

GEORGE PINDAR SCHOOL



George Pindar School
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Hope Learning
Trust, York

Acting Headteacher: Mr Blake Murray

Prospectus 2018-19



A vision for the future

Hope Learning Trust was established in April 2015 by two outstanding schools in York, Manor CE Academy and Poppleton Ousebank Primary School.

Since we have been working with George Pindar School towards conversion within the Hope Learning Trust, it has been a real privilege to meet and work with the students, staff and parents and to see George Pindar develop within our family of schools.

As a Trust we have a simple motto which is 'Serving others, growing together, living life to the full.' Living out this motto every day is crucial to the success of the Trust. All the schools in the Trust are



there to support each other and to work for the benefit of our 3,000 children and young people. George Pindar School is not on its own. It benefits from shared best practice and support from the other schools and in turn it has many strengths and much to share.

We want every young person to flourish academically, as creative and moral young people and as citizens that can make our community a better

place to live. We are relentless in raising academic standards, yet we also want to develop the whole young person.

We want every young person and their family to believe that if they choose George Pindar School, they have the best and most exciting education available.

Brian Crosby
Chief Executive Officer,
Hope Learning Trust, York

Welcome to George Pindar School

I am delighted to welcome you to our school. I fully understand the importance of the choices prospective parents and carers face in the coming weeks; to entrust the care of your child to others is one of the most important decisions you can make. Thank you for considering George Pindar School.

As we go through the conversion process and join the Hope Learning Trust early in 2019, we are already beginning to enjoy the benefits of belonging to a much larger organisation. Hope is a growing, successful multi-academy trust and George Pindar will benefit from collaborating with schools who have a reputation for academic excellence. Belonging to the Trust will also enable us to further develop staff and share resources.

The Trust has a vision that every child should flourish and develop a real love for learning. We want the very best for all our students and have high expectations for them. I believe that everyone needs high aspirations to succeed and this is especially true of young people.

By joining our school, your child gets the best of both worlds. George Pindar is a relatively small school with around 150 pupils in each year group which means that your child can truly be known as a unique individual by every one of our dedicated and committed staff. At the same time, they reap the benefits of being a partner school to other successful secondary schools within the Trust. By joining together, your child has the advantage of shared staffing expertise and joint school trips and events.

As a teacher with 21 years' experience, more than half of those as a Senior Leader focused on raising achievement for students, I understand how important it is to nurture the talents of each child, to ensure they feel rewarded by education and understand their



own worth as an individual. It would be a privilege to share this responsibility with you in the years to come and I would relish the opportunity to help shape your child's future.

Please take time to enjoy visiting our school. Our staff will be delighted to answer any questions you may have. Should you prefer, a one-to-one meeting can be arranged – please contact reception to make an appointment.

Mr Blake Murray
Acting Headteacher

KEY PEOPLE AT GEORGE PINDAR SCHOOL



Mr Blake Murray
Acting Headteacher, Personal Development, Behaviour & Welfare



Mr Jordan Cairns
Assistant Headteacher: Quality of Teaching & Learning



Mrs Catherine Prentice
Assistant Headteacher: Outcomes for Pupils



Mrs Tracy Hall
Acting Assistant Headteacher: Raising Achievement - Student Experience



Mrs Natasha Koval-Meth
Acting Assistant Headteacher: Raising Achievement - Student Attainment



Mr Edward Lyell
Acting Assistant Headteacher: Raising Achievement - Student Progress



Mrs Debbie Simpson
Admin & Events Manager



The welfare of our students is at the very centre of everything that we do.

Our school

The school has a warm and caring ethos and students are supported by excellent professional relationships developed between staff and students. The welfare of our students is at the very centre of everything that we do.

Students are supported by Form Tutors and Pastoral Managers who ensure that students quickly settle into the life of the school and any concerns raised are quickly dealt with.

We have high expectations of all our students in every area of school life, including uniform and behaviour, which leads to an atmosphere of purposeful learning. Our behaviour policy seeks to reward students and encourage a positive and supportive environment.

We strive to develop close

relationships with parents and carers and encourage you to take a close interest in the progress of your children through regular communication with school. We regularly use text messages to ensure parents are fully informed and best able to support the individual needs of students to achieve the best possible learning outcomes for them.

Our school is an exciting place to learn. It creates opportunities to broaden the range of experiences available to our students, helping to build confidence and self-esteem. There are a wide range of extracurricular activities on offer across a range of sporting and non-sporting activities offered to provide our students with a wide variety of opportunities.

THE SCHOOL DAY

Students are required to be on site by 8.35am, ready to start the school day at 8.40am. The pattern of the school day is as follows:

| | |
|---------------|--------------|
| 08.40 – 09.10 | Registration |
| 09.10 – 10.10 | Lesson 1 |
| 10.10 – 11.10 | Lesson 2 |
| 11.10 – 11.25 | Break |
| 11.25 – 12.25 | Lesson 3 |
| 12.25 – 13.00 | Lunch |
| 13.00 – 14.00 | Lesson 4 |
| 14.00 – 15.00 | Lesson 5 |



FOOD AND DRINK

At George Pindar we provide a free breakfast club and nutritional food at break and lunch. The catering team are keen to hear from students about what they like to eat and they modify their menus in response to the student voice.

We ensure value for money by keeping costs to a minimum, freshly preparing

a variety of dishes including hot meals, pasta dishes, sandwiches, salads, wraps and desserts. Drinks are available including bottled water, milk and juices. Free water supplies are also available around school for students to fill up their own water bottles. Food and drink may be paid for using ParentPay, a secure online cashless system.

Any students with allergies or specific dietary requirements are fully catered for. Parents are encouraged to share this information with us as soon as possible so that we can ensure students are able to dine with their peers. Students can also bring in a packed-lunch.

Students are not allowed off-site at lunchtimes.





Our students leave with the confidence and maturity for the next stage in their lives.

An extensive curriculum

OUR APPROACH

We are committed to ensuring that all students fulfill their potential, are well prepared for adult life and the world of work, and are able to make a positive contribution to the society in which they live.

We offer a broad and balanced curriculum which strives to meet the needs of all students of all abilities. We believe that learning should be stimulating and enjoyable and our staff employ a wide range of teaching strategies to engage and inspire students.

We constantly monitor our students' progress to ensure continued high standards of achievement and we have high expectations in terms of the quality of work produced. Students can access additional support through specialist teaching and a dedicated team of teaching assistants who focus on developing skills such as literacy and numeracy. For more able students, there are extra opportunities within and beyond the curriculum.

ADDITIONAL SUPPORT

Special educational needs provision is located right at the heart of the



school. We work with students with a wide range of additional needs including dyslexia, physical difficulties, speech, language and communication difficulties, autistic spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders. The Learning Support Team works alongside each subject faculty and the Pastoral team. Support is tailored as far as possible to each individual student's

need and is usually a combination of in-class support and access to appropriate intervention groups.

Developing close, positive links with parents and carers is vital to our successful working. We also liaise with a range of external agencies, utilising their expertise to help us overcome a student's particular barriers to learning. The team welcome enquiries and are more than happy to meet with you to answer any questions you may have.

At all stages, the curriculum carefully considers progression routes and ensures close links with both our primary partner schools and post-16 providers to support and enhance transition arrangements. Our students leave with the confidence and maturity for the next stage in their lives.

WE BELIEVE THAT LEARNING SHOULD BE STIMULATING AND ENJOYABLE AND STAFF EMPLOY A WIDE RANGE OF TEACHING STRATEGIES TO ENGAGE AND INSPIRE STUDENTS.

ART

CURRICULUM AIM

Within a supportive framework based around themes, students are encouraged to produce personal ideas within the four sections of their sketchbooks: Artists; Experiments; Observational Work; and Plans for final pieces. Art students are given a great deal of freedom and are encouraged to develop their sketchbooks in a unique way. Taught elements and technique workshops are inserted into the courses to strengthen skills and techniques. All young artists copy. Moving students from copying to creating their own work is one of our central foci. Preparing students to move into post-16 creative courses with the ability to think and develop projects creatively is at the heart of all we do.

KEY STAGE 3 CURRICULUM OVERVIEW

Students will work on one or two themes per year. Final outcomes: larger art works are linked to section four of each sketchbook. Workshop technical elements are linked to the theme and a fine art diet of drawing and painting, printmaking and sculpture is embedded within the scheme of learning. Art history and critical studies form a large part of section one within sketchbooks. Students gather evidence of their own famous artists as well as engaging with class examples.

At GCSE, we offer Art and Design (Fine Art) as a three-year course.



COMPUTING



CURRICULUM AIM

Computing is embedded in all aspects of life – our students will never have known a world without mobile phones, the internet or social media. Computing is delivered by a passionate team of professionals in three specialist computer teaching rooms. The subject is always delivered with a 1:1 computer to student ratio. Formal assessment takes place throughout the year using a wide range of methods to help students demonstrate their true computing capability.

KEY STAGE 3 CURRICULUM OVERVIEW

We develop and use a range of software and hardware throughout Key Stage 3 and we ensure that our students are increasingly independent and creative in the design and use of software and hardware. We also plan creative lessons to help students to develop a good understanding of how computing can enhance their work in other subjects and become increasingly independent users of computer tools and information sources. Our Key Stage 3 programme of Study divided into three key strands:

- 1 Computer Science (building, programming, key developments)
- 2 Digital Literacy (Microsoft Office, digital media, e-commerce)
- 3 Information Technology (ethics, artificial intelligence and health and safety)

Each strand is developed and revisited throughout Key Stage 3 to deepen understanding.

DESIGN AND TECHNOLOGY

CURRICULUM AIM

Design and Technology is important because it helps us to appreciate the designed world around us and how many of the products we encounter are manufactured in a particular way. It offers an opportunity to explore the processes and materials involved in making a vast range of products. It helps young people to develop a discerning mind as informed consumers through the application of hands-on skills, manipulating a wide range of materials, with a diverse range of techniques. The manipulation of materials through a wide range of processes is part of the Design Process. We will teach students how to communicate their ideas to a range of audiences through methods that are fun to use and encourage a range of learning styles to enhance creativity. Encouraging students to think for themselves, using hands-on learning is central to our ethos.

KEY STAGE 3 CURRICULUM OVERVIEW

Students are encouraged to develop skills across all Design and Technology subjects in KS3. In Design and Technology, students undertake creative activities helping them to develop their communication of ideas and practical skills. Specialist equipment, well-equipped workshops and passionate teachers help students to explore their full potential within a highly structured, yet creative environment.



DRAMA

CURRICULUM AIM

Our Drama curriculum, whilst equipping students to perform with excellence, is also focused on helping students to build essential key skills such as creative thinking and expression, empathy, communication, independent learning, leadership and working with others. These skills help students to develop into young adults who will be increasingly effective in the modern world.

KEY STAGE 3 CURRICULUM OVERVIEW

The Drama course challenges students to consider other views and opinions about the world in which they live, exploring many social and global issues. This work is taught in a variety of ways using contemporary texts, devised work and creative games and exercises. The lessons strive to stretch and strengthen the physical and vocal capabilities of our students, as well as deepening their knowledge, understanding and appreciation of theatre and performance.



**ENGLISH****LANGUAGE & LITERATURE****CURRICULUM AIM**

English at George Pindar School encompasses all the skills students need to succeed in their studies and to be culturally aware, global citizens. During Years 7 and 8, students study a range of literature including titles from literary heritage and contemporary authors. Language and structure are key focuses, with students creating their own fiction and non-fiction texts and developing an appreciation for a mature and sophisticated style. Students are encouraged to read widely at every opportunity and enjoy taking part in trips and events to showcase their achievements.

KEY STAGE 3 CURRICULUM OVERVIEW

English at KS3 is broad and engaging, with a variety of rich and inspirational texts to discover. Students study Shakespeare, modern plays, seminal literature, poetry, 19th century texts and non-fiction. The focus of study is not only on the analysis of language, structure and form but also challenges students to think critically and draw comparisons between issues in the texts and the wider world. Writing is taught and assessed regularly, with an emphasis on shaping texts to purpose, audience and context.

FRENCH**CURRICULUM AIM**

Language skills are vital for our country and particularly for our students who are destined to become our future workforce. However, learning a language is not only important for the world of work, it is also a wonderful life-enriching skill which gives our students the confidence to travel and explore the world. At George Pindar School we offer French to Year 7, building on knowledge they have gained in primary school. This continues into Year 8, so that at the end of KS3 they are able to make clear and informed choices about learning languages at KS4.

KEY STAGE 3 CURRICULUM OVERVIEW

At KS3, students' skills are developed, their cultural awareness is increased and knowledge acquired through various topics. Key objectives include listening and interpreting detail and tone, reading different text types and producing writing that builds vocabulary and structure. We also focus on speaking and developing social and expressive techniques. This is all underpinned by grammar and accuracy, emphasising high frequency words and tenses.

HISTORY**CURRICULUM AIM**

Never before has the past seemed so relevant to the present, or its study so vital in understanding the world we live in. This course is designed to develop an understanding of how the actions of key individuals and events, in Britain and around the world, have influenced how we live today. It revolves around people, how they used to live and how their actions affected the world. This course allows students to develop their understanding of historical concepts, such as cause and consequence, change and continuity and significance. It also enables students to develop their source skills, become critical thinkers and to investigate why there are different interpretations of the past. It is designed to ignite their curiosity and promote their love of learning about the past.

KEY STAGE 3 CURRICULUM OVERVIEW

Horrible Histories author and former teacher, Terry Deary, once described schools as "pits of misery and ignorance... awful places" which "don't teach anything worth knowing". Our aim is to disprove this and to nurture students' love of History through enthusiastic teaching, fascinating content and challenging activities. Year 7 starts with a study of the core skills required by all

good historians: chronology and using evidence before moving on to our core content:

- How did the Stormin' Normans conquer Britain?
- A study of the Battle of Hastings and the legacy of the Normans on British life
- What was life like in the 'Measly Middle Ages'?
- An enquiry into life in medieval Britain, including religious beliefs, the Black Death & Peasants Revolt
- Were the 'terrible Tudors' really that terrible?
- An investigation into religious changes during the Tudor period, including a local study on York
- Why did the 'Slimy Stuarts' chop off their King's head?
- A study of the causes and consequences of the English Civil War

Once in Year 8, students start to follow more detailed lines of enquiry and develop their understanding of British and non-British History:

- What was so 'great' about the Great War?
- Slums, slaves and serial killers
- What was life like for the working classes in Victorian Britain?
- Free at last? How much progress has been made by black Americans since the days of the Transatlantic Slave Trade?

MATHEMATICS**CURRICULUM AIM**

The Mathematics curriculum aims to help all students acquire the knowledge and skills they will need to be successful in their learning. Mathematics is taught by a team of enthusiastic professionals in a suite of classrooms. There is an interactive whiteboard in each room with access to a range of software to further the learning experience of our students. A variety of teaching and learning methods are used to challenge and motivate students. Formal departmental assessment takes place throughout the year at regular intervals to help allocate students to the appropriate set, to inform students and staff of progress made, and highlight areas for further intervention. The school subscribes to www.vle.mathswatch.co.uk which can be accessed from home, via the internet, free of charge. We are also becoming increasingly involved with other online providers of mathematical enrichment. Homework is set every week, as a written task and mathematics staff offer help outside of lessons for all students to complete it. Our high-achieving students are entered for the United Kingdom Mathematical Challenge at Junior and Intermediate Levels, some rewarded with Bronze, Silver or Gold certificates.

KEY STAGE 3 CURRICULUM OVERVIEW

At Key Stage 3 our students will cover:

- Number
- Algebra
- Geometry
- Proportional reasoning
- Statistics and Probability

MUSIC**CURRICULUM AIM**

The Music curriculum in our school helps students to develop a passion for a great subject and help them develop practical skills that will extend way beyond the classroom into adult life. Activities within this highly structured course build musical skills and knowledge which leads to students performing confidently to an audience.

KEY STAGE 3 CURRICULUM OVERVIEW

At KS3 students are taught the fundamentals of the subject including how to read Music if not already known. The course is structured around various types of Music such as Film, Pop, Classical, World and Dance Music. Students work on several composition projects and learn how to compose music. They learn new songs and have access to expert tuition for the following: vocals, guitar, drums, woodwind and strings.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION**CURRICULUM AIM**

All students study Personal, Social Health and Citizenship Education (PSHCE) for one hour a week in KS3. To complement our PSHCE curriculum, we teach Religious Studies which includes elements of the North Yorkshire Agreed Syllabus. The PSHCE curriculum offers a wide range of opportunities to develop knowledge and understanding of; Who am I and where am I going?, Mental Health, Being a good citizen, Human Rights, Staying Safe – Healthy Lifestyles and Hazards, Britishness and the Wider world, Looking to the future, Philosophy for Children and Sikhism, Islam and Christianity.

PHYSICAL EDUCATION**CURRICULUM AIM**

In Physical Education lessons we offer a programme of study based on a wide range of activities that encourages mass participation whilst allowing the development of excellence through specialisation. This programme of study is organised in such a way that students develop their decision-making skills and ability to choose a learning pathway for themselves. There is a seamless link from curriculum PE into an extracurricular programme that meets the needs of all students and provides a route into club sport.

KEY STAGE 3

Students are taught to: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games and improve their performance; developing skills to solve problems, either individually or as a group; analyse their performances compared to previous ones; and demonstrate improvement to achieve their personal best; take part in competitive sports and activities outside school through community links or sports clubs. Within KS3, students follow a thematic approach with activity being linked to theoretical input. Students learn skills through many sports at George Pindar School such as practical sport, leadership, training for personal fitness and officiating. Our aim is to develop not only knowledge, but a love of sport that leads students into lifelong participation.

Sports routinely taught at George Pindar School are: athletics, football, badminton, rugby, netball, hockey, gymnastics, fitness, table tennis and trampolining.

SCIENCE**CURRICULUM AIM**

Science has a huge impact on the world around us and as a subject, it has something to offer every student. Good science involves questioning, investigating, observing, experimenting or testing out ideas and thinking about them. We aim to foster an enthusiasm of science whilst developing knowledge, understanding and the skills needed in a good science student: one who can apply their knowledge to new contexts and use these skills for life in the 21st century. Our science courses also place a high emphasis on cross-curricular skills from literacy and numeracy.

KEY STAGE 3 CURRICULUM OVERVIEW

In Years 7 and 8, Science provides the foundation stone for study to GCSE level. At George Pindar we see Science very much as a five-year course. There is a high degree of practical and investigation content and students study a range of topics to further develop their knowledge, understanding and skills from KS2. Topics include: Sound and light, energy, chemical reactions, acids and alkalis, plants and photosynthesis, forces, electricity, interdependence, variation and inheritance, the Earth and Earth structure, particles and elements and organ systems.

**GEOGRAPHY****CURRICULUM AIM**

Geography is a dynamic subject that will open your eyes to a variety of controversial and current topics. There are numerous opportunities for team work and we are looking to enhance creativity and encourage inquisitive thinking. The subject encompasses a variety of skills such as numeracy, use of graphical skills, developing the ability to analyse data and literacy, all skills highly valued by any employer. Ultimately our aim is to promote a sense of awe and wonder about the world in which we live.

KEY STAGE 3 CURRICULUM OVERVIEW

Geography is all around us and always will be. Some people are interested in climbing Everest, becoming the next Polar explorer like Ernest Shackleton or are inspired by modern day survivalists such as Bear Grylls and Steve Backshall who delight in their world and its unique qualities. At KS3 we aim to provide students with an awareness and appreciation of how the uniqueness of life evolves and of the challenges faced within

the modern-day world.

In Year 7, topics include: Map skills; An exploration of Antarctica and the Arctic; Cultures; Traditions and various locations in Oceania; and How geography can help save our lives. In Year 8, topics include: A study of Africa; The controversial topics of disease; Wild Weather!; Changing China; and Power and Poverty. During our field trips, students will have the opportunity to develop their fieldwork study techniques and address the skills relevant for Unit 3 of the



exam. There will also be an opportunity for some outdoor pursuits and challenges to help develop team work skills.



We like to celebrate your success here at George Pindar School.

Challenged to be your very best

We are committed to ensuring that all our students fulfil their potential, are well prepared for adult life and the world of work and are able to make a positive and sustained contribution to the community in which they live. Here at George Pindar School we challenge our students daily to 'Cross the Thin Blue line' – a set of learning behaviours which support and enhance student progress by being the best they can be. By joining our school your child will flourish and we will celebrate the success of those who are dedicated to meeting their potential through our rewards system.

CELEBRATE SUCCESS

We hold a half-termly rewards assembly where we share and celebrate our students many successes. We understand how



important it is to nurture the talents of every child, ensuring they feel rewarded by their time at school and for their efforts, but most importantly that they understand their own self-worth. Where appropriate, we reward children in every lesson for their determination and dedication to learning.

We feel it is vital to celebrate the success of our students, so at the end of the school year, our students are rewarded with a rewards trip. The trips are allocated to students based on their attendance plus the number

of reward points they have gained throughout the year. A selection of trips are available – platinum trips may include a trip to Flamingo Land whilst a bronze trip may be a visit to the cinema.

LOOKING FORWARD

Students will have the opportunity to 'Dream Big' and support the community by being part of the school council or student leadership team. By supporting their local community and related events, supporting the school community or local charities, they gain valuable leadership experience.



WE ACTIVELY SEEK TO ENCOURAGE STUDENTS TO PREPARE FOR THEIR FUTURE AND WE ARE PROUD OF THE CAREERS-BASED OPPORTUNITIES WE OFFER IN SCHOOL.





A place to flourish

WHAT TO EXPECT

Prior to joining George Pindar School, your child will hopefully have taken some of the opportunities to visit us during Years 5 and 6.

It is likely that some of our students will have visited your child's school on a number of occasions along with key staff to build relationships, answer questions and provide peace of mind. In July of Year 6, your son or daughter will visit our school to take part in our two-day induction programme. This provides our new students the opportunity to take part in a number of activities and to start to form relationships with new friends and staff. As a parent you will be invited to the school in July, to meet your child's tutor, view uniform and formally register.

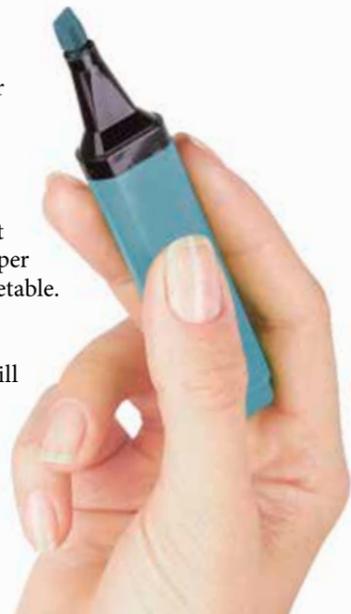
On joining school, your child will be placed into a tutor group with a fixed form room, alongside at least one other nominated friend from their primary school. Each child will be issued with a planner in which they store their daily timetable and homework and staff will use this to communicate directly with parents. In turn, this will be your first port of call should you wish to contact school.

Students are able to buy lunch using a cashless, fingerprint system which can be topped up from home or they can bring a packed lunch. After school there are a multitude of sporting activities and other clubs, including homework club.

Each term parents receive a report about their child's progress and Year 7 parents have the opportunity to a parents' evening early in the year.

HOMEWORK

Homework is an essential part of every child's working week. It develops the skills of independent learning, self-sufficiency and determination. Homework will consolidate skills learned or prepare students for their next lessons or support revision. It often provides the opportunity for the child to spend extended time on their learning and dig deeper into broader contexts. It will be set daily as per the homework timetable. Each child records homework in their planner and this will be checked weekly by the form tutor.



A uniform to unite us all

All students at George Pindar School are required to wear school uniform. It is important that the standard of uniform reflects a pride and sense of belonging in the school and presents our

students in the best possible light to visitors and the wider community. School uniform is available from: **Rumours, 17 Victoria Road, Scarborough, YO11 1SB. Tel: 01723 501989**

Representatives from Rumours will be available at the transition evening held at the school in July 2019.

GIRLS' UNIFORM

- Black blazer with school logo.
- Black trousers: Formal, classic smart trousers (not skin tight, not jeans/denim/cargo/chino/leggings)
- Kilt* (optional).
- School tie, either KS3 version or KS4 version depending on year group.
- White shirt (with trousers): Loose fitting with stiff pointed collar to be worn with tie; shirt must be long enough to be tucked in and wide enough at the neck to fasten the top button.
- White blouse (with kilt): An open-necked white blouse can be worn without the school tie if wearing the kilt.
- Slipover with school logo: KS3 – grey / KS4 – black.
- Tights must be plain black.
- Socks must be black and are not permitted to be worn over tights. No trainer socks please.
- Shoes: Plain black leather (look) flat shoes (trainers/canvas/branded are not permitted). Ankle boots may be worn under school trousers.

BOYS' UNIFORM

- Black blazer with school logo.
- Black trousers Formal, classic smart trousers (not skin tight, not jeans/denim/cargo/chino/leggings).
- School tie either KS3 version or KS4 version depending on year group.
- White shirt: Loose fitting with stiff pointed collar to be worn with tie; shirt must be long enough to be tucked in and wide enough at the neck to fasten the top button.
- Slipover with school logo: KS3 – grey / KS4 – navy.
- Socks must be plain black. No trainer socks please.
- Shoes: Plain black leather (look) flat shoes (trainers/canvas/branded are not permitted). Ankle boots may be worn under school trousers.

UNISEX PE KIT

- Polo shirt with school logo.
- Shorts to match polo shirt (can be purchased from Rumours).
- Socks (only navy permitted).
- Trainers.
- Training top* (optional) with school logo, for use outdoors.
- Track pants* (optional) must be navy and without branding or fashion labels.
- Base layers* (optional) must be plain navy.
- Gum shields are highly recommended for all students for certain sporting activities such as rugby, hockey, etc in line with sporting guidelines.



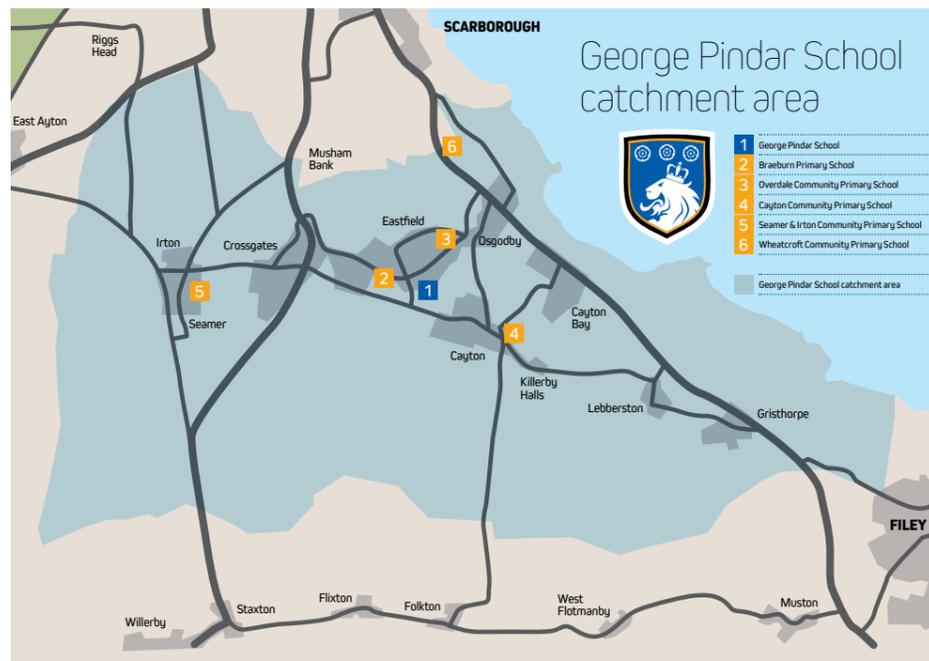
We are delighted to welcome all students within our immediate catchment and those from beyond.

Joining us...

The school has a designated catchment area defined by North Yorkshire County Council. If you live within North Yorkshire and your child was born between 1 September 2007 and 31 August 2008, your child will be eligible to transfer to secondary school at the start of the academic year 2019-20 and you will need to apply for a secondary school place for September 2019.

You will be able to apply for a secondary school place from 1 September 2018. If you do not live in North Yorkshire, you must apply directly to the authority where you live. We are delighted to welcome all students within our immediate catchment and those from beyond. Students outside this area and when the school is over-subscribed are allocated places according to the County Council criteria which can be found at www.northyorks.gov.uk/admissions-policies

Parents need to make an online application or request a paper copy of



the secondary common application form and return it to North Yorkshire County Council by 31 October 2018. Information can be found at www.northyorks.gov.uk/apply-secondary-school-place

Further information is available from the Admissions Team at North

Yorkshire County Council where council officers will also be able to offer advice to parents on low incomes on assistance with uniform purchase and entitlement to free school meals.

A WARM WELCOME

In addition to our formal

Open Evening in the autumn, students and their parents/carers are always welcome to make an appointment to visit us during normal working hours by contacting the School's Admissions Manager or one of the team. We will be delighted to show you around our school.

