



SCHOOL PROSPECTUS

2013 - 2014

**BEVERLEY GRAMMAR SCHOOL
QUEENSGATE
BEVERLEY
EAST RIDING OF YORKSHIRE
HU17 8NF**

TEL: 01482 881531

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2. HEADTEACHER

Mr Grahame Hodson

3. CHAIRMAN OF GOVERNORS

Mr C Bodsworth

PARENT GOVERNORS

Mr M Burton, Mrs J Miller, Mr J Levine, Mr P Needley, Mr P Naylor, Dr N Young.

4. NUMBER ON ROLL

882

5. SCHOOL CLASSIFICATION

The school converted to become an Academy on August 1st 2011. It remains a Secondary Comprehensive Boys' Day School (11-18). At Post 16 level, the school has a Joint Sixth Form with Beverley High School for Girls. The school now has Specialist Status in Engineering and Cognition and Learning.

6. ADMISSIONS POLICY

Information on making an application is enclosed in this welcome pack.

Beverley Grammar School's admissions limit is 140.

The total number of applications to Beverley Grammar School for the current Year 7 was over 150 but numbers fluctuate annually. The school is not guaranteed to be full from catchment area alone.

7. VISITING ARRANGEMENTS

We are pleased to welcome parents of prospective students to look round the school, preferably by prior arrangement. In the Autumn term we hold an "Open Week" when parents of Year 7 students follow their son's classes for a half day.

Beverley Grammar School aims to be a friendly, open, caring and successful school, where every member of the school community has a part to play in the further development of themselves as an individual and of the school as a whole.

The school believes in equality in all its forms and although we may have to recognise differences in academic ability at times, we are committed to promoting the equal value of every student.

The school believes that education is a partnership involving all people concerned with a student's development. We would wish to encourage the involvement of parents and other members of the community whenever possible.

We aim to be a successful school which has the respect of the local community and in which all staff and students assist each other in achieving their full potential as human beings.

8. RELIGIOUS AFFILIATIONS

The school has historical links with Beverley Minister where it was founded before the Norman Conquest, making it the oldest school of its kind in the Country. It is not, however, affiliated to a particular religious denomination.

9. SCHOOL CURRICULUM MATTERS

- (i) We welcome all students and strive to provide an appropriate and challenging curriculum to suit all needs.

We are a school which values the complete development of all our students and staff.

We are a school committed to the continual raising of standards.

Our Vision For The Future

We aim to be a school where:-

The education process is enjoyable to all concerned

Staff and students are able to flourish and fulfil their potential

Staff, students and parents show mutual respect and support

We are proud of our progressive education, as well as our past tradition

We have an open admissions policy up to an agreed admissions limit

Our Joint 6th Form with Beverley High School continues to thrive and develop

We retain the character and benefits of a small school

We foster and develop positive links with the community

(ii) Sex Education

Human reproduction is dealt with on a purely factual and biological basis during Science lessons in Years 7 and 9.

The teaching of sex education occurs in SPACE lessons throughout the school where issues such as contraception, HIV and sexuality are covered. Aspects of morality and relationships also occur throughout the curriculum in subjects such as English and Religious Education.

A copy of the school policy is available on request.

(iii) Timings of the School Day

The morning session lasts from 8.50 a.m. to 12.40 p.m. The afternoon session is from 1.30 p.m. to 3.35 p.m. The time spent on teaching during each normal school week is 25 hours which is above the minimum time allocation recommended by the Department for Education (DfE).

(iv) School Dates

School dates for the academic year 2013/2014 can be found at the end of this prospectus, although staff training days have still to be decided.

Curriculum

Students follow a broad, balanced curriculum which is relevant to their needs and caters for all abilities. Our curriculum is personalised to meet the needs of all our students. The delivery is based on active learning where the students participate in a wide variety of activities and are never allowed to be passive observers.

The Ofsted report in September 2008 concluded that “High achievement of able students and those with learning difficulties supports the school’s evaluation that their individual learning needs are being met effectively. The quality of the curriculum is outstanding because it responds to students’ needs. The wider range of courses, qualifications and learning methods now offered have a positive and significant impact on students’ progress and enjoyment.”

In years 7, 8 and 9 all students take the following subjects:

English, Mathematics, Science, Modern Foreign Languages (including French, German and Spanish), History, Geography, Technology (including Food Technology), Information Technology, Art, Drama (within English) Music, Religious Education, Physical Education and Games and Social, Personal, and Citizenship Education (SPACE). In year 9 students all complete a Btec in ICT, which is equivalent to 2 GCSEs and develops the ICT skills students will need to use across the curriculum in Key Stage 4 and beyond.

Key Stage 4 (Years 10 and 11)

In years 10 and 11 all students study English, Mathematics, Double Science and Religious Education to GCSE level. They also study Games and SPACE. These subjects form the statutory Core Curriculum.

Students choose four additional GCSE subjects from French, German, Geography, History, ICT, Fine Art, Business Studies, Drama, PE, Spanish, Electronics, Graphics, Product Design, Food, Commercial Art and Music.

Students can also select from a range of vocational courses which are:
Engineering, Motor Vehicles, Construction and bricklaying, Animal care and Public Services.

The Joint Sixth (Years 12 and 13)

Our 6th Form is organised jointly with Beverley High School and teaching in most subjects is shared equally between the staff of both schools.

Both Beverley Grammar School and Beverley High School have extensive and successful experience of 6th Form work and students benefit from the shared resources and wide range of expertise which is available to them.

In addition there is collaboration between the Joint Sixth and Longcroft School to widen still further the choices offered post 16 in the Beverley area. From September 2009 this collaboration was extended further to include Bishop Burton College who offer Level 3 Btec courses in Public Services, Sports and Fashion on two days per week.

A wide choice of subjects is offered at AS Level, A2 Level and Btec Level 3 and these include:

Art & Design, Biology, Business Studies, Chemistry, Dance, Economics, English Language, English Literature, Graphics, Food, French, Further Mathematics, Geography, German, Government & Politics, History, ICT, ICT Btec, Law, Mathematics, Media, Music, Music Technology, Physical Education, Physics, Product Design, Psychology, Religious Studies, Sociology, Spanish, Textiles, Theatre Studies, Btec Fashion, Btec Sports and Btec Public Services.

In addition to examination courses all Sixth Form students follow a programme of complementary studies which include tutorials, community service and a range of optional courses.

Cross-Curricular Themes

Cross-curricular themes are delivered during the course of normal teaching across a range of subjects. Cross-curricular themes covered include:

Health and Sex Education
Environmental Awareness
Citizenship
Aesthetics
Economic Enterprise
European Awareness

There are also cross curricular projects in Key Stage 3 and Key Stage 4 covering a variety of themes.

Core Skills

The core skills of communication, numeracy, and information technology are developed in all subjects. These skills are fundamental to the process of learning and the future life and career of students.

Careers Guidance and Organisation

Careers guidance is an integral part of the Personal and Social Education programme in Years 10, 11, 12 and 13. Staff from the Careers Office are involved directly in the planning and delivery of activities and information at all levels. Year 11 students are interviewed by the Careers Teacher and Careers Officers to help them decide on their future plans in Further and Higher Education and training. There is a programme of visiting speakers from Industry, Commerce and Higher Education to reinforce the input from the school and Careers Office.

Work experience is arranged for appropriate students at the end of Year 10.

Complaints

Any complaints should be directed to the Headteacher. If the matter remains unresolved then the Chairman of Governors should be consulted.

The documents required to be made available under the terms of the Education Reform Act can be consulted at the school or on the website. Information as to how to acquire any other appropriate documents will be given on request.

Religious Education is provided for all pupils in accordance with the trust deed of Beverley Grammar School. Teaching is non-denominational and follows outlines set by the Humberside Agreed Syllabus (1993) and the School Curriculum and Assessment Authority (1994). All pupils are entered for a GCSE qualification.

11. SPECIAL CURRICULUM ARRANGEMENTS

The school is concerned to meet the needs of each individual student. After diagnostic testing the Learning Support Department helps and supports those students who have difficulties with basic skills, usually in mainstream classes. There is a limited amount of withdrawal which allows Learning Support teachers to pursue individual learning programmes which target specific difficulties.

Work in learning support is supported by specialist help from the East Riding Learning Support Service and Classroom Assistants. The school welcomes voluntary support from the Reading Assistance Society, as well as from parents and older students.

Parents are valued as partners in raising the attainment of students with Special Educational Needs throughout their individual programmes of study. For example, they are encouraged to take part in training for the "Paired Reading" scheme which complements the work done in school and helps students gain confidence in reading.

'Education Act 1981 - Special Education Needs'

- (a) Mrs J Fairbairn is the governor with oversight of the work in Learning Support.
- (b) The senior member of staff with responsibility for identifying and meeting special needs of students is Mrs A Doolan.

12. THE ORGANISATION OF EDUCATION

On entry to the school, students are allotted to a Tutor Group and they remain with this group as they progress through the school. The school reserves the right to change tutor groups if it is felt necessary, but this would only be done after full discussion with parents.

Teaching is organised on a mixed ability basis in the first year. After that, departments may organise sets in individual subjects. Students are allocated to sets according to their ability in the subject. In the Years 10 and 11, groupings follow option choices.

Homework

We believe that homework makes a valuable contribution to each student's individual progress. Homework set is relevant in content and appropriate in level for the students to whom it is given. We aim to set homework on a regular basis since we believe that the setting of homework is linked to academic progress. In Years 10 - 11 the homework timetable will depend on the options chosen.

All students have a Student Planner in which they record homework details and assignment commitments and the dates by which work is due to be completed. Form Tutors and parents sign the diary on a weekly basis and are encouraged to use the diary for informal communication between home and school/school and home.

Assessment

Students are also assessed on a termly basis with respect to their effort, behaviour and attainment in each subject. Targets for the end of each Key Stages are set at the beginning of Year 7 and Year 10. The results of the assessments on effort are communicated to parents and are also used as a basis for awarding prizes at Speech Day.

13. PASTORAL CARE

The form tutor has responsibility for a Tutor Group of students and is the central figure in our pastoral (Student Support) system. Our student information system and recognition and referral procedures ensure that the form tutor is fully aware of each individual student's progress and behaviour.

The Learning Co-ordinator has responsibility for Years 7 - 11. The Head of 6th Form is responsible for Years 12 and 13 across the joint sixth and is supported by a pastoral manager based at each school.

We encourage contact between Student Support teams and parents. We believe that sharing success as well as difficulty is the most positive way to ensure that our students achieve the highest standards. We welcome contact with parents, either by telephone or in person. Parents of students in our Year 7 receive a handbook with full information about school routines and our student support system.

14. RATES OF AUTHORISED AND UNAUTHORISED ABSENCE

Term	Year	Attendance %	Authorised absence %	Unauthorised absence %
SUMMER 2011	7	96.54	3.16	0.30
	8	96.40	3.41	0.19
	9	95.86	3.72	0.42
	10	95.72	3.45	0.83
	11	98.55	1.07	0.38
	Overall	96.614	2.962	0.424
AUTUMN 2011	7	96.02	3.60	0.38
	8	96.14	3.76	0.10
	9	95.89	3.88	0.23
	10	96.07	3.63	0.30
	11	95.39	4.32	0.29
	Overall	95.902	3.838	0.26
SPRING 2012	7	95.16	3.89	0.95
	8	94.54	5.18	0.28
	9	95.15	4.48	0.37
	10	94.29	4.84	0.87
	11	94.51	4.85	0.64
	Overall	94.73	4.648	0.622

We believe that raising academic standards is linked to raising attendance levels. Although we do not have a major problem with respect to unauthorised absences, raising attendance levels is a priority of the school despite the fact that it is already high.

15. SCHOOL DISCIPLINE

We wish to develop in our students a high standard of self-discipline and this is promoted by our Code of Conduct which is printed in our Student Diary. In particular Beverley Grammar School will not tolerate any form of bullying either physical or verbal. Any boy found guilty of bullying will be interviewed together with his parent(s) or carer(s). The same sanction applies to any case involving fighting. With respect to bullying we encourage both boys and parent(s)/carer(s) to contact us with any concerns, and an anti bullying box is deliberately placed near the school office for communications should any boy be reluctant to openly come forward.

Beverley Grammar School exists to serve its students. In order to maintain high standards students should:-

- (a) attend school regularly;
- (b) be punctual;
- (c) always work to the best of their ability;
- (d) consider the safety of themselves and others at all times;

- (e) take care of their own property and respect that of others;
- (f) behave with courtesy and consideration;

- (g) follow the school's rules on uniform.

Further information will be available on the school at the annual meeting for parents of prospective students in the Autumn Term.

16. EXTRA-CURRICULAR ACTIVITIES

The school has an excellent sporting record, with students of varying ages regularly winning County competitions in a variety of sports. In particular, we have recently had internationals in football, rugby and golf. Students are encouraged to further their sporting interests by participating in a range of sporting activities at lunchtime and after school. These include basketball, badminton, table-tennis, football, rugby, 5-a-side football, cricket and athletics, involving as many students as possible. School teams take part in matches and competitions involving football, rugby, cross-country, cricket and athletics. In recent years groups of students have travelled to other parts of the country to take part in matches and to watch professional games. The school has 3 full-time teachers of Physical Education, all of whom have appropriate qualifications to teach and coach in specialist sporting areas. The School is also fortunate to have several other members of staff who regularly participate in extra curricular sporting activities.

The school has a large sports hall which has facilities for a whole range of sports. Apart from this, the school has a multi-gym. In winter, there are five soccer pitches and two rugby pitches. In summer two cricket squares, an eight lane running track and four tennis courts are available.

Students learn a plethora of skills in Music lessons through a variety of teaching methods. They will learn to compose, perform and listen and appraise music in a variety of styles. The Music Department houses a large amount of instruments for class work, from a class set of African drums, a class samba kit, lots of general percussion and 17 keyboards, amongst other instruments. There are also opportunities to learn a musical instrument in peripatetic lessons at Beverley Grammar School. Lessons are offered in string, woodwind and brass instruments, as well as on drums and guitars. Those who already play an instrument are encouraged to continue their lessons. Interest and enthusiasm are always considered more important than innate musical ability at Beverley Grammar School, and we strive to stretch and develop the skills of all students.

There are many opportunities to extend musical skills even further at Beverley Grammar School, outside of the classroom. All students are given the opportunity to sing in public performances in their first year, one of which is the Christmas Carol Service in the Beverley Minster. On a weekly basis there are rehearsals for the orchestra, guitar group, two woodwind ensembles, a large brass group, a vocal ensemble as well as student-led ensembles such as rock bands. The rehearsal programme is flexible, dependent on students' demands. Performance opportunities for these ensembles as well as soloists vary each year, but usually include a Young Musician of the Year Competition, the School's annual Speech Day, Christmas Carol Concert, Spring Concert and other festivals and fayres within the local area. A large group of students shall be working on a large-scale project with the Orchestra of the Age of Enlightenment and York University within the coming year – the opportunities are constantly varied!

Students are encouraged to take up the many opportunities offered for contact with French, German and Spanish speaking countries.

A large number of trips to theatres take place and all are well supported.

Each year, usually during the Spring half-term, a party of students and staff go on a ski-trip. There is often the opportunity to visit a dry ski slope before the actual trip takes place and students are expected to attend 'fitness for skiing' sessions.

17. SCHOOL DRESS

1. Students are required to wear uniform in Years 7 - 11. In the Sixth Form we ask that students wear smart casual clothes.
2. We feel that wearing uniform is important and that it helps the students identify with Beverley Grammar School and its aims.
3. A uniform list will be provided for parents whose sons will be attending the school. This includes a school PE kit.
4. We do not permit the wearing of 'T' shirts, denim jeans, piercings, jewellery, non plain black trainers.

18. CAREERS GUIDANCE

See paragraph 9.

19. 2012 PUPIL ROUTES

Details of pupil routes can be found at the end of this prospectus.

20. CHARGING FOR SCHOOL ACTIVITIES

Under the terms of the Education Reform Act, parents may not be charged for the cost of activities taking place wholly or mainly during school hours. There may be a charge for optional extra activities taking place outside of school hours.

Copies of the Governors' Policy Statement on charging for school activities are available on request.

21. ROAD SAFETY POLICY

We are conscious of our responsibility to promote an understanding of road safety in all our students. Our main aim is to ensure that the students follow the basic rules of road safety and thereby do not endanger themselves and others. We support this aim by having regular inputs in assemblies on this theme and by organising a variety of visiting speakers to address the issue.

22. ANTICIPATED CHANGES IN ARRANGEMENTS

None are envisaged at the time of writing.

23. EXAMINATION POLICY AND RESULTS

The examination entry policy of Beverley Grammar School is that all students will be entered for external examinations in the subjects they take provided they have made a reasonable effort

during the course and have kept up to date with all required assignments. This is true irrespective of the students' academic ability.

Teachers, in consultation with students and parents, enter students for appropriate public examinations. GCSE examinations are normally taken by students in Year 11. AS levels in Year 12 and A2 levels in Year 13.

24. SAFEGUARDING

Senior Leader : G Todd, Deputy Headteacher
Child Protection Co-ordinator: J Chisholm
Child Protection Governor: J Fairbairn

Beverley Grammar School is concerned to act appropriately to help ensure its students' safety and well-being and to protect them, as far as possible, from harm and neglect within the school community and outside. (Full policy available on our school website).

Objectives

- To work together with the relevant outside agencies
- To follow the East Riding Child Protection Committee guidelines on Child Protection
- To disseminate information on a 'need to know' basis

25. DISCLAIMER

The information given in this leaflet was valid in the Summer of 2012. It is possible that there could be changes affecting either the arrangements generally described in this leaflet or in any particular part of them before the start of the school year 2013/2014 or in the subsequent years. Parents wishing to contact the individual members of staff or governors named in this leaflet are advised to check the details with the school for any changes beforehand.

26. DATE OF ISSUE

October 2012

27. CHILD PROTECTION POLICY

Senior Leader: G Todd, Deputy Headteacher
Child Protection Co-ordinator: Joya Chisholm
Child Protection Governor: Jaqueline Fairbairn

Beverley Grammar School is concerned to act appropriately to help ensure its students' safety and well-being and to protect them, as far as possible, from harm or neglect within the school community and outside.

Objectives

- To ensure a co-ordinated approach whenever the need for protection is felt to be necessary.
- To work together with the relevant outside agencies.
- To follow East Riding Child Protection Committee guidelines on Child Protection.
- To keep appropriate records and use them sensitively.
- To disseminate information strictly on a 'need to know' basis.
- To promote the training of all staff, teaching and non-teaching, in child protection procedures.
- To give support to all students and staff.

To view our full Child Protection Policy please refer to our website:-

www.beverleygrammar.co.uk

ENTRANTS TO FURTHER /HIGHER EDUCATION 2012

Benjamin Adkin	University of Liverpool John Moores, Pharmacy
Harry Bailey	University of Northumbria, Pharmaceutical Chemistry
Ben Beynon	University of East Anglia, Pharmacy
Jacob Beynon	University of Bradford, Physiotherapy
Eduard Brown	University of Hull, Computer Science with Games Development
Jack Caulfield	University of Northumbria, English Literature and Creative Writing
Joseph Coroneo-Seaman	University of Edinburgh, Chinese and French
Tom Crow	University of Lancaster, Mathematics
Harrison Dent	University College London, European, Social and Political Studies
Tom Dolman	University of York St John, Theology and Religious Studies
Jordan Drummond	University of Durham, Natural Sciences
Jack Hansford	University of London Queen Mary, Material Science and Engineering
Oliver Hayton	University of Leeds Metropolitan, Biomedical Sciences
Thomas Hoyle	University of Hull, Economics and Business Economics (International)
Alistair Ikin	University of Sheffield, Economics
Chevan Ilangaratne	University of Leeds, Law
Mark Jack	University of Sussex, Philosophy with French
Selim Kimyongur	University of Liverpool, Medicine and Surgery
Ashley Knaggs	University of Northumbria, Accounting
Jake Lazenby	University of Coventry, Aviation Management
Ian Lunny	University of York St John, History
Peter Ma	University of Cambridge, Law
David Mak	London School of Economics, Economics
Christopher Mason	University of Hull, English
Jack McCallum	University of Edinburgh, Art
David McKinlay	University of Liverpool, Mechanical Engineering
Euan McPherson	University of Bath, Chemical Engineering
Christopher Metcalfe	University of Cardiff Metropolitan, Health and Social Care
Thomas Monk	University of Manchester, Medicine
Matthew Novis	University of Leeds, Civil and Structural Engineering
Tom Oldridge	University of Teeside, Diagnostic Radiography
Michael Peirson	University of Sheffield, Medicine
James Redmore	University of Hull, Business and Economics
Alexander Richards	University of Southampton, Medicine
Jacob Ripley	University of Manchester Metropolitan, English & American Literature
Charles Saunders	University of Salford, Mathematics
Joe Smith	University of Bath, Psychology
Joe Smithson	University of Hertfordshire, Mathematics
Jonathan Tebay	University of Bath, Civil Engineering
David Thorpe	University of Coventry, Criminology and Law
Thomas Tibble	University of Newcastle, English Literature
Jovan Tojagic	University of Sheffield, Accounting, Financial Management, Informatics
Matthew Turner	University of Hull, History
Ricardo Williamson	University of Essex, Philosophy

