected in our prestigious Schools’ Curriculum Award and our status as a specialist technology college.

As our motto – “From Acorns to Oaks” - implies, the educational achievement of your son or daughter is at the heart of all that we do at Grangefield. Grangefield offers opportunities for achievement in a wide variety of areas, as our many awards indicate.

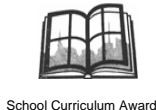
We will ask you to sign our home school agreement because we believe the support of parents is so crucial if our pupils are to thrive and gain the maximum benefit from the education we provide. Our guidance programme and pastoral care were also praised by the Inspectors but success relies greatly on forging strong links with parents - we need your help and support. Caring for all individuals and their development must include identifying the concerns and needs of all the pupils and adults who work at Grangefield. We were delighted to be awarded Investors in People for the third time in 2003.

We are proud of Grangefield’s history and of the work of our school community – we look forward to meeting you.

Allan Mansfield

Headteacher

Much of the information in this prospectus, as well as outlines of the programmes of study followed by all pupils, are available on our website at : www.grangefield.stockton.sch.uk. The school’s Ofsted report is available at: www.Ofsted.gov.uk.



OUR Values

We believe that school must be a safe and supportive environment for pupils to be able to achieve their full educational potential. For this to happen, it is essential that all of us, staff and pupils take responsibility for our own actions and are:



Considerate	respectful of everyone as an individual and respectful of the environment
Caring	that we do not say or do anything which hurts or offends others
Co-operative	polite and helpful at all times
Friendly	willing to work together
Hardworking	Prepared to do our best
Honest	Truthful
Trusting	accepting that others really want to help
Responsible	reliable and sensible
Proud	Proud of ourselves, our school and our work

What this means in practice is that we should all do the following:

Be punctual	avoid lateness
Be safe	always have regard to your own safety and the safety of others
Speak considerately	avoid shouting, swearing, and offensive words
Be ready for lessons	bring all materials needed and prepare for lessons
Clear up	during lessons and at break and lunchtimes
Move in an orderly way	avoid running, hold doors open for people, keep to the left
Respect our environment	the school grounds, buildings and furniture, and equipment - use the litter bins provided
Respect our community	do not trespass

Some things are ABSOLUTELY forbidden at Grangefield and may lead to exclusion. These are: FIGHTING OR USING THREATENING BEHAVIOUR, BULLYING, DAMAGE TO PROPERTY, TRUANCY, THEFT, SEXIST OR RACIST BEHAVIOUR, AND SUBSTANCE ABUSE

This Code of Conduct applies throughout the school day and includes journeys to and from school.

If pupils are to achieve their potential, it will be as the result of a strong working partnership between parents, pupils and school staff – a partnership based on trust, understanding, support and mutual respect.

Home-school agreement

Education works best when pupils, teachers and parents work together. This agreement lists some of the basic standards and values of this school and asks pupils and parents to agree to them by signing their names. The agreement will also be signed by the Chairman of Governors and the Headteacher on behalf of Grangefield School.

The school undertakes to provide an excellent education and you will find more detail about what we provide in this prospectus.

If parents or guardians ever feel the school is not keeping its agreement with you, please contact the Headteacher

As a school we:

- have an anti-bullying policy because pupils must feel safe and settled if they are to enjoy school and learn successfully
- value what pupils do. We value good standards and hard work in lessons and with homework. We also value good behaviour, punctuality, pupils taking on responsibility and helping others, and we give many commendations and prizes for all these things.
- believe that all of our pupils should have equal opportunities whatever their background.
- know that some people have special needs. They are entitled to help with reading or writing or mathematics if they need it. They are entitled to have work suited to their level in all subjects but must be prepared to push themselves to try harder and harder work.
- provide use of the Library at lunch-time and after school and other clubs and activities to help pupils make the most of their time at Grangefield.

Pupils are required to:

- Be sensitive to the needs and feelings of others - pupils and adults both in school and in the community.
- Work to the best of their ability - and to the benefit of the group.
- Have all the correct equipment and books.
- Listen carefully to teachers and follow their instructions.
- Always have regard to their own safety and the safety of others.
- Always be in school uniform, worn smartly.
- Complete homework and use planners to record homework / school tasks.

NOTE:

Tutors will make careful checks on attendance and parents/guardians are asked to contact us to account for any absence.

Good behaviour is expected on the journey to and from school when pupils still represent Grangefield, as well as in the school itself. This Prospectus gives details of the rewards and sanctions used in the school requiring the support of everyone.

Details of the school uniform are listed in this prospectus. Please check with school if in doubt about any item before purchase. Correct P.E. kit is part of the uniform. There are also other rules about pupils' appearance listed in this prospectus.

THE GOVERNORS

L A REPRESENTATIVES

Mr Alex Bain
Mrs Caroline McHale
Mr Ken Price
Mrs Christina Whiteside

STAFF GOVERNORS

Ms Claire-Marie Cuthbert
Miss Rosemary Hopper
Mr John Morrell

PARENT GOVERNORS

Mr Paul Beach
Mrs Denise Cutler
Mrs June Dodd
Mrs Lesley Sweeting
Mrs Lynne Whenary
Mrs Christine York

COMMUNITY GOVERNOR

Mr Ian Basford
Mr Steven Gray
Mr Paul Prosser
Ms Christine York

CHAIRMAN

Mr Basford

VICE CHAIRMAN

Mrs Christina Whiteside

SCHOOL STAFF

SENIOR STAFF (SS)

Mr A Mansfield – Headteacher
Mr M Salter – Deputy Headteacher
Mr G Heath – Director of Studies
Miss P Atkinson – Director of Pupil Support
Mr G Parling – Pupil Support
Mrs E Hodgkiss – Teaching and Learning
Mr J Stenhouse – Bursar
Mr I Ilthurralde – CLC Director
Mr H Robson – Technology College
Co-ordinator

SUPPORT STAFF

Mrs K Bellerby – Finance Clerk
Mrs P Buckley – Teaching Assistant
Mrs I Canwell – Cover Teacher
Mr L Cookson – D&T Technician
Mrs L Egginton – Teaching Assistant
Mrs D Ellis – Clerical Assistant
Mrs S Glover – D&T Technician
Mrs O Harker – Science Technician
Mrs F Hart – Teaching Assistant
Mrs S Harper – Press Officer/Progress
Chaser
Mrs T Hockborn – Clerical Assistant
Mrs J Hogg - E-learning/ICT Facilitator
Mrs E Hughes – Teaching Assistant
Miss S Hunneysett – Clerical Assistant
Mrs A Hunter – Teaching Assistant
Mrs D l'Anson – Teaching Assistant
Mr P Kay – Assistant Caretaker

Mrs R Kelly – Teaching Assistant
Mr P Kett – Caretaker
Ms M Kingham – Director – CLC
Mrs C Littlefair – Clerical Assistant
Mrs C Macklin – Curriculum Mentor
Mr J Morrell – Site Supervisor
Mrs B Murphy – Senior Science Technician
Mr W Murphy – ICT Network Manager
Mrs L Neesham - Office Manager
Mrs J Noble – Reprographics Clerk
Mrs P Norman – Learning Mentor
Mrs L O'Donnell – Librarian
Mrs J Peacock – Receptionist – CLC
Mrs D Pierce – Clerical Assistant
Miss A Renwick - Learning Mentor
Mrs A Reeve – Clerical Assistant
Mrs S Sexton – Attendance Mentor
Mrs J Simpson – Clerical Assistant
Mr J Snowball – Science Technician
Mrs C Sutcliffe – Teaching Assistant
Mr A Taylor – Network Manager – CLC

LEARNING SUPPORT

Mrs R Brown – Learning Support
Co-ordinator (i/c)
Mrs R Senior – SEN/Mentor

MATHS

Mr P Allan
Mrs P Branfoot
Mrs J Chambers (i/c) (SS)
Mrs H Fulton
Mr C Giles – HoY7
Mr A Jobling
Mrs G Pooni
Mrs J Spry
Mrs A Waller

ENGLISH

Miss J Brack
Mrs J Casey
Mrs K Charlton
Mrs M George
Miss S Gray
Mrs L Hall
Mr J Hodge (i/c)
Mr K Kavanagh
Miss H Moore
Mr K Rowling

LANGUAGES

Mrs H Cox
Mr I Dawson (i/c)
Mrs K Edmond (Lead Mentor)
Mr I Hussain
Mrs S Lindley
Mrs N Plouchart

CREATIVE & PERFORMING ARTS

Mr R Booth (i/c Music)
Mr B Carson – HoY 8
Miss L Fox (i/c Art)
Mrs S Garside (i/c Drama)
Mr S Robinson
Miss M Stephenson - HoY 10
Mr M Turnbull
Miss S Williamson

HUMANITIES

Mr S Arthur
Mrs H Beadnall (i/c)
Mrs C M Cuthbert
Miss L Gill
Mr L Holroyd - HoY11
Mrs S Kelly (SS)
Mr G Mansell
Mr P Ramsey – Exams
Officer (SS)
Miss F L Wilkinson

P.E.

Mrs P Fisher
Mr P Fox
Miss S Lodge
Mr K Lynd – Assessment,
Recording & Reporting
Co-ordinator (SS)
Mrs K Rudd (i/c)
Miss L Wilkinson

SCIENCE

Mr P Carss – HoY 9
Mrs L Hockham
Miss R Hopper
Mr B Jorgenson
Mr G Kelly
Miss V McCartney
Mrs D Myers
Mr D Smith (i/c)
Mr N Smith
Mrs J Sanders (SS)
Mr A Yates

TECHNOLOGY

Mr P Calvert
Miss K Dent
Mr M Dunford
Mr B Gross
Miss K Hamilton
Mr D Roxborough (i/c) (SS)
Mrs S Thompson
Mr S Wilkinson

INFORMATION TECHNOLOGY

Mr D Beaty
Mr P Kelly
Miss A Notman
Mr D Pick
Mr J Stafford (i/c Careers) (SS)
Mr R Wilson (i/c)

ADMISSIONS

The School follows the Local Education Authority admissions procedures, which are as follows:

Priority is given to:

- Those pupils resident within the admission zone who have returned a School Admission Form by the due date giving this school as their first preference.
- Those pupils resident outside the admission zone and who:-
 - Have a statement of Special Education Needs which specifies this school.
 - Have a “brother or sister” already attending the school and who will be on the school roll in the September when the pupil is due to commence.
 - Have exceptional reasons for being admitted to the school which would, should the child not be admitted, cause him or her to be seriously disadvantaged or put personal safety at risk.

The exceptional reasons may be on social, medical or educational grounds, but in each case corroboration will be sought from independent sources such as a headteacher, doctor, social worker, education social worker or other professional.

It is anticipated that very few pupils will be admitted under this criterion.

- Reside closest to the particular school as determined by the shortest convenient walking distance.

The process of choosing a school which matches the needs and expectations of parents and pupils should be thorough. For that reason we encourage parents and pupils to spend time in school during the decision-making process. We are happy to organise a tour of the school visiting classrooms, watching pupils at work and view of the facilities. Visits – either during school day or after school hours can be arranged by contacting the school.

Parents should note that in the last few years the demand for places at the school has greatly exceeded the number available. It is important, therefore, that parents who decide that they wish their child to attend the school return the LEA admission forms promptly.

Any enquiries about admissions should be made to Mr Salter (Deputy Headteacher).

An extensive programme is in place to help pupils transfer at the end of Year 6. The programme includes:

- Leisure morning for parents and pupils (a Saturday in May)
- Visits to a variety of teaching areas
- Two days of lessons at Grangefield School (June)
- An induction evening to meet with form tutor and tutor group (July)



SPECIAL EDUCATIONAL NEEDS

- The School SEN policy has been updated in line with the new Code of Practice. It is reviewed annually.
- The principle of comprehensive education is that all pupils should be given equal access to the whole range of curriculum, in order that they might achieve their full potential. Consequently, any child requiring an educational provision that is different from or additional to that provided to the majority of pupils, is deemed to have a special educational need. At Grangefield, SEN is considered to be a whole school responsibility. Our aim is that all pupils will have access to a full, enriching curriculum.
- The school works closely with the feeder primary schools to co-ordinate early and accurate identification of pupils with SEN.
- The SEN Co-ordinator keeps a register of SEN pupils which is regularly updated. This is flexible and pupils can be added, de-registered and moved from one stage to another between Stages monitoring, through school action to School Action Plus. Where necessary, the school will initiate a formal assessment. Once a pupil has a statement of Special Educational Needs, this is identified on the register.

Steps taken to prevent pupils with disabilities from being treated less favourably than other pupils.

- Some of the pupils on the SEN Register are there not because they have a learning or behaviour problem, but because they have a disability of some kind. These may include visual impairment, hearing impairment, a physical disability or a medical condition. None of these pupils is excluded from any part of the curriculum unless absolutely necessary.
- Pupils with visual or hearing impairments receive regular visits from the appropriate services to be assessed and/or monitored. Pupils with physical disabilities may need to have use of a wheelchair around school.
- Teachers of pupils with any disability are made aware of any possible problems which may arise, and allowances are made e.g. the child be allowed to leave the classroom a few minutes before the end of the lesson.
- Pupils with physical disabilities may need help in practical lessons. This is provided mainly by the teaching assistants working with the Learning Support Faculty.
- Pupils with physical disabilities take part in discussions about how they gain access through the school's security systems.

Facilities for pupils with disabilities

- Recently the school's facilities have been upgraded to allow wheelchair access to all ground floor areas of the school and there has been a new disabled toilet installed.
- The schools facilities are assessed regularly to ensure their adequate suitability.
- Upstairs classrooms remain inaccessible to wheelchairs, this may mean flexibility in timetabling groups is necessary.

Arrangements for the admission of pupils with disabilities

- When parents express an interest in their child attending Grangefield School, a visit is arranged and an assessment made, taking into consideration such matters as access and egress for wheelchair users, or other disabilities.
- Each expression of interest by a parent is considered and each case considered individually.
- The school's SENCO is consulted and contributes to the assessment of needs, risks and appropriate provision.

The SEN policy is monitored by governors on a termly basis. As a result of these procedures no changes have been introduced for the 2006/07 academic year.

ATTENDANCE

Being punctual and having an excellent attendance record are habits we seek to encourage in pupils and are qualities much appreciated by employers. Pupils should aim to arrive at school in good time to enter at 8.50 a.m. in the morning and at 1.30 p.m. in the afternoon. Each tutor is responsible in the first instance for ensuring that pupils are in their tutor room by the time the first bell goes. If pupils are late tutors will apply some form of sanction. If pupils are very late i.e. after 9.05 am. or 1.50 p.m. they must go to the school office immediately so that we know they are present in school.

When a pupil is going to be absent for a longer period arrangements can be made for work to be sent home so that pupils do not fall too far behind in their school work. Any unexplained absences are a cause for concern and will be followed up by the Educational Social Workers (ESW's). It is their job, on behalf of the Education Authority, to call on homes where we are unsure of the reasons for a child's absence.

Please avoid school time when arranging family holidays.

Pupils are not allowed to leave the school premises during the school day without the permission of a senior member of staff. Pupils requiring medical treatment during the day should bring a note of explanation to their form teacher and should go to the school office to sign out and on returning to school sign back in. In exceptional circumstances you may need to discuss the situation with your child's form tutor.

RATES OF ABSENCE - Authorised and Unauthorised % (2007/2008)

- Total number of pupils on roll - **1257**
- Number of authorised absences - 24,390 **(6.1% of possible attendances)**.
- Number of unauthorised absences - **7,904 (2.0% of possible attendances)**.



INFORMATION FOR PARENTS

1. THE SCHOOL DAY

8.50	Pupils arrive at school
8.55 - 9.10	Registration
9.10 - 10.10	Lesson 1
10.10 - 11.10	Lesson 2
11.10 - 11.25	BREAK
11.25 -12.25	Lesson 3
12.25 - 1.10	LUNCH
1.10 - 2.10	Lesson 4 (including pm registration)
2.10 - 3.10	Lesson 5
3.10	Normal school day finishes



2. TECHNOLOGY COLLEGE STATUS

Grangefield is a DFES Designated Specialist Technology College. As such we receive additional annual funding. The school enjoys extensive Information and Communications and Design and Technology facilities and a highly qualified specialist staff.

This does not mean that all our pupils do is study technology – far from it! Our success in gaining the Artsmark, and the Sportsmark reflects our commitment to a balanced education. We believe that information and communication technologies can and should support learning right across the curriculum – in English, the arts, humanities, sports and languages, as well as in design technology, Mathematics and science. To this end we have invested in modern ICT facilities and support in all these areas.

What being a technology college means is that we are totally committed to preparing our pupils for a technological future. All our pupils study information technology as a discrete part of their timetable throughout their time with us. The subject is taught in superbly equipped I.T. rooms by specialist I.T. teachers. All pupils leave with at least a full GCSE in the subject, a significant number choose to study IT for an Applied GCSE (two GCSE's), or an extended course equivalent to 4 GCSE's.

Pupils also study design & technology, mathematics and science throughout Key Stages 3 and 4. We also offer the full range of the national curriculum at Key Stage 3. As a technology college we provide extensive opportunities within these subjects. Pupils have the opportunity to study graphic products, resistant materials (akin to traditional woodwork and metalwork), electronics, food technology, textiles, engineering, statistics (as an extension of GCSE mathematics).

From September 2007 pupils have selected their options from one of three pathways. Within these pathways subject titles will be similar to those offered in the past but they provide a more personalised US4 curriculum for all pupils. There is a very comprehensive range of option choices for GCSE and Applied GCSE, including art and design, health & social care, drama, English language and literature, geography, history, leisure and tourism, modern languages (French, Spanish and Urdu), music, physical education, and religious studies.

Your child will leave us having received a broad and balanced education, prepared for a world in which the ability to use information technology is a requirement for any career.

3. CITY LEARNING CENTRE

Grangefield hosts the Teesside City Learning Centre – a state-of-the-art Information and Communication Technology facility built at the school and serving schools across Teesside as well as our own pupils.

4. GIFTED & TALENTED PUPILS

Pupils identified as being gifted, or possessing exceptional talent, are individually mentored. Each has an individual education plan, which builds on their particular learning style or talent. Considerable additional resources are available through the school's gifted and talented programme. All pupils receive training in thinking skills to improve their ability to study and review.

5. BASIC SKILLS

We are determined to bring out the best in all our pupils. The school has the Basic Skills Quality Mark, a demanding standard achieved by raising the achievement of pupils who have difficulties with literacy or numeracy.

6. SCHOOL ACHIEVEMENT AWARD

Our results at Key Stage 3 and at GCSE have improved faster than the national rate over recent years, the school winning a School Achievement Award for GCSE results in both 2001 and 2002.

7. STUDY SUPPORT CENTRE

The Study Support Centre offers among other things, assistance with homework. There is access to computers, T.V. and audio-visual equipment, reference books, text books, and teaching staff. All these are available after normal school finishes, on most days each week.

8. COMMUNITY EDUCATION

The school has a commitment to working with our Community. We raise funds for many charities, and involve pupils in community action projects as diverse as landscaping local allotments, and providing artwork for local schools and shopping centres. The Schools Curriculum Award is recognition of this commitment.

9. HOMEWORK

Learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation.

The length of time spent on homework should be developmental and gradually build up until children are used to doing homework for about two hours each night in Years 10 & 11. This will usually be enough to cope with the demands of GCSE/GNVQ. It is important that children develop other skills and interests so homework should not be a barrier to playing out with friends, playing sports, reading for interest and the host of hobbies and leisure pursuits that are available. We seek at Grangefield to develop the whole child and a proper balance should be maintained. The following is a guide to what should be taking place.

Years 7 and 8	45-90 minutes per day
Year 9	1-2 hours per day
Years 10 and 11	1.5-2.5 hours per day

10. PHYSICAL EDUCATION

The school has a long tradition of excellence in sports, indicated by the achievement of the Sportsmark in recognition of the variety and quality of coaching available.

The kit for games and physical education is listed with the uniform. Physical education is part of the National Curriculum and is a requirement for all pupils. The only reason for missing any part of physical education (including swimming) is a medical reason and we ask parents to explain this in a letter to the P.E. teacher. If the illness is prolonged we ask you to provide a doctor's note. Showers are essential, for obvious reasons of health and hygiene, and pupils need a towel. It is advisable for pupils to have a sports bag to keep damp kit away from books.

11. GRANGFIELD PARENT TEACHER ASSOCIATION

The P.T.A. plays an active and important role in the life of the school. Every year, a range of activities and events are planned to serve a number of purposes, including:

- Social events – in the past we have organised dances, quizzes, car treasure hunts and more. These events provide opportunities for pupils, parents and staff to meet in a non-school situation.
- Educational events – to provide information and insight into issues which impact on pupil development. These range from subject-specific – I.T., Maths etc., to teenage issues such as drugs awareness, or preparing for examinations.
- Fund Raising – events which raise cash and provide opportunities for the student council to implement their plans for improving the school.
- Working with the community – events such as coffee mornings held at Stockton Parish Church and autumn fairs.

Along with all other schools we are keen to involve an increased number of parents and staff. P.T.A. meetings are held each half-term with an Annual General Meeting in October. Your help – attending meetings, organising events or attending P.T.A. functions would always be greatly appreciated. Regular P.T.A. leaflets and “The Oak Tree News” will keep you informed.

12. LUNCHTIMES

Visits can be arranged for parents so that they can sample the wide range of food provided and see for themselves the lunch time arrangements. Pupils pay at the tills for each meal purchased. A cashless card system is in operation. If they prefer, pupils can bring a packed meal, in tupperware-type containers so there is no risk of school books becoming stained. Pupils who take the school meal or a packed lunch (which must be eaten inside the school building) must not leave the premises during the lunch period without the permission of a teacher. Failure to observe this rule may result in the pupil having to come home for lunch. Pupils are issued with passes allowing them out of school on application from parents/guardians.

If a pupil does not eat the school meal or a supervised packed lunch, s/he must go home for lunch. We cannot accept that going to local shops is a reasonable arrangement and ask that no parent allows this. Responsibility for youngsters during the lunch break must be clearly in the hands of school or home. Pupils who go home for lunch must return at least five minutes before the whistle for the start of the afternoon session. Punctuality is expected at all times and failure to be on time may result in punishment. As with all these matters of discipline, the purpose is to encourage habits of reliability which will commend themselves to employers as well as teachers.

13. DETENTIONS

Detention at the school is one of the most important sanctions for dealing with inappropriate behaviour by pupils. The use of detentions as a sanction is part of the Home-School Agreement signed by all parents.

Detentions must by law be reasonable and proportionate to the offence, taking account of the pupil's age, educational needs, religious requirements and whether the pupil can get home reasonably easily after a detention. There must be 24 hours written notice of a detention to the parent, giving the parent time to raise any objections with the detention.

The policy of the School is to take due notice of parental concerns about the safety of children detained on the journey home from school. Alternative arrangements, e.g. lunchtime detentions, will be considered when a parental concern is judged to be both genuine and reasonable.

We ask for parents' support in encouraging good discipline at school – and with the completion of any sanctions.

14. WHAT A PUPIL NEEDS FOR SCHOOL

As well as positive attitudes, a pupil needs the full school uniform, and the correct clothing and equipment for sport and physical education (see separate lists). Pupils should have the basic equipment - please refer to equipment list. As you will appreciate, school books are expensive and should be 'backed' in suitable material and looked after well. Pupils who lose or damage books must pay towards the cost of replacement. Another essential item is a suitable bag to carry books around the school and to home for homework. If pupils are not bringing books home for homework, you should contact the school immediately.

Equipment List		
Essential Equipment	Recommended	Frequently Needed
Bag of appropriate size (not a 'boot bag')	Coloured Pencils	Calculator
Pen and a spare	2B Drawing Pencil	Protractor
Pencil and spare	Pencil Sharpener	Compass
Ruler	Dictionary	
Rubber		
Sketch book		

15. CHILD PROTECTION

Parents and Carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of its pupils. In cases where school staff have cause to be concerned that a pupil may be subject to ill-treatment, neglect or other form of abuse, staff will follow the Child Protection Procedures and inform the Social Services of their concern. This may involve a visit to the home by a Social Worker.

16. CHARGING AND REMISSIONS POLICY

Although all the text books, exercise books and essential equipment are provided free of charge to pupils and parents, there are times when parents are asked to make a contribution towards replacing materials in food studies, textiles and CDT. Contributions may also be requested to help fund visits and outings.

17. FINANCIAL HELP

Financial assistance is available for some parents for the purchase of school uniform, free school meals and the maintenance of pupils who remain at school after they have reached school leaving age. Information and application forms are available from the Education Offices.

18. COMPLAINTS

We hope that a constructive relationship between school and home, and the clear expectations of all parties laid out in our Home-School Agreement will minimise the need to complain. Should parents wish to make a complaint, they should do so to the Headteacher in the first instance.

FURTHER INFORMATION AVAILABLE TO PARENTS

- All statutory policies are available from the school office. These include policies on Admissions, Bullying, Child Protection, Complaints, Equal Opportunities, Gifted and Talented pupils, Health and Safety, Homework, Internet use, and Sex Education.
- All published OfSTED reports which refer to the school.
- Schemes of work currently used by teachers in the school.
- Syllabuses followed whether for public examination or otherwise. Arrangements made by the Local Education Authority for the consideration of complaints about the school curriculum and related matters.
- The School's Technology College Plan.
- The LEA's agreed syllabus for religious education (SACRE), and details of arrangements for parents to withdraw their child from religious education (nb: alternative provision is made on an individual basis).
- Minutes and reports of meetings of Governors.
- Copies of Pathways booklet giving guidance to Y9 choosing their examination courses.
- The School Prospectus.
- Copy of the guidance given to Year 9 choosing examination courses.
- Details of arrangements made for work experience.
- The main societies and activities open to, and the facilities available to, pupils at the school otherwise than as part of the education provided in curriculum time.
- Details of the arrangements made for use of school premises outside school hours.
- Opportunities for parents and other adults to work in school or otherwise for the benefit of the school.

RESULTS

2006 KEY STAGE 3 TEST RESULTS

The Year 9 Key Stage 3 results were as follows:-

Test (% of pupils at each level)								
	N	3	4	5	6	7	8	Absent
English	2	5	19	42	22	6		4
Maths	0	7	13	20	35	19	5	2
Science	1	5	18	38	22	14		3

(N – Failed to register a level in the Test)

Teacher Assessment (% of pupils at each level)								
	2	3	4	5	6	7	8+	Absent
English	0	1	22	38	33	6	0	0
Maths	0	8	13	26	33	17	3	0
Science	2	8	20	38	26	8	0	0
ICT	0	8	14	30	44	4	0	0

Level 5 & over	Test
English	70%
Maths	78%
Science	73%

Please note that due to 'rounding up' percentages may not total 100.

The number of pupils in the year group was 264.

GCSE RESULTS ACHIEVED BY YEAR GROUP 11 2005/2006

GCSE FULL COURSES												
ENGLISH LANGUAGE	Entered	A*	A	B	C	D	E	F	G	U	N/A	
Boys	130	0.8	2.3	14.6	21.5	17.7	20.0	16.9	4.6	1.5		
Girls	122	0.8	9.0	14.8	28.7	23.8	16.4	5.7	0.8			
Total	252	0.8	5.6	14.7	25.0	20.6	18.3	11.5	2.8	0.8		
ENGLISH LITERATURE												
Boys	85	2.4	32.9	22.4	4.7	9.4	16.5	7.1	2.4	2.4		
Girls	97	6.2	35.1	23.7	8.2	10.3	12.4	2.1	1.0	1.0		
Total	182	4.4	34.1	23.1	6.6	9.9	14.3	4.4	1.6	1.6		
MATHS												
Boys	128		3.9	20.3	17.2	23.4	18.0	11.7	5.5			
Girls	122	0.8	5.7	22.1	13.9	20.5	27.0	6.6	3.3			
Total	250	0.4	4.8	21.2	15.6	22.0	22.4	9.2	4.4			
SCIENCE (DOUBLE AWARD)	(EACH GRADE IS DOUBLED)											
Boys	120	0.8	7.5	10.0	37.5	13.3	10.8	10.8	7.5	1.7		
Girls	116	1.7	7.8	10.3	31.0	9.5	19.0	13.8	6.0	0.9		
Total	236	1.3	7.6	10.2	34.3	11.4	14.8	12.3	6.8	1.3		
DT – ELECTRONICS												
Boys	12		8.3		33.3	16.7	25.0	16.7				
Total	12		8.3		33.3	16.7	25.0	16.7				
DT – ENGINEERING (DOUBLE AWARD)	(EACH GRADE IS DOUBLED)											
Boys	17			23.5	64.7	11.8						
Girls	2			50.0	50.0							
Total	19			26.3	63.8	11.1						
DT - FOOD												
Boys	14		7.1	7.1	14.3	28.6	28.6	14.3				
Girls	25		8.0	20.0	20.0	16.0	16.0	20.0				
Total	39		7.7	15.4	17.9	20.5	20.5	17.9				
DT - GRAPHICS												
Boys	12		8.3		33.3	33.3		8.3	8.3	8.3		
Girls	29	10.3	13.8	6.9	20.7	31.0	10.3	3.4	3.4			
Total	41	7.3	12.2	4.9	24.4	31.7	7.3	4.9	4.9	2.4		
DT – RESISTANT MATERIALS												
Boys	38			5.3	23.7	31.6	18.4	21.1				
Girls	11			9.1	45.5	9.1	18.2	9.1	9.1			
Total	49			6.1	28.6	26.5	18.4	18.4	2.0			
DT – SYSTEMS AND CONTROL												
Boys	24		16.7	16.7	45.8	4.2	8.3	8.3				
Girls	6		33.3	16.7	33.3	16.7						
Total	30		20.0	16.7	43.3	6.7	6.7	6.7				
DT - TEXTILES												
Boys	2		50.0					50.0				
Girls	39	5.1	15.4	20.5	20.5	10.3	10.3	5.1	2.6	7.7	2.6	
Total	41	4.9	17.1	19.5	19.5	9.8	9.8	7.3	2.4	7.3	2.4	
ICT												
Boys	57	1.8	5.3	10.5	28.1	14.0	22.8	5.3	7.0	5.3		
Girls	74	2.7	10.8	20.3	32.4	10.8	9.5	4.1	4.1	5.4		
Total	131	2.3	8.4	16.0	30.5	12.2	15.3	4.6	5.3	5.3		
ICT (DOUBLE AWARD)	(EACH GRADE IS DOUBLED)											
Boys	31				9.7	12.9	12.9	12.9	22.6	29.0		
Girls	13				23.1		7.7	7.7	38.5	23.1		
Total	44				13.6	9.1	11.4	11.4	27.3	27.3		

ICT (GNVQ) (Counts as 4 GCSE passes)	Entered	A*	A	B	C	D	E	F	G	U	N/A
Boys	30			16.7	80.0					3.3	
Girls	28			35.7	64.3						
Total	58			25.9	72.4					1.7	
ART											
Boys	23		4.3	17.4	34.8	13.0	8.7	17.4	4.3		
Girls	51		25.5	15.7	35.3	17.6	3.9	2.0			
Total	74		18.9	16.2	35.1	16.2	5.4	6.8	1.4		
ART AND DESIGN (DOUBLE AWARD) (EACH GRADE IS DOUBLED)											
Boys	6	66.7	16.7	16.7							
Girls	11	36.4	9.1		27.3	9.1		18.2			
Total	17	47.1	11.8	5.9	17.6	5.9		11.8			
BUSINESS STUDIES											
Boys	40				5.0	32.5	30.0	5.0	25.0	2.5	
Girls	3					33.3		33.0		33.0	
Total	43				4.7	32.6	27.9	7.0	23.3	4.7	
DRAMA											
Boys	11			27.3	18.2	27.3		9.1	9.1	9.1	
Girls	21	4.8	33.3	14.3	4.8	14.3	19.0	4.8	4.8		
Total	32	3.1	21.9	18.8	9.4	18.8	12.5	6.3	6.3	3.1	
FRENCH											
Boys	1				100.0						
Girls	5			20.0	80.0						
Total	6			16.7	83.3						
GEOGRAPHY											
Boys	13		15.4	15.4	7.7	7.7	38.5	15.4			
Girls	10		10.0	30.0	20.0		10.0	10.0	20.0		
Total	23		13.0	21.7	13.0	4.3	26.1	13.0	8.7		
HISTORY											
Boys	38		7.9	13.2	10.5	15.8	18.4	15.8	15.8	2.6	
Girls	36		11.1	5.6	19.4	22.2	11.1	11.1	13.9	5.6	
Total	74		9.5	9.5	14.9	18.9	14.9	13.5	14.9	4.1	
LEISURE & TOURISM (EACH GRADE IS DOUBLED)											
Boys	6					16.7	50.0	33.3			
Girls	7				28.6	14.3	28.6	28.6			
Total	13				15.4	15.4	38.5	30.8			
MUSIC											
Boys	5		20.0		20.0	40.0	20.0				
Girls	6		16.7	16.7			33.3			33.3	
Total	11		18.2	9.1	9.1	18.2	27.3			18.2	
PE											
Boys	57	1.8		10.5	7.0	42.1	24.6	8.8	5.3		
Girls	11	9.1	18.2	27.3	18.2	9.1	9.1				
Total	68	2.9	2.9	13.2	8.8	36.8	22.1	8.8	4.4		

RE	Entered	A*	A	B	C	D	E	F	G	U	N/A
Boys	25		8.0	20.0	12.0	8.0	24.0	4.0	16.0	8.0	
Girls	46	8.7	15.2	26.1	13.0	6.5	10.9	4.3	10.9	4.3	
Total	71	5.6	12.7	23.9	12.7	7.0	15.5	4.2	12.7	5.6	
SPANISH											
Boys	2				50.0	50.0					
Girls	11	9.1	9.1	45.5	18.2	9.1	9.1				
Total	13	7.7	7.7	38.5	23.1	15.4	7.7				
URDU											
Boys	4				25.0	25.0	25.0	25.0			
Girls	5		20.0		40.0	20.0	20.0				
Total	9		11.1		33.3	22.2	22.2	11.1			
TOTALS											
Boys	920	1.1	7.2	13.5	22.9	18.6	17.4	11.2	6.6	2.7	
Girls	907	3.1	13.3	17.8	23.9	14.4	6.7	4.1	2.1	0.1	1.0
Totals	1827	2.1	10.2	15.6	23.4	16.5	15.9	9.0	5.4	2.4	0.1

Exam Results 2006 GCSE Short Courses and Other Awards											
ICT	Entries	A*	A	B	C	D	E	F	G	U	N/A
Boys	6						33.3	0.0	16.7	50.0	
Girls	2				50.0	50.0					
Total	8				12.5	12.5	25.5	0.0	12.5	37.5	
PE											
Boys	30	6.7	3.3		10.0	26.7	16.7	20.0	16.7		
Girls	49	2.0	4.1	4.1	16.3	18.4	26.5	14.3	6.1	8.2	
Total	79	3.8	3.8	2.5	13.9	21.5	22.8	16.5	10.1	5.1	
RE											
Boys	100	1.0	5.0	14.0	14.0	14.0	17.0	15.0	10.0	8.0	2.0
Girls	68	4.4	13.2	25.0	25.0	7.4	8.8	10.3	4.4	1.5	
Total	168	2.4	8.3	18.5	18.5	11.3	13.7	13.1	7.7	5.4	1.2
ADULT NUMERACY											
Boys	27			100.0							
Girls	18			100.0							
Total	45			100.0							
ADULT LITERACY											
Boys	47			100.0							
Girls	39			100.0							
Total	86			100.0							
TOTALS											
Boys	210	1.4	2.9	41.9	8.1	10.5	11.4	10.0	7.6	5.2	1.0
Girls	176	2.3	6.3	43.2	14.8	8.5	10.8	8.0	3.4	2.8	
Total	386	1.8	4.4	42.5	11.1	9.6	11.1	9.1	5.7	4.1	0.5

Please note that all grades are expressed as percentages – and may not total 100% due to rounding.

No. of pupils in Year 11 = 256

No. of pupils not entered for GCSEs = 1

	School	Stockton-on-Tees
Percentage of pupils obtaining 5+ A* - C grades	53.1%	54.9%
Percentage of pupils obtaining 5+ A* - G grades *	92.6%	88.5%
Percentage of pupils obtaining 1+ A* - G grades	98.4%	94.9%
Percentage of pupils not obtaining any A* - G grades	1.6%	5.1%

* Including English and Mathematics

SCHOOL TERMS AND HOLIDAY DATES ACADEMIC YEAR 2007/08

ACADEMIC YEAR 2007/08

AUTUMN TERM

Tuesday 4th September to Friday 21st December inclusive

Monday 3rd September is a Staff PD Day

Friday 5th October is a Staff PD Day

HALF TERM

Monday 22nd October to Friday 26th October inclusive

SPRING TERM

Monday 7th January to Friday 4th April inclusive

Friday 15th February is a Staff PD Day

HALF TERM

Monday 18th to Friday 22nd February inclusive

Thursday 20th March is a Staff PD Day

SUMMER TERM

Monday 21st April to Wednesday 23rd July inclusive

HALF TERM

Monday 26th May to Friday 30th May inclusive

Monday 30th June is a Staff PD Day

The uniform

CLOTHING

Black trousers or black skirt.

School sweatshirt (Burgundy embroidered with school badge).

White shirt or blouse with collar.

School tie.

Grey or white socks or grey, white, black or natural coloured tights may be worn.

Black shoes. For safety reasons no platform soles or heels, or shoes above ankle height are permitted.

Outdoor coats should not be denim or denim style.

JEWELLERY

No more than one small pair of earrings (studs only).

MAKEUP

Make up is not allowed.

HAIR STYLES

Neat orthodox hair styles are required. For safety reasons extensions, beads/plaits or braids are not permitted.

Parents who wish to raise questions of possible variations to acceptable dress and appearance based on religious beliefs should contact the Headteacher as early as possible.

SPORTS CLOTHING AND KIT

BOYS

Black with amber strip reversible rugby shirt with school badge

Black shorts with school badge (no stripes).

Black polo shirt with school badge in summer.

Football boots/trainers.

Black football socks.

GIRLS

Black with amber strip reversible rugby shirt with school badge or black polo shirt with school badge.

Black shorts with school badge (no stripes).

Black socks.

Trainers.

Optional Extras

Gum shield.

Shin pads.

Plain black tracksuit bottoms (with school badge).

Plain black PE jumper (with school badge).

Uniform can be purchased from:

Elizabets Embroidery: 8 Richardson Road, Stockton on Tees. Tel: 674973

Rawcliffes: 36 Prince Regent Street, Stockton on Tees. Tel: 636650

