

KING EDWARD
VI SCHOOL



— LICHFIELD —

Prospectus

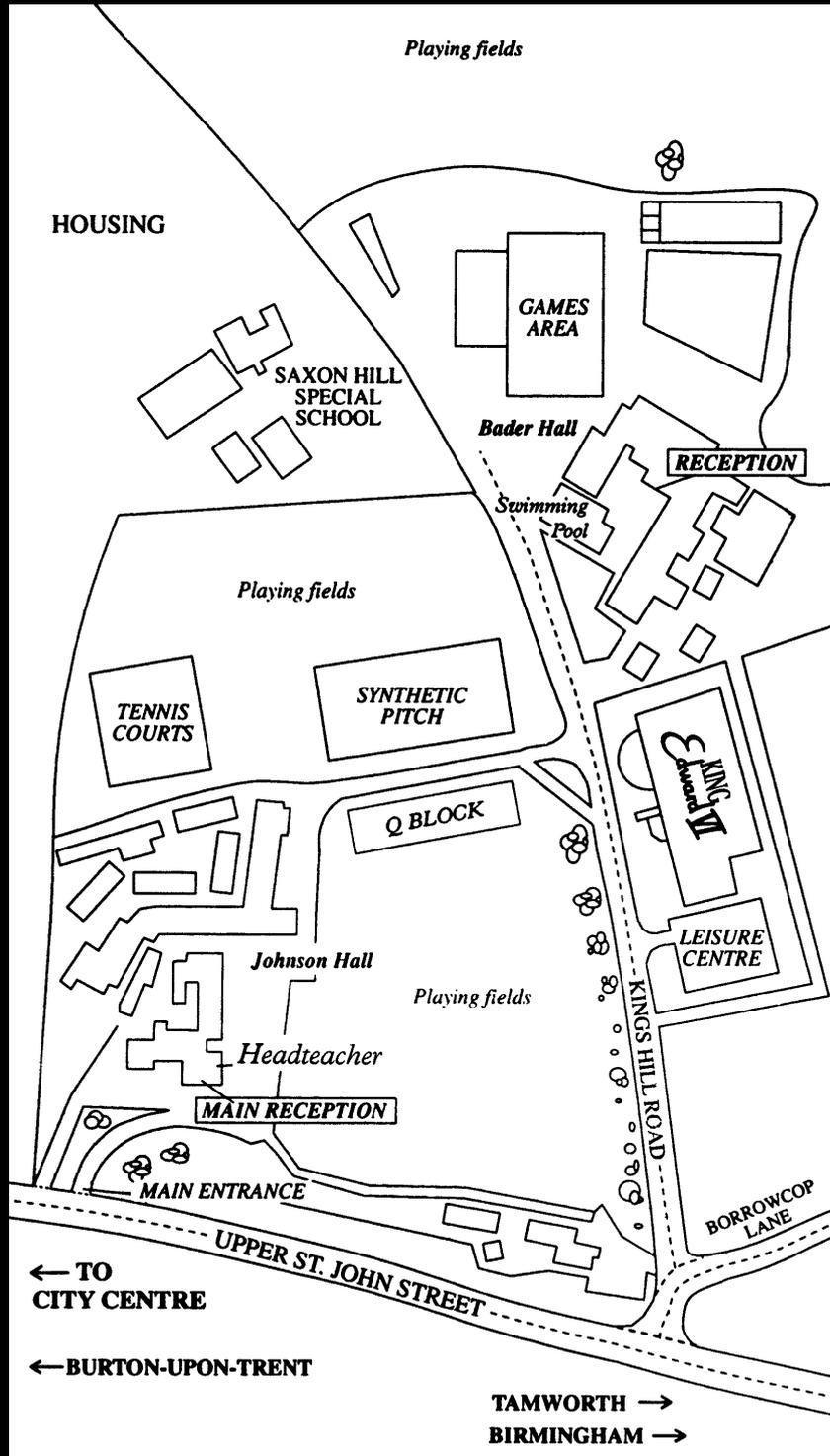


INVESTOR IN PEOPLE

A forward-looking school with traditional values

KING EDWARD VI SCHOOL

LICHFIELD



LOCATION MAP

PLEASE NOTE: The text in this prospectus was correct at the time of going to press, but necessary changes in organisational arrangements must be made from time to time. Where such changes have been made, they will be published in the information pack of materials given to entrants prior to joining the school.

An introduction from the Headteacher...

This prospectus together with our supplementary 'Information Booklet' contains a variety of information about King Edward VI School, Lichfield. I hope that they provide a flavour of what the school does and the things that we value.

The students of King Edward VI School all deserve the very best that we can provide. Whatever the interests or abilities of our students, we try to provide opportunities. We are a school which takes pride in its achievements and traditions. We recognise our place as an important part of the community and environment. We emphasise the quality of learning, teaching and student experiences and we are constantly looking for ways of becoming even more successful.

One of the main features of the school is that our students want to be successful and are encouraged to achieve their best. We have high expectations of what is possible. Parents certainly support our drive for high standards and support children both with progress in school work and in their extra-curricular activities.

The most recent Ofsted Inspection, which took place in 2002, made lots of positive comments. "Standards are well above average" and "Pupils and students have very good attitudes to school". We were also pleased with the confirmation that "The relationship between students and between students and teachers are very good, leading to very good, responsible attitudes to learning". Prospects for future development are encouraging because the report recognises that "The school is well led with a very clear direction for how it should improve".

So we are a school that continues to develop and we want to keep on raising our standards of achievement. The tradition and history of this school is also important to us.

I hope that you want to join this school community and support the same objectives that we value.

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Background Information

Brief History of the School

In 1995 the school celebrated its 500th anniversary, its Quincentenary. In 1495 Bishop Smythe established the school as a free grammar school as part of the same foundation as St. John's Hospital, a home for the elderly. Every day prayers are said for the school in the tiny chapel which forms part of the St. John's almshouses in St. John's Street.

The school takes its name from the Tudor boy king who reigned between 1547 and 1553. The school crest incorporates features of the royal Tudor coat of arms. The Latin inscription beneath, 'Deo, Patriae, Scholae', is broadly translated as 'for God, Country and School'.

Many successful and eminent people have been educated at this school. These included the great scholar and compiler of the first English dictionary, Dr. Samuel Johnson (the buildings of the former grammar school bear his name), David Garrick, the actor, and Joseph Addison, the essayist. Two of the school's four houses are named after **Addison** and **Garrick**. (The other houses are named after Bishop **Clinton** who founded a priory in Lichfield in the 12th century and Erasmus **Darwin**, who lived in the City for a number of years).

Until the beginning of this century the school occupied the school house in St. John's Street, opposite St. John's Hospital. It can still be seen, now forming part of the District Council premises. In 1901 the foundation stone was laid on the present site. This new school building then opened in 1903. Further extensions were added in the 1920s and 1950s to what has come to be known as **Johnson Hall**.

The Present School

The present King Edward VI School was created in 1972 by the merger of the grammar school with Kingshill modern school which had been built on an adjacent site in the 1950s to cater for Lichfield's expanding population. The premises of the former Kingshill School are referred to as **Bader Hall** in recognition of Douglas Bader, the World War II fighter ace, who opened that school in 1959.

The school is a co-educational comprehensive school maintained by Staffordshire Educational Authority and admits students from the age of 11 (Year 7), with over 70% deciding to continue their education into the Sixth Form, leaving at 18 (Year 13). In the main school (Years 7-11), there is a limit of 210 students for each year group. In total there are almost 1400 students on roll. (For admissions see page 6).

The school's success as a comprehensive school owes much to the merging of two strong and successful traditions; on the one hand, the tradition of academic excellence and, on the other, the tradition of care and support for the individual. Academic challenge and care for the individual remain the twin guiding principles of the school today.

Aims, Objectives and General Principles

General Aims Statement

During 1998 the school was involved in a period of discussion regarding the overall aims which should guide our actions. The aims which arise above all others are:

- We want everyone in our school to develop to their full potential.
- We value qualities of self-esteem, confidence, satisfaction and enjoyment through effort and achievement.
- We show a sense of responsibility for one another and for the school community as a whole.

During 2003 a further consultation about the next stage in our strategic development resulted in the vision to move ever beyond the very good established position and aim directly for excellence – excellence for students and excellence in all areas.

Specific objectives arising from these aims are implemented through our strategic and development planning. Such planning is designed to maximise achievements, investing in the people

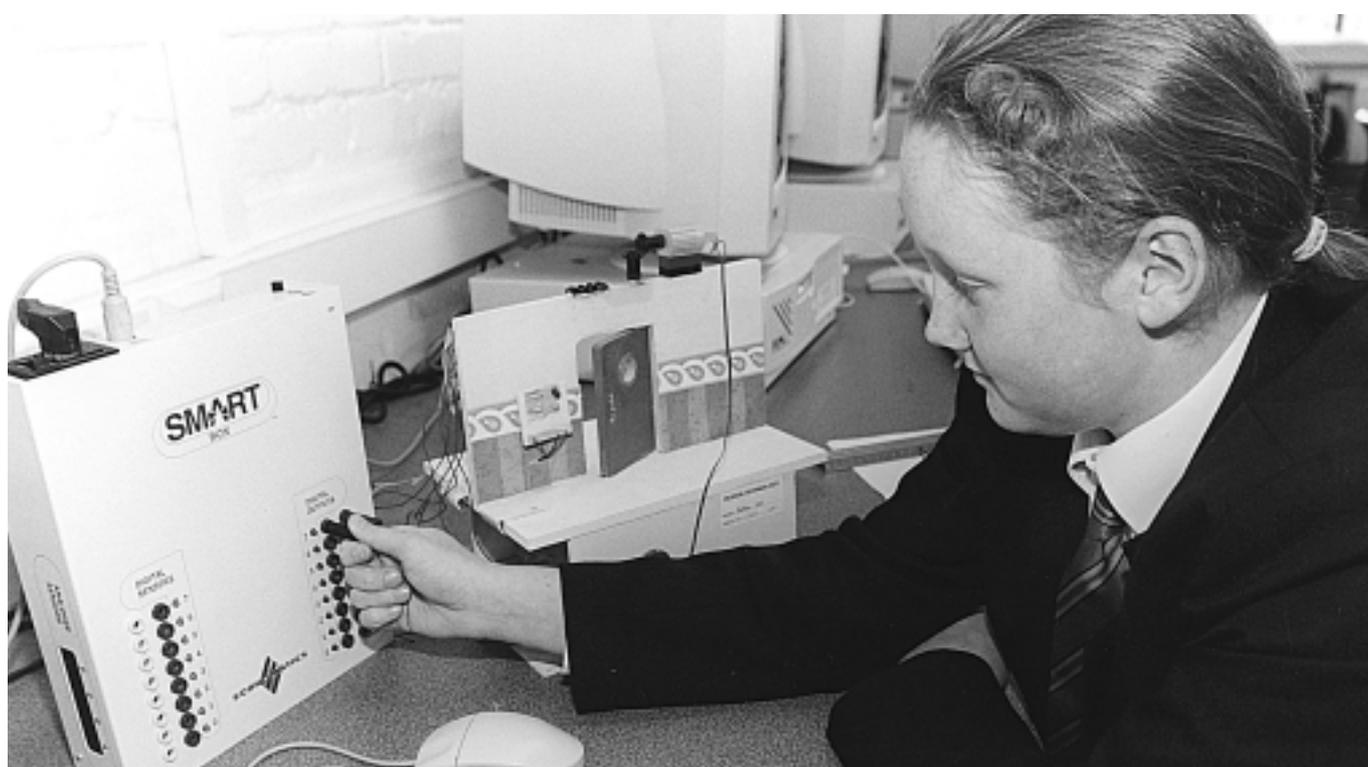


and resources we have to result in improvements to the experience we provide.

Principles

The following 'Principles of Behaviour' guide our high expectations of student conduct.

- Respect people's safety, feelings and property.
- Protect the school environment.
- Allow teachers to teach and students to learn.



School Management

The Governing Body

The Governing Body consists of:

- members appointed by the County Council
- parent governors
- members of staff including the headteacher
- local community governors.

The Governors hold two full meetings a term and there are also committees of the Governing Body that normally meet once per term. The Annual Information Booklet lists the current names of Governors.

Each year the Governors issue, as required by law, a report on their management of the school during the previous school year. All parents are invited to the meeting where that report is discussed.

School Policies

Many of the Governors' decisions affecting the running of the school are contained in policy statements. A list of policies which may be helpful to parents is contained in Appendix A. The full text of any of the policies may be obtained by contacting the Headteacher's Secretary, who also serves as the Clerk to the Governing Body. A small charge for these is necessary to meet production costs.

Parents are reminded of their right, under the terms of the 1988 Education Act, to raise a formal complaint if they consider that the school may be failing to provide a curriculum that meets National Curriculum requirements. That complaint must be heard by the Governors' Curriculum Committee. There is a general Complaints procedure for parents to use regarding any other matters if necessary. We also receive a very large number of compliments and thanks.



The Organisation of the School Day

The Daily Routine

A thirty-period week operates, allowing for six periods daily:

8.55am	-	Registration
		Tutorial Time/Assembly
9.15am	-	Period 1
10.05am	-	Period 2
10.55am	-	Morning break
11.15am	-	Period 3
12.00noon	-	Period 4
12.50pm	-	Lunch break
1.50pm	-	Registration
1.55pm	-	Period 5
2.45pm	-	Period 6
3.35pm	-	End of school day

Any decision to alter the general times of the school day will take place only after a period of consultation with parents.

Admissions

Initial Enquiries

Parents wishing to seek information on the admission of a child to the school may either:

- contact the Secondary Admissions Section at the County Education Offices, Tipping Street, Stafford, (Tel: 01785 223121). Full details of school admissions to County Maintained schools are given in the current edition of the 'Information for Parents: Secondary Schools', or
- contact the Headteacher who can arrange a meeting to discuss the admission arrangements. Such a meeting can be followed, as parents may wish, with a look around the school in the company of an escorting student.

Enrolment

Most students join the school at the age of 11 (Year 7). The school has adopted the usual County Admissions arrangements. Current details of these are printed in our Information Booklet that forms part of the Prospectus. Just less than a quarter of all students currently on roll reside outside the catchment area. Out-of-catchment-area places are offered by the Education Office only if the numbers in the appropriate year group are below the Planned Admission Number.

It is standard practice for contact to be made with a child's former school before entry so that continuity of education can be established. As part of the process of admission a package of material is provided dealing with matters of everyday routine. This 'Information for New Entrants' contains a Form of Registration which we ask to be completed and returned prior to entry. A school uniform list is also provided since it is important that students present a consistent smart and tidy appearance.



We believe that the well-being of our students, and the school community as a whole, depends upon the effectiveness of links between home and school. As a consequence, our Home-School Agreement is promoted in the spirit of establishing and strengthening that partnership.

Establishing Initial Contact

An Open Evening is held in the Autumn Term for parents and children due to transfer to secondary school the following September. The purpose of the meeting is to give an opportunity to look around the school, for parents to hear more about our approach to education and to ask questions. Information concerning this meeting is relayed through local primary schools, and is also advertised in the press. Parents who are unable to attend this meeting are welcome to visit at another time by contacting the Headteacher.

A further meeting for parents whose children have been offered places is held in the July before the Autumn Term begins in September. Also in July, extended induction visits are made to the school by children who have been offered places.

Consultation Evenings

Parents are notified at the beginning of each school year of the dates of consultation evenings with teachers. In the case of Year 7, there are two evenings, one before the October half term which is with form tutors only and is essentially to deal with general aspects of welfare and integration. A second meeting, later in the year, gives parents the opportunity to meet form tutors again and also to discuss academic progress with subject teachers. At least one such consultation is held for each year group every year: an additional meeting is held for Year 11 when post educational opportunities are presented and there is also an extra meeting for Year 9 parents regarding subject choices for Years 10 and 11.



Individual Contacts

From time to time a parent will find it necessary to approach the school to express a concern or to seek clarification or reassurance – outside the declared pattern of consultation evenings. We strongly encourage such contact; for our part, we get in touch with parents whenever we feel the need to do so.

We ask parents wishing to visit the school to make an appointment in advance in order to avoid the disappointment of finding the teacher in question otherwise engaged.

Parent Teacher Association

Every parent is a member of the Association by virtue of having a child at the school. The officers and committee are elected annually at the Annual General Meeting.

The Association organises a number of social, educational and fund-raising events in the course of a school year. In doing so it helps to maintain the strong links which exist between the school and parents. It also provides very valuable extra resources to the school.

Pastoral Care Arrangements

We believe that success at school depends upon security, enjoyment and personal fulfilment within a clearly-defined structure of care and support. The key figures in this 'pastoral organisation' are the **Heads of Year** – who

coordinate the work of the year tutors in each year. We also have a Key Stage Mentor for each of Key Stage 3 and 4 and a **Deputy Head** who coordinates the work of the five heads of year in the Main School, Years 7–11.



The Tutorial Structure

On admission to the school a student is placed in one of eight, mixed-ability **tutor groups**. If entry is in Year 7 the student will normally remain with the same tutor for the full five years of the Main School – i.e. until the Sixth Form. Different tutorial arrangements then operate.

Tutor Groups are known by the initial letters of the four houses, thus:

- A1 and A2:** Addison House
- C1 and C2:** Clinton House
- D1 and D2:** Darwin House
- G1 and G2:** Garrick House

Form tutors play a key role within the pastoral care organisation. They encounter their groups twice daily, for registration, and they are responsible for delivering the pastoral programme with their tutor groups.

Guidance

The school attaches great importance to guidance throughout students' school careers. Guidance given by form tutors is directed towards enabling students to come to terms with life in a large school and then, by stages, goes on to deal with the major issues confronting them as they progress through adolescence. In fact, the school takes seriously those aspects of the National Curriculum which relate to students' spiritual, moral, cultural and social development and endeavours to address them in the context of the school's over-riding aims. The school is also recognised by Staffordshire Education Authority as a health promoting school.

Pastoral Care Arrangements (continued)

Careers Guidance

Students are encouraged to think carefully about their aptitudes and abilities in considering their future careers. They are made increasingly aware of further education and training opportunities. The school works in close association with Connexions Staffordshire and arranges guidance and interviews for students. All students are encouraged, under guidance, to prepare individual career action plans. The Careers Guidance Programme involves form tutors and visiting speakers and there are opportunities for work experience, beginning in Year 10 and continued through into the Sixth Form.

For those joining the Sixth Form there is a full programme of guidance in relation to higher education opportunities, including university visits and advice on interviews. There is also guidance regarding employment and training opportunities post-18.

The school has excellent careers guidance facilities within the Library Resource Centre and on the school computer network.

Record of Achievement

In the course of their school career all students will develop a profile of performance. School reports naturally contribute to this but many other activities also help to shape the developing person – participation in team games, drama productions, singing in a choir or collecting for charity. All of these activities assist personal development and details of involvement are recorded. At the end of a student's school career all positive achievements are summarised, together with any external examination results achieved, and are issued as a personal **Record of Achievement**.

The Pastoral Referral Arrangements

Pastoral care relates to both

- those important aspects of schooling which involve all students and are loosely related to their personal development,

- and also to matters of guidance which focus upon individual students, especially when difficulties are encountered, whether in relation to work at school, relationships or matters of discipline.

Where difficulties arise the person best fitted to deal with them in the first instance is the form tutor – who, in any case, is the teacher with the best working knowledge of the students in their tutor groups. However, if problems of a more serious nature arise, then they will be referred to the head of year – either by the form tutor or by a subject teacher, and it is normally to the head of year that parents should first turn if it is considered that there are problems at school. The head of year will work with others, perhaps a form tutor, or Deputy Head, or Headteacher depending on the situation. In appropriate situations, we use detailed Pastoral Support Plans to help individual students.



The Curriculum

Primary/Secondary transfer – Year 6 to Year 7

This school works in association with primary schools attended by students transferring to King Edward VI. It is important that we establish continuity so far as curricular arrangements are concerned and our discussions extend to the needs of individual children.

In their primary schools children will have covered Key Stages 1 and 2 of the National Curriculum. Key Stage 2 culminates in teacher assessments regarding children's capabilities and these are supplemented by national tests in English, Mathematics and Science. We give due regard to all the information that is available to us.

Teaching Groups

Although students are placed into mixed ability form tutor groups, there is some grouping by ability in teaching groups.

In Year 7, students are taught in their form tutor groups for most subjects. The ability setting in this year applies to Mathematics, Science and French. This is arranged on a subject by subject basis and is brought in and reviewed during the year.

In Years 8 and 9, setting continues for Mathematics, Science and languages. In most other subjects students are placed into a broad upper or lower band based on proven performance in those combined areas during the previous year.



Years 7 to 9

From entering the school in Year 7 until the end of Year 9, students are involved in Key Stage 3 of the National Curriculum. Everybody studies the three core subjects of English, Mathematics and Science (including elements of Biology, Chemistry and Physics). In addition, all take French, History, Geography, Religious Education, Design Technology, Art, Music and Physical Education. Citizenship and Information and Communication Technology are also taught in a carefully constructed cross-curricular programme during Key Stage 3. We believe that it is important to allow experiences beyond this legal requirement and so our students also study Drama as a distinct lesson, follow a pastoral curriculum programme and take German as a second foreign language from the beginning of Year 8.

During the final term of Year 9 students sit National Curriculum Tests in English, Mathematics and Science. Assessments in other subjects are also completed then.

Results are published to parents, together with information about the overall performance of the year group and national figures so that relative comparisons can be made.

The Curriculum



Years 10 and 11

Years 10 and 11 correspond to Key Stage 4 of the National Curriculum. Selection of subjects, in areas where selection is possible, is based on wide consultation during Year 9.

All students study:

- **English** (Language and Literature) counting as two subjects for most students.
- **Mathematics.**
- **Science** (counting as two subjects and incorporating Biology, Chemistry and Physics).
- **A modern foreign language** (French or German).
- **A Humanities subject** (Geography, History or Religious Studies).
- **A practical subject** (Design and Technology, Art and Design, Music, Physical Education, Drama, Child Development or Information and Communication Technology).
- **A 'free' choice.** (Thus enabling a student to study, for example, two languages, two humanities or two full practical subjects. It is also possible to take a vocational Business Studies qualification equivalent to two GCSEs).

- **A 'short' course** (selected for Design and Technology, Business Studies, Physical Education, History, Art and Design and Information Technology).

Within the choices being made it is compulsory for Design and Technology to be selected either as a full or as a short course. We offer a range of possible specialisms within Design and Technology including Food, Graphics, Resistant Materials, Systems and Control, and Textiles so that all students can select an aspect of the subject which is of particular interest to them.

It is therefore possible to take a maximum of 10 GCSE subjects, although some areas are taught and assessed as vocational units of the GNVQ or as RSA qualifications. We believe that this provides a good range of choice and of assessment style whilst still meeting and exceeding national requirements.

In addition to the examination subjects, all students will follow courses in Personal and Social Education (including Careers Guidance and Citizenship Issues), Physical Education, Information and Communication Technology, Health Education and Religious and Moral Education.

Although it is not always possible for the school to accomplish every single combination of choices that is requested, in practice the vast majority of wishes are met.



The Curriculum (continued)

Learning Support and Special Educational Needs

The school's special needs provision operates in accordance with national requirements. The school's Special Needs Coordinator will advise in response to individual requests.

The LEA may decide to issue 'statements' recognising specific learning difficulties following a period of assessment. Such a statement can result in additional learning support being provided. In addition, learning support is offered to other students and this may be provided by tutors who are qualified teachers and by classroom assistants.

The main purpose of all learning support is to help students to cope with their studies as effectively as possible.

The Sixth Form

The Sixth Form is well-established with a total of about 300 students. Most students have been in the school since Year 7 although some do join us from other schools at age 16.

Advanced levels are currently studied in the following subjects: English Literature, English Language, French, German, Economics, Business Studies, History, Geography, Religious Studies, Theatre Studies, Sociology, Psychology, Biology, Chemistry, Physics, Environmental Science, Mathematics, Further Mathematics, Art, Design Technology, Music, Physical Education and General Studies. Vocational 'A' Levels are offered in Business, Art and Design, Health and Social Care and Information and Communication Technology.

Students usually study four 'AS' subjects plus Keys Skills in Year 12. They then usually study three subjects to 'A2' Level in Year 13 – plus General Studies. It is also possible to combine Advanced Level Study with some GCSE work in certain circumstances.

A GNVQ (intermediate) course is also available as a one-year period of study for students. This course is operated in conjunction with Tamworth and Lichfield College of Further Education where students spend two days each week. Two days are spent at school and the fifth day is spent involved in work experience.

There is a very strong sense of community amongst Sixth Formers which focuses upon a number of activities, sporting and otherwise, that take place in the course of a year. **The Ashmole Society** is the centre of much of the social activity of the Sixth Form but, in addition, many students organise House events for younger students in the main school.

Each year over 100 students leave Year 13 to continue their education at university.

Sex Education

We have taught Sex Education within the framework of our overall programme of Health Education for a number of years.

We update our approach to Sex Education regularly in view of the current relevant legislation and information.

Sex Education Policy is part of our Health Education Policy which was updated in July 2001. This is available from school in the usual way.

Homework

Homework plays a vital part in children's education and is set by teachers according to clear school and departmental policies. Students are equipped with a '**home book**' which should be used to record all homework assignments. Parents sign this weekly. If any parent is concerned about any aspect of homework, including whether there appears to be either too much or too little, they are urged to get in touch with the school.

In Years 7 to 9, students normally do homework in two or three subjects each evening, spending approximately half an hour per subject.

In Year 10 and above, including the Sixth Form, a greater commitment of time to homework is expected. Whilst there is a homework programme for the upper school, the nature of the assignments and the need for students to develop good habits of personal organisation means that it is not always possible to specify precisely how much time should be spent on each subject.

Assessment, Examinations and Reporting

Assessment and Marking

The school has a policy of Assessment and Marking, a copy of which can be obtained on request. Each subject department has a policy based upon this.

Assessment and Marking can:

- provide students with an indication of their individual achievement and progress;
- help teachers to identify areas of strength and weakness in learning and to adjust subsequent teaching in the light of this;
- enable students to identify ways in which they can improve.

School Reports

A **full report** is issued to all year groups, usually towards the end of the school year. This comments upon general attitude, attendance and punctuality as well as academic progress. The Year 9 report also covers the national curriculum assessment results – this is at the end of Key Stage 3.

For Years 7 to 9 there is an additional report issued in February known as an **Interim Report**. This is a single sheet report summarising progress in the form of effort and attainment grades.

The school welcomes contact from parents regarding aspects of the school report.

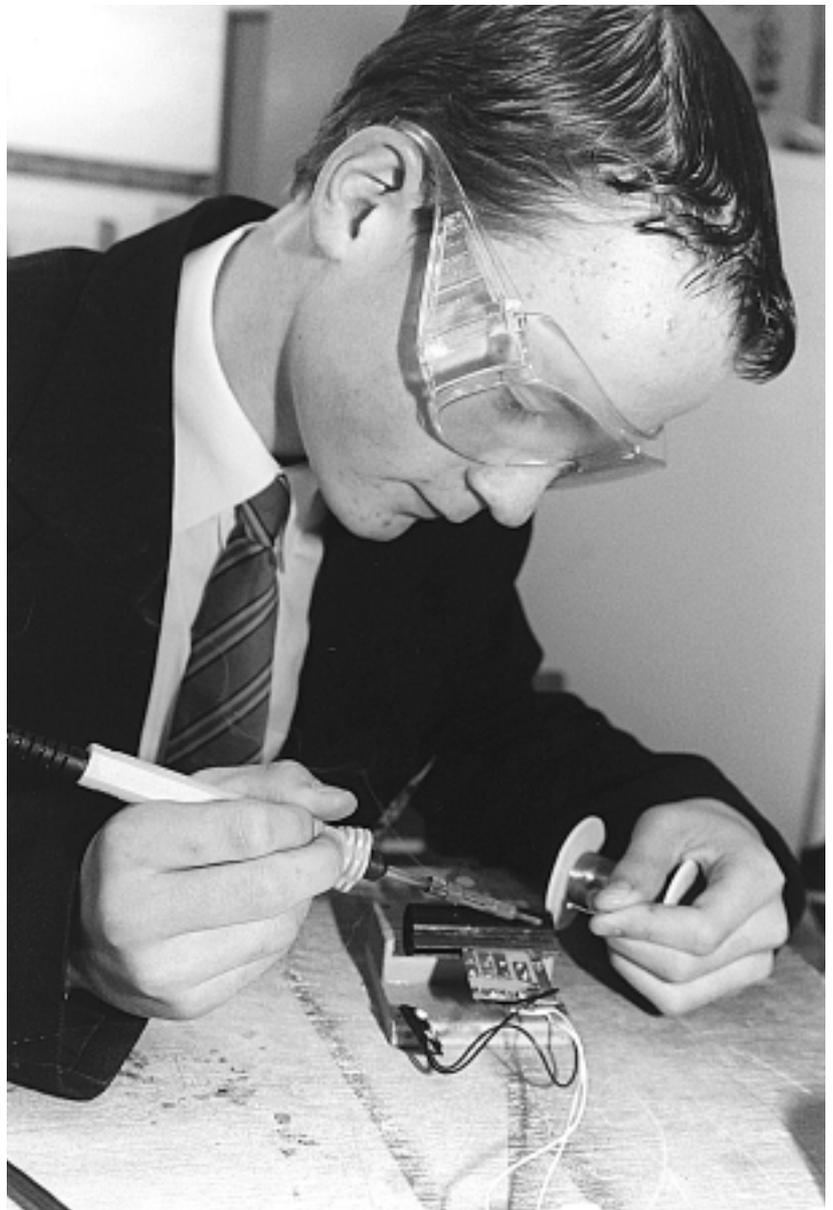
Internal Examinations

Each year internal, or school, examinations take place for each year group and according to a pattern which is communicated to parents at the beginning of the school year. We strongly urge parents not to take their children out of school for family holidays at any time – but especially when there are examinations.

Public Examinations

Details of syllabuses and examination boards are issued as required. It is important that parents give all support to their children in periods prior to taking examinations so that they perform to the best of their abilities.

The school is proud of the achievements of its students in public examinations, believing that they reflect well on the skill and commitment of teachers, the motivation of the students themselves and the encouragement given by parents.



School Discipline, Rewards and Sanctions

School Behaviour Policy

The School Behaviour Policy is the product of extensive discussion involving staff, students and parents. Our Home School Agreement also clarifies the expectations of standards.

The full School Behaviour Policy, a copy of which may be obtained on request, stresses the positive aspects of order and discipline to stimulate acceptable responses through praise, encouragement and similar strategies. Where, however, such approaches do not achieve the desired results then a range of sanctions is brought into play which include reprimand, removal of privileges, impositions and detentions. In the most serious cases of indiscipline, exclusion from school can be put into effect. We make every effort to avoid exclusions from school. Our intention is to include students in learning rather than to exclude them from it.

Though used infrequently, post school detention for up to 45 minutes, does take place as the law permits. In such cases 24 hours notice is given. The issue of bullying, which is naturally of concern to all prospective parents, is covered by our Anti-Bullying Policy. Bullying, when it occurs, is dealt with swiftly, firmly and, as circumstances suggest, with the involvement of the parents of all parties.

We are confident of overwhelming success in achieving acceptable standards of behaviour on the part of students when parents and the school work together in harmony.

Behaviour on School Transport

Students who travel to school by contract transport must only use the vehicle for which they have a valid travel pass. Misbehaviour on such transport can present a serious danger and where such practice is brought to our notice the result can be the withdrawal of the travel permit.

School Uniform

The Governors' wishes with regard to school uniform are expressed in our School Uniform documentation. In voicing support over the years for uniform the Governors have done so in the belief that this is in accordance with the wishes of the overwhelming majority of the school's parents.

Distinctive items of dress, like the badge and tie, can only be purchased from Buxton and Bonnet Ltd. in the Precinct. The black blazer, which all students wear, and other standard items, may be obtained from high street retailers. In addition to wearing the correct items it is important that students wear them in a tidy way both in school or when travelling to or from school.

The Headteacher is able to offer some limited assistance with regard to the purchase of school uniform in cases of hardship.



Sports Facilities

King Edward VI Leisure Centre and synthetic, all-weather, pitch were opened in 1995 to provide sports and leisure facilities for the school and local community. Together with the school's gymnasium, swimming pool and playing fields, they provide the

school with first-class sports amenities. The new facilities are used on a shared basis with the community, the school having exclusive use of the Centre in the mornings during term time and of the all-weather pitch in the afternoon.



Extra-Curricular Activities

Extra-curricular activities play an important part in the development of students at school and all are urged to participate to the fullest extent.

We provide a very wide range of activities including sporting, musical, drama and social opportunities.

In the course of a school year there can be many school trips. Many of these will be curriculum-related, usually confined to a single day, but there are also opportunities for longer visits to France and Germany. Residential field courses form an established part of some Advanced courses. Other visits are arranged and details published.

Funding for extra-curricular activities is consistent with national regulations. Further details of the Governor's policy are included in our annual Information Booklet which complements this prospectus. In practice the school would be unable to operate such a wide range of activities without voluntary contributions from parents. Having said this, we



have no intention of debarring students from any school activity on account of their parents' inability to make a voluntary contribution.



Private Funding

We have decided that in order to provide the best educational opportunities and environment that we can, it is essential to look for additional sources of funding. Some progress has already been made in this direction.

There are three main ways in which parents can help us:

- **The School Fund.** This is a voluntary contribution made by parents to the school at the start of each year. Although voluntary, this fund has been absolutely essential to us when providing a whole range of opportunities and excursions for students.
- **The Trust Fund.** Since its inception in 1991 over £80,000 has been pledged through this scheme and we hope that parents beginning an association with the school give serious thought to this way of assisting us. The 'Gift Aid' scheme means that this support can either take the form of a covenant or it can be a single donation.
- **Parent Teacher Association Events.** In addition to these two ways of helping, we are very grateful for your attendance or involvement in the many events organised by the Parents' Association. The funds raised from these events are of enormous benefit to the school.

Personal Insurance Cover

It is important to point out that the students at school are not protected by insurance indemnity against accident. Parents may wish to consider arranging this on a private basis.

Students involved in school trips are, however, always insured by the member of staff organising the activity. Insurance is also arranged for students involved in work experience placements. Students representing the School in rugby matches against other schools are insured as part of our affiliation to the Rugby Football Union. This, however, represents only a basic level of insurance and parents are urged to consider additional cover. In every other aspect of games involvement, there is no insurance cover against accident.



Appendix A

Policy Statements that might be useful:

- Aims of the School and Curriculum Principles
- Anti-Bullying
- Assessment and Marking
- Attendance
- Behaviour
- Charging
- Child Protection and Guidelines for Responding to Suspected Cases of Child Abuse
- Complaints
- Committees of the Governing Body (Terms of Reference)
- Equal Opportunities
- Governors Induction
- Health and Safety
- Health Education
- Homework
- ICT Policy (Including Development Plan)
- Inclusion
- Key Skills
- Library Resource Centre
- Literacy
- More Able Students
- Multicultural Education
- Race Equality
- Schemes of Work
- School Uniform List
- Special Educational Needs
- Substance Misuse

The full text of any of the policies may be obtained by contacting the Headteacher's Secretary, who also serves as the Clerk to the Governing Body. A small charge for these may be necessary in order to meet production costs although a small package of particularly relevant policies is issued as a booklet to new parents as part of our welcome and induction materials.



Notes

The school would value any comment or requests for further information arising from this Prospectus. Prospective parents wishing to view the school are advised to get in touch with the Headteacher and will be warmly welcomed.

School Prayer by Dr. Samuel Johnson, (1709/1784) former pupil of the school.

ALMIGHTY GOD, our heavenly father, without whose help labour is useless, without whose light search is vain, invigorate our studies and direct our enquiries, that we may by due diligence and right discernment establish ourselves and other in Thy holy Faith. Take not, O Lord, Thy Holy Spirit from us; let not evil thoughts have dominion in our minds; let us not linger in ignorance, but enlighten and support us, for the sake of Jesus Christ our Lord.

Amen.

