

SIR JOHN NELTHORPE SCHOOL



Prospectus 2017-18

SIR JOHN NELTHORPE SCHOOL

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School Prospectus 2017/18

Information about the School:

Headteacher: Mr R Biglands

Chair of Governors: Mrs E Wells

Number on Roll : 694 (Sept 2017)

School Classification:

Sir John Nelthorpe School is a comprehensive, co-educational day School, serving the age group 11-19 years.

Date of Issue: September 2017

CONTENTS

Chairman’s Letter to Parents	1
Governors of the School	2
Admissions	3
Visiting Arrangements.....	3
Mission Statement	4
School Curriculum.....	4
The Organisation of the Curriculum	5
Work Related Learning (WRL) Policy.....	7
Sex Education	10
Examinations Policy	11
Careers Education, Information, Advice and Guidance and Work Experience	12
Personal, Social, Health & Citizenship Education	12
School Complaints Procedure.....	12
Religious Education Policy and Collective Worship	13
Religious Affiliations	13
Special Curricular Arrangements (Special Educational Needs).....	13
Pastoral Care and Guidance	13
School Discipline.....	14
Major School Events, Extra Curricular Activities and the House System	14
Sporting Aims and Provision.....	15
Student Routes	16
Charging for School Activities	16
Equal Opportunities	16
Ofsted (Office for Standards in Education)	17

School Security	17
Students with Disabilities	17
Disclaimer	17
Appendix 1 - Exam Results Trends	18
Appendix 2 - Attendance Summary Year 2016/2017	19
Appendix 3 - School Day	20
Appendix 4 - School Term Dates 2017/18	21
Appendix 5 - School Uniform and Appearance	22
Appendix 6 - Special Educational Needs Policy	24
Appendix 7 - Child Protection & Safeguarding Policy	26

Chairman's Letter to Parents

Dear Parent, Carer, or Community Member

It is my pleasure to introduce Sir John Nelthorpe School's 2017-2018 Prospectus to you.

The Governors of Sir John Nelthorpe School are committed to providing a clear and comprehensive range of information about our school, but if after reading this prospectus you require any further information, please do not hesitate to contact Mr R. Biglands, Headteacher; or myself, at the school and we will be pleased to help you.

2016-17 was another highly successful year for Sir John Nelthorpe School. Yet again students at our school achieved exceptional results at GCSE level, 74% of our students achieved a 'good' (4+) pass in the new-style English and Maths exams. A 4+ pass was recorded by 84% of pupils in English, whilst in Maths, the 4+ figure was 77%. At A-level, our pass rate of 99.2% has bucked the National trend showing the fantastic response of our students to the new, more demanding A-Levels. This pass-rate is league-topping for this region. The national average is 97.9%. The percentage of our students achieving the top A*-C grades was 80.6%, again beating the national average of 77.4%

We place a great emphasis on traditional family values at Sir John Nelthorpe School. We believe manners, courtesy and respect underpin our drive to provide the highest quality of education for all of our pupils. We also believe that pupils achieve best when parents and the school work together. I would like to thank the many parents who continue to support the school in its aim to be a provider of outstanding education.



Mrs E Wells
Chair of Governors

Governors of the School

Chair of the Governing Body

Mrs E Wells

Headteacher

Mr R Biglands

Clerk to the Governing Body

Nadine Dunthorne

c/o Sir John Nelthorpe School

Tel (01652) 656651

List of governors

Mrs E Wells – Chair

Mr T Nelthorpe – Vice Chair

Mr R Biglands – Headteacher

Mr A Hall

Mr R Smith

Mr B Taylor

Dr R Wardlaw

Mr M Mosey

Mrs K Peaker

Mrs S Thomas – Parent representative

Mr S Howe – Teaching staff representative

Mrs P Smith – Local Authority representative

Please Note:

The Governors are appointed in accordance with the Memorandum of the Association of Sir John Nelthorpe School. Further information can be obtained from Nadine Dunthorne, Clerk to the Governors.

Admissions

Admission Policy

1. The admission arrangements for the academic year 2017/18 are available from the School and North Lincolnshire Council Websites.
2. If the number of applications for places is within the published admission number set for the School, a place will be allocated to everyone who applies.
3. If the number of applications for places is higher than the published admission number, applications will be considered against the criteria set out in the North Lincolnshire Council policy.

The admission limit for 2017 – 2018 is 154.

Visiting Arrangements

Parents are always welcome to visit the School but please remember that teachers have timetable commitments to fulfil. Should you wish to speak to a specific teacher, please telephone to make an appointment and give a general indication of what it is you wish to discuss.

The School holds an Open Evening for parents of pupils in year 6, and the date is widely advertised. Should you wish to view the School during a 'normal working day', please contact the School Office to make an appointment.

In order to ensure a smooth and efficient transition of pupils joining the school from year 6, the Learning Coordinator for Key Stage 3 will visit all primary school settings and meet with those pupils and also with staff at the school to gain all relevant data and information about each child. There is also an extensive induction programme for new intake students planned, which includes two full days in School, comprising taster lessons and other activities.

Mission Statement

Our mission is:

"To inspire ALL to achieve their potential in a climate of high moral standards and shared social values"

Our aims are to:

1. Provide the highest quality education and training
2. Promote a safe, disciplined, caring environment where individuals are known and valued
3. Produce healthy, responsible citizens with a love of learning and a healthy approach towards life
4. To prepare young people for adult life and work
5. Widen horizons and aspirations via a diverse extended curriculum
6. Form strong partnerships via our teaching school, local, national and international links
7. Focus, relentlessly, on becoming the very best we can be for the benefit of ALL

School Curriculum

Curricular Aims

The Governors have adopted a broad and balanced curriculum at Key Stage 3 to implement the National Curriculum. GCSE Science and Mathematics courses begin in Year 9. In Key Stage 4 (Years 10 and 11) there is an opportunity for students to choose some of the subjects that they wish to study.

Curriculum Policy

At Sir John Nelthorpe School we strive to develop the whole person, to produce well-rounded young adults capable of developing themselves and responding positively to the demands that society will bring. The students' experiences are organised to achieve the School's Mission Statement, the requirements of the National Curriculum and to provide a broad and balanced curriculum. These experiences include programmes of study written for each subject, tutorial work and Personal, Social, Health and Citizenship Education (PSHCE) and they are enriched by work-related learning, a wide range of curricular, extra-curricular, non-curricular, sporting events and visits. The programmes of study fulfil the statutory requirements of the National Curriculum. At Key Stage 3 all students study English, Mathematics, Science, French (Higher attaining students also study German in Years 8&9), History, Geography, Religious Education, Art, Drama, Music, Design and Technology, Computing, Physical Education (PE) and PSHCE.

At Key Stage 4, students follow one of two pathways. Whichever Pathway a student follows they must study the following subjects: English Language and Literature,

Mathematics, Separate Sciences, and a Humanities Subject. They also follow courses in PE, PSHCE and Religious Education.

Pathway One students study three option subjects, which must include a Humanities subject and a Foreign Language. Pathway Two students also choose three option subjects one of which must be a Humanity, the other two do not have to include a foreign language, although they may if desired. Students choose from the following subjects from each of the three option blocks:

Art (GCSE)	French (GCSE)
Geography (GCSE)	German (GCSE)
History (GCSE)	Drama (GCSE)
Business Studies (BTEC)	
PE (GCSE)	
Child Development (GCSE)	
Design and Technology: Materials Technology (VCert)	

Cross-curricular themes of Environmental Education, Economic, Political and Social Awareness, Industrial Awareness, Enterprise, Citizenship, Environmental issues, Health Education, and Sex Education have been introduced throughout the general curriculum and in Personal, Social, Health and Citizenship Education (PSHCE) lessons in particular.

All subject areas include the cross-curricular skills of literacy, numeracy, problem solving, Information and Communication Technology and personal and study skills.

Brigg Sixth Form

At Key Stage 5, students join Brigg Sixth Form where we raise the aspiration of all students by providing outstanding education and pastoral support which meets the needs of each individual. The Sixth Form offers a wide variety of quality courses and continues to seek to offer new subjects where appropriate in line with the ever-changing face of Post 16 provision. Students are the main focus for the provision and personalised learning pathways are promoted through the curriculum and further enrichment opportunities. For more information regarding the Sixth Form please visit www.briggsixthform.co.uk where you can download a prospectus and find details about the subjects on offer.

The Organisation of the Curriculum

The teaching of the National Curriculum is organised by grouping subjects into faculties. Common areas of study are identified and taught to the students in a similar manner. Information Communication Technology (ICT) is used extensively throughout all years and subjects as a teaching and learning resource. Students learn applications skills in ICT by means of a taught Computing course in Key Stage 3

Students in Years 10 and 11 study several core subjects, which lead to certification in English Language and Literature, Mathematics, and either Separate Sciences, or Core and Additional Science. The Foundation subjects of PE, Religious Studies, and Personal, Social, Health and Citizenship Education (PSHCE) are part of the core curriculum.

Please note:

The Education Reform Act 1988, has required the establishment by Local Education Authorities of local arrangements for the consideration of complaints about the action of Governing Bodies and Local Education Authorities in respect of the School Curriculum and related matters, (e.g. the implementation of the National Curriculum and compliance with Orders and Regulations made about its requirements and expectation to its provision; provision of religious education and worship required by the Act). The Local Authority's complaints procedure is available for consultation at the School or Local Education Authority offices. Copies may also be purchased from the School if parents wish.

Key statutory requirements

Maintained Schools are required to have a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of later life.

The following documents and information are available in School for parents to consult. If this is the case, parents should make an appointment before coming into the School. If personal copies of the documents are required, these may be purchased from School at the appropriate copying charge, where applicable:

- Statutory instruments and circulars from the Department for Education (DfE)
- HMI and OFSTED reports referring to the School
- Schemes of work currently used by the School
- All syllabuses
- Complaints procedure
- Religious Studies syllabus

Please note: The School will make arrangements for any student whose parents exercise their statutory right to withdraw their children from religious worship or Religious Education lessons, in accordance with Section 71 of the School Standards and Framework Act 1998.

Time Spent Teaching

The total teaching time each day is 5 hours 20 minutes, consisting of 5 hours teaching time and 20 minutes tutor period (including 5 minutes registration). The morning session is from 0845 to 1230 with a 15 minute break. The afternoon session is from 1320 to 1525. There is a 5 minute movement time between periods 1&2 and 4&5 to allow for students to move between sites.

The Organisation of Education

From their entry into school students are placed in a tutor group. Each tutor group is made up of students based on mixed ability social groups. The group stays together for registration periods and PSHCE (one hour per week) only. Throughout Key Stage 3 students are taught in sets based broadly on ability for all subjects apart from

Technology, Computing and PE. These subjects are taught in mixed ability groups. Throughout Years 8 and 9 students in the higher sets are also taught German as well as French. In Years 7, 8, and 9 there is a small group of students who are not taught French but receive extra support for Literacy.

The students' placing in sets is initially decided based on the results of the Key Stage 2 SAT and Teacher Assessments and our own assessments including Cognitive Ability Tests (CATs). Recommendations from, and discussions with, the Primary School are also considered when identifying setting and student placing. Subsequently, validated Key Stage 2 SAT scores (released through Fischer Family Trust in the Autumn term) are used to further determine appropriate setting for each student. Differentiation forms the basis for meeting the needs of different groups and individuals within groups. Parents are asked to respect the decisions made by the school in relation to the initial setting of their child. The school regularly reviews setting and facilitates movement between sets for students as appropriate.

This system of grouping continues throughout the School with minor variations in Years 10 and 11 to accommodate students' subject choices for Key Stage 4. Movement within groups and across sets is managed by the Head of Faculty and Learning Coordinator in each respective Key Stage.

Students' progress, attainment and predicted outcomes, their strengths and their weaknesses, are recorded and monitored by the School using a robust and detailed assessment system. Summative copies of these documents are sent to parents 3 times each year.

All students are expected to do homework on a regular basis. A student planner is provided for all students and serves as a communication medium between School and parents/carers concerning homework and other relevant issues.

Work Related Learning (WRL) Policy

Introduction

There is statutory requirement under Section 351 of the 1996 Education Act for the School to provide a balanced and broadly based curriculum which prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life.

The School is committed to maximising the benefits for every student, in the development of a Whole-School approach to work related learning. The School recognises that there should be some work-related learning for all students, and more for some. The School wishes to promote work-related learning as part of the learning entitlement for all students and as a means for learning 'about work', learning 'through work' and learning 'for work'.

Rationale

Work-related learning has an important contribution to make to the education of all our students in order for them to make an effective transition from the School to adulthood and employment. So that students are able to make this effective transition the School provides a wide range of opportunities for students to learn, about, through and for work

in a range of contexts. The School has clearly identified work-related learning outcomes for all students together with a set of procedures for assessing individual student's progress.

Purposes

Work-related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life. The School encourages innovative approaches to work-related learning in order to motivate students and to raise standards.

The main purpose of work-related learning is to provide students with a range of activities as part of a balance and integrated curriculum. The work-related learning opportunities provided by the School contribute to:

- attainment in individual subjects by increasing students' understanding;
- achievement of vocational qualifications by enhanced understanding and relevance to general and specific occupations
- achievement and development of the main key skills and the wider key skills
- careers education and guidance of the main key skills and the wider key skills
- careers education and guidance by providing an insight into the factors which can inform career choice
- learning about the world of work and better preparation for the transition from education and training to work
- personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility and increasing the breadth of curriculum experience for every student to support their preparation for adult life.

Aims for Work Related Learning

The aims for work-related learning focus on the provision the School makes for opportunities for students to prepare for adult life and include:

- to improve educational standards through using contexts that improve motivation and attainment for all students
- to ensure that students follow courses and programmes which are appropriate to their longer term aspirations and needs
- to improve students understanding of the world of work and its demands
- to improve the quality of provision and guidance
- to increase access and choice for all students
- to improve the transition of students from School to adult and working life.

Objectives for Work – Related Learning

The key objectives for work-related learning are:

- to raise levels of attainment through high quality work-related learning for all students
- to develop a range of opportunities which enhance the curriculum
- to promote greater awareness for students about the world of work, the development of key skills and employability

- to develop a range of appropriate and relevant activities which assist in raising all students' aspirations and achievement and which are of the highest possible quality and are regularly monitored
- to promote awareness and understanding of work, industry, the economy and community
- to relate skills, attitudes, concepts and knowledge learned in School to applications in the wider world
- to develop students' personal and social skills in relationships in a range of contexts
- to provide students with informed and impartial guidance on the choices available for education, training and employment as well as other interests
- to improve employability through work-related learning
- to develop effective links with key partners which include the Humber Education Business Partnership (EBP), Young People's Support Service (YPSS), the LA and other School Business Partners.

Curriculum Provision

The School offers a wide range of activities that contribute towards work-related opportunities in order to help prepare students effectively for adult and working life. These activities complement subject teaching and contribute towards the development of students' key skills as well as contributing to lifelong opportunities.

The range of activities the School is currently using in order to help meet its objectives include:

- Careers Education and independent advice and Guidance
- Visits to employers
- Visits to colleges and universities
- Problem solving and Insight into Work Activities
- Personal, Social, Health and Citizenship Education
- Visitors from Industry and Business

Work-related learning within the School enables each curriculum area to make a full contribution through:

- the development of schemes of work that recognise the importance of work-related learning in preparing students for adult life and working life;
- ensuring that all students have access to some work related activities which are appropriate to their needs;
- the use of appropriate teaching and learning strategies;
- the regular review of learning outcomes and assessment arrangements for all work related programmes and course;
- ensuring maximum understanding for students of the various aspects of work related learning to adult and working life;
- ensuring continuity and progression in schemes of work, so that all students' can build on work-related experiences from previous levels.

Management of Work Related Learning

The Assistant Headteacher (Learning), who advises the Senior Management Team, is responsible for:

- the management and co-ordination of the various aspects of work-related learning
- the range of activities in each key stage
- how the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated
- the assessment procedures and strategies for student evaluation of activities and learning outcomes
- the systems to secure balance, progression and continuity and
- ensuring appropriate channels of communication at senior management level, governing body, and consortium and across LA/EBP.

Individual subject staff are responsible for:

- ensuring that their schemes of work contribute to work-related aims
- identifying the types of activity at relevant points in the schemes of work
- identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them
- clarifying how the activities helps progression and learning about, for and through work and
- indicating the scope for students to set their own learning objectives.

Staff Development for WRL

The School provides a number of opportunities for staff to undertake relevant and appropriate professional development to support the teaching of work-related learning.

Policy Review

The School policy on work-related learning will be reviewed and monitored at various levels and at different times by key groups on an annual basis. The key priorities from the review are incorporated into the School Improvement Plan on an annual basis.

Sex Education

This programme is delivered through PSHCE (Personal, Social, Health & Citizenship Education) lessons in Key Stage 3 and Key Stage 4, supported by the National Curriculum Orders in Science, which mean that some aspects of Sex and Relationship Education will be taught as part of the Science Curriculum from Year 7. However, Sex Education is not taught as a separate topic isolated from other subjects but is allowed to develop naturally out of students' work in many subjects.

In Key Stage 3 students learn how life begins and develops and how their own bodies change and develop through puberty and how all relationships play an important aspect in their lives. During year 9, 10 & 11 the PSHCE programme develops students' awareness of personal responsibilities, relationships and lifestyles. Students also learn

about the effects that a lack of exercise, smoking, drugs, alcohol and S.T.D/HIV/AIDS can have on people's lifestyles.

Please Note: The School makes arrangements for parents to exercise their statutory right of withdrawal of their children from sex education.

Examinations Policy

The qualifications offered at this centre are decided by the Head of Centre and/or Head of Faculty. The types of qualifications offered within the school are GCE, GCSE, BTEC and Technical Awards. The subjects offered for these qualifications can be found in this prospectus. Decisions on whether a candidate should be entered for a particular subject will be taken by teaching staff in consultation with the Head of Faculty. The fees for these entries are met by the School. Students who wish to enter at a level for which they have not been recommended may do so provided that they meet the additional costs if necessary and only after discussion has taken place with the relevant subject teacher and/or Head of Faculty and examinations officer. This procedure must occur in accordance with the Examinations Appeals Policy. The full copy of the school Examinations Policy can be found on the school website.

Examinations and assessment:

Year groups 7-11 are assessed on a termly basis which is reported to parents, with an internally arranged end of Year examination for students in Y7-10. Students in Y11 will take mock GCSE examinations in December and GCSE examinations (and equivalents) at the end of year 11 in accordance with the schedule for external examinations as set by the examinations boards.

Sixth Form students take GCE examinations at the end of Y13. Continuous assessment takes place over the 2 year course and is reported at termly intervals. There is a BTEC Level 3 course in Art and Design in the curriculum offer where assessment is conducted through the production of a portfolio of work.

Examination Boards

Students follow courses leading to examinations set by one of the following boards (according to subject):

Oxford Cambridge & RSA Examination Board (OCR)
Assessment & Qualifications Alliance Examination Board (AQA)
Pearson Edexcel Examination Board (EDEXCEL)
Welsh Examination Board (WJEC)

Careers Education, Information, Advice and Guidance

Careers education, information, advice and guidance are given through the Personal, Social, Health and Citizenship Education course. The School works closely with the Young People's Support Services (YPSS) (particularly the personal careers adviser), local industries and other establishments in the area.

In Year 9 all students are provided with individual guidance booklets regarding their Learning Pathways. They all attend a presentation which outlines career pathways and the qualifications needed to pursue them.

During Year 10 one of the YPSS Personal Advisers, visits the School and explains the services which are offered by the YPSS Office, and advises on the career routes available both locally and nationally. Students are shown how to obtain information about careers from the sources which are available, highlighting the National Careers Service website in particular. They are given guidance regarding job applications and approaches to interviews.

Throughout Year 11 careers education, information, advice and guidance intensifies and students are guided through the post 16 application procedure using the 'Lincs2' e-prospectus. Opportunities are taken to encourage students to meet with people from a variety of career backgrounds, including the Post-16 Options Evening held in school. Interviews are held between the YPSS personal adviser and students. There are many opportunities to investigate and discuss continuing education at the various post 16 providers in the area.

Personal, Social, Health & Citizenship Education

All students in Years 7-11 have one period of PSHCE per week. PSHCE contributes to the School curriculum by helping to give students the skills, knowledge and understanding to lead confident, healthy, independent lives and to become informed, active and responsible citizens who feel prepared for the world of work and can have a positive contribution in the wider community when they leave school.

PSHCE also includes elements of vocational, work related learning and financial planning. Economic and enterprise education are also included together with an overview of the role of citizenship in our society. It teaches key topics that are central to the personal development of students as individuals, learners and members of the community.

School Complaints Procedure

The Governing Body has an established complaints procedure. A copy of this is available on the school website www.sirjohnnelthorpe.co.uk.

Religious Education Policy and Collective Worship

Religious Education conforms to the guidelines of the LA's Agreed Syllabus for Religious Education in KS3. In KS4 students study a range of topics which cover Life Issues and Morality. The School will make arrangements for parents to exercise their statutory right to withdraw their children from religious worship or Religious Education lessons, in accordance with Section 71 of the School Standards and Framework Act 1998.

Religious Affiliations

The School is not affiliated to any religious body. All religious teaching and School assemblies are non-denominational.

Special Curricular Arrangements (Special Educational Needs)

Students who have learning difficulties are supported in mainstream education. This support may be a teacher assigned to help an individual student or small group, a Teaching Assistant, special materials or a combination of these. In a very small number of cases a student may have such extreme difficulties that he or she needs to be withdrawn from some lessons and personalised learning programmes put in place. However, the aim is to give students the skills and confidence needed to cope with mainstream education as required by the 2001 Education Act.

The name of the Governor designated to have oversight of this aspect of the School's work is Dr R Wardlaw. The name of the senior member of staff having responsibility for the School's arrangements for identifying and meeting the special needs of students and is the Special Educational Needs Co-ordinator (SENCO) is Mrs C. Featherstone

Special Educational Needs Policy

See Appendix 7. This policy is reviewed and updated on an annual basis. The SEN Governor monitors the implementation of the policy and progress is reported at the termly Full Governing Body meetings.

Pastoral Care and Guidance

Upon entering the School, students are placed in mixed ability tutorial groups. These groups meet for registration each morning in a 20 minute Tutorial period and are also timetabled a 1 hour PSHCE lesson. The form tutor is able to establish a relationship with the students and give help and guidance with problems. The pastoral and guidance work of the form tutors is supported by the Learning Co-ordinators, an Assistant Head Teacher and a Pupil Services Manager.

School Discipline

Our emphasis is on the highest standards of work and behaviour. The School has a well-defined Code of Conduct, a copy of which is in the Student Planner issued to all students. It is our intention to engender a controlled, yet caring environment, in which every student has the opportunity to reach his or her potential.

In the case of minor infringements, students may be set extra work or may be issued with detentions during lunchtime. More serious cases of misconduct or persistent offenders may then be dealt with by detentions after school or periods in the Inclusion Unit. After-school detentions may be held on any night and are for the duration of one hour. If a Main School Detention is issued (the highest level of detention), these are held on a Friday evening and last for one hour. A detention letter will be posted home. The detention slip will inform parents of the student's misconduct and if parents wish they are very welcome to contact the School to discuss incidents relating to the detention. Parents are always given a minimum of 24-hours notice prior to a detention. In the exceptional circumstances of very serious misconduct, a student may be excluded from School. Should such action prove necessary, parents will be notified by letter and they will be asked to meet the Headteacher or a senior member of staff for a full consultation.

Major School Events, Extra Curricular Activities and the House System

The School has a full and varied programme of extra-curricular activities in which students are encouraged to participate at School level or as representatives of the School in inter-School competitions. These include: dance workshops, carol concerts, school productions, music workshops, music festivals, debating, Engineering Challenges, Duke of Edinburgh Award Scheme, UK Maths Challenge, and competitions; visits to Hull and Lincoln universities, charity events and a wide variety of sports events and clubs.

The school offers the opportunity for students to participate in a wide variety of trips including the World Challenge, skiing, outward bound, the German Exchange, the Barn Trip and a visit to France. Field trips are also organised linking to specific subjects and there are also opportunities to participate in the Local Young People's Parliament.

The House system at Sir John Nelthorpe School is a long standing tradition that creates competition, promotes good behaviour, encourages teamwork, provides opportunities to take on responsibilities and brings everyone in the school together. Every student belongs to a house as do most members of staff. Houses compete for points in a variety of sporting and cultural competitions throughout the year and also gain points through the school 'merit' system. Within the houses each year group elects male and female captains and vice captains who organise team for events and monitor the participation of members of their house. The Sixth Form House Captains and Vice Captains take on overall responsibility for their houses.

Sporting Aims and Provision

It is our intention to provide for our students an enjoyable, rewarding and balanced range of sporting activities in line with the requirements of the National Curriculum. All students are encouraged to develop their knowledge, skills and understanding by setting realistic targets and striving to achieve them. The curriculum is designed to maximise the use of the faculty's facilities and to prepare our students for continued participation in physical activity beyond school leaving age. Students are encouraged to attend extra-curricular sports clubs in order to further improve their ability in PE. Elite performers are identified and provision for them to develop their performance is provided through means of recommendation to district, county and national teams. In addition, students are able to study GCSE PE, AS/A2 PE and BTEC Sport in the 6th Form enabling students to extend their study and obtain academic qualification within the subject area.

Sport

Activities include: Football, Hockey, Netball, Basketball, Fitness (including yoga and circuit training), Badminton, Dance, Table Tennis, Athletics, Rounders, Cricket, Tennis, Rugby, Volleyball, Softball, Golf, Dodgeball, Orienteering, Problem Solving, Cross Country, Outdoor & Adventurous Activities (OAA) and Handball.

The time allocated within the curriculum is 10%. (Two hours per week for KS3 students) In addition there is an extensive range of extra-curricular sporting activities available to students both at lunch time and after school. There are also numerous opportunities for students to represent the school in matches, tournaments and competitions against other schools both locally and out of county. We also offer students the opportunity to develop their sports leadership skills.

Facilities available are:

One 'all weather' play area.

Gym – regular use by local community.

Playing Field – frequent use by individuals and occasional teams.

Extensive PE and coaching qualifications are held by teachers at the School.

The School has strong links with various clubs in the local community.

Sports Kit – See appendix - 7

Sporting Achievements – The school is proud of its many sporting achievements which are reported to parents on the school newsletters, website and Twitter. Please see our website: www.sirjohnnelthorpe.co.uk or Twitter @SJNBrigg.

Student Routes

Destinations of students leaving the School in the Summer of 2016 (latest available data)

Further Education	Employment /Training	NEET**	Moved out of area /Unknown	Total
102	12	0	0	114

Charging for School Activities

The Governors have decided on the following policy:

“That the School charge for all activities and services permitted by sections 449-462 of the Education Act 1996, the exception being where the Local Authority subsidises or pays for that activity or service. For other activities, the School reserves the right to request voluntary contributions and to inform parents that if the voluntary contributions do not cover the cost of the activity, the activity will not proceed. However, no student will be barred from an activity owing to inability to pay”.

Road Safety

Road Safety issues are discussed specifically in the PSHCE programme of study and incidentally in the remainder of the curriculum, including assemblies as appropriate.

Staff Development

The school makes a significant investment in the induction and training of ALL staff (Teaching and Support Staff). Sir John Nelthorpe School is actively involved in training teachers of the future and has links with the University of Hull and the North Lincolnshire Leading Learning Forward Teaching Schools Alliance.

Equal Opportunities

Sir John Nelthorpe School acknowledges that all students irrespective of gender, academic ability, ethnicity and social circumstance will have equal access to all aspects of the curriculum, including academic, social and sporting opportunities and that they will be encouraged to make the greatest possible progress. The School believes that a whole school approach to equal opportunities is essential and that its implementation is the responsibility of all staff and should be present in all aspects of school life.

Ofsted (Office for Standards in Education)

The School's last inspection took place in December 2014. The School achieved a "Good" judgement. A full copy of the report is available on our website (www.sirjohnnelthorpe.co.uk) or from the School.

School Security

The Health and Safety of our students and staff and the security of the site is of the utmost importance. The Governing Body has its own Health & Safety Policy. The Governors' Finance and HR Committee meets once per term.

A comprehensive range of security measures are employed e.g.:

- All visitors to the site, including, contractors, are required to register their attendance at reception and to wear identification badges at all times
- The site is covered by an alarm system which is linked to the council central security room
- The boundaries are secured by high quality security fencing
- The School has an excellent working relationship with the Local Police Team and co-operates fully with the measures in place to reduce Anti-Social Behaviour in and around the school within and beyond the school working day.
- CCTV is installed around the school site
- Computer and Internet access is controlled and monitored for all students and staff
- The school is equipped with emergency lighting to all common areas.

Students with Disabilities

All students, including those with disabilities, share the same statutory entitlement to a broad and balanced curriculum. Those disabled students who have special educational needs will be educated in the light of the School's SEN Policy (see Appendix 6).

The School is proud of the success it has had in successfully meeting the needs of a variety of students with disabilities, including children with visual or hearing impairment. Existing facilities provided to assist access to the School by students with disabilities include:

- Disabled toilet facilities
- Disabled ramp access to the Gym, ground floors of the main teaching blocks, and the Technology Block
- A proportion of KS3/KS4 curriculum subjects are taught at ground level.

Disclaimer

The information given in this document was valid in the Summer term of 2017. It is possible that there could be changes affecting the arrangements generally described in this document since printing it ready for the start of the School Year 2017/2018. Parents wishing to contact individual members of staff or governors named in this document are advised to check the details with the School for any changes beforehand.

Appendix 1 - Exam Results Trends

This year has been as successful as previous years with students continuing to achieve good results above the national average.

Key Stage 4 - 2017

Key Stage 4 – GCSE	2017
Attainment 8	50.48
Percentage Gaining 5+ A* to C Grades	77
Percentage Gaining 5+ A* to C Grades including English and Maths (4 – 9)	74
Percentage Gaining 4 - 9 English and Maths	74
Percentage Gaining 5+ A* to G Grades	100
Ebacc	33

6th Form -2017

Key Stage 5	2017	National Results (2017)
A2- Percentage of grades at A* to E	100	97.9
A2- Percentage of grades at A* to C	80.6	77.4
A2- Percentage of grades at A* to B	43.0	53.1

Appendix 2 - Attendance Summary Year 2016/2017

Students' Attendance Records

Year	Total Students	% Attendance	% Unauthorised Absences	% Authorised Absences
7	143	96.4	0.6	3.0
8	130	96.0	0.8	3.2
9	107	95.4	1.4	3.2
10	110	95.3	1.0	3.7
11*	83	95.7	1.1	3.2
Totals	573	95.8	0.9	3.2

* Year 11 figures calculated 20.05.17

Appendix 3 - School Day

THE SCHOOL DAY		
(5 minute movement time between lessons 1 & 2 and 4 & 5)		
MORNING REGISTRATION	-	8.45 am – 9.05 am
LESSON 1	-	9.10 am – 10.10 am
LESSON 2	-	10.15 am – 11.15 am
BREAK	-	11.15 am – 11.30 am
LESSON 3	-	11.30 am – 12.30 pm
LUNCH BREAK	-	12.30 pm – 1.20 pm
LESSON 4	-	1.20 pm – 2.20 pm
LESSON 5	-	2.25 pm – 3.25 pm

Appendix 4 - School Term Dates 2017/18

Term 1	Open	Tuesday 5 th September 2017	Close	Friday 20 th October 2017
Term 2	Open	Monday 30 th October 2017	Close	Tuesday 19 th December 2017
Term 3	Open	Thursday 4 th January 2018	Close	Friday 9 th February 2018
Term 4	Open	Monday 19 th February 2018	Close	Wednesday 28 th March 2018
Term 5	Open	Monday 16 th April 2018 Bank Holiday Monday 7 th May 2018	Close	Friday 25 th May 2018
Term 6	Open	Monday 4 th June 2018	Close	Friday 20 th July 2018

Staff Training Days

1	Friday 1 st September 2017
2	Monday 4 th September 2017
3	Wednesday 3 rd January 2018
4	Thursday 29 th March 2018
5	Monday 23 rd July 2018

Appendix 5 - School Uniform and Appearance

BOYS' UNIFORM

- Black school blazer with SJN logo
- House badge
- School tie
- Black school trousers (straight leg, not jeans style)
- Shirt: White (long or short sleeved - worn tucked in)
- Jumper (*optional*): Black v-neck (N.B. not an alternative to the blazer).
- Shoes: Black sensible smart shoes (polishable, not trainer style, no branded/logo adorned footwear, no adornments such as bows or metal features). No boots/any footwear that covers the ankle.
- Black socks
- Plain outdoor coat (no sports sweatshirts, tracksuit tops or denim jackets). Coats to be removed whilst inside school buildings.

GIRLS' UNIFORM

- Black school blazer with SJN logo
- House badge
- Navy blue striped school blouse (worn tucked in)
- Pleated black knee-length skirt / black school trousers (straight cut)
- Jumper (*optional*): Black v-neck (N.B. not an alternative to the blazer).
- Shoes: Black sensible smart shoes (not trainer style, no branded/logo adorned footwear, no adornments such as bows or metal features).
No boots/any footwear that covers the ankle.
- Black socks with trousers. White ankle socks or black tights with a skirt.
- Plain outdoor coat (no sports sweatshirts, tracksuit tops or denim jackets). Coats to be removed whilst inside school buildings.

SPORTS KIT - BOYS

- Long sleeve outdoor sports top in blue/black with school badge
- White and blue indoor polo-shirt with school badge
- Plain or shadow-stripe black shorts,
- Plain white sports socks (indoor)
- Blue football socks with triple white hoop (outdoor)
- Trainers (no pumps)
- Football boots

SPORTS KIT - GIRLS

- Long sleeve outdoor sports top in black with white piping and school badge
- White and blue indoor polo-shirt with school badge
- Plain or shadow-stripe black shorts or plain black skort*
- Plain white sports socks (indoor)
- Plain black knee-length sports socks (outdoor)
- Trainers (no pumps)

* A skort looks like a short skirt but has modesty short leggings underneath

The majority of our uniform is available from several stockists in the area to give you options as to how to purchase. The only compulsory school logo badged items are the blazer, the boys' tie, and the sports tops for PE. The girls blouse is most easily sourced from the official stockist. Any remaining items can be purchased from wherever you choose providing they meet the school's standard uniform requirements. To ensure the correct style of garment, please visit the official stockist website or outlet or contact the school before purchasing garments elsewhere, as any non-compliant styles or colours of uniform items will not be permitted.

Appearance

All students in Years 7 to 11 are expected to be dressed correctly on their journey to and from school, whilst at school and on school organised activities, unless otherwise instructed. In the interests of health and safety as well as ensuring a smart, appropriate appearance, the following apply:

Jewellery, body decorations and accessories

No visible necklaces or bracelets/bangles. One plain ring only, one silver or gold small stud per ear only (no hoops). These can be worn in the earlobe only and not the top or the tragus of the ear. No facial jewellery, body piercing, large decorated belts or accessories of any sort are permitted. Hair bands and bobbles should be plain, dark colour (brown, navy, black) and of a sensible size and should not include large flowers and ribbons. If your child chooses to wear non-permitted items of jewellery or hair accessories, they will be confiscated. The school does not accept liability for loss or damage of these items. Tattoos are not permitted.

Make up: including nail varnish is not permitted.

Hairstyles: extremes of fashion including patterns and designs cut into the hair, and hairstyles which involve multi and/or unnatural colours (red, purple etc.) are not acceptable; nor is the shaving of all or areas of the scalp. Extremes of length or marked contrast in colour will not be permitted.

Those students not adhering to the rules on hair colour/fashion may be required to work in isolation until this has been rectified.

Appendix 6 - Special Educational Needs Policy

At Sir John Nelthorpe School, we are committed to offering inclusive access to the curriculum to ensure the best possible progress for all of our students. Not all students with disabilities have special educational needs and not all students with special educational needs have a specific disability.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

(Special Educational Needs and Disability Code of Practice June 2014)

Staff

1 x SENCO

1 x Level 3 Learning Support Assistant (LSA) (full time)

5 x Level 2 Learning Support Assistants (LSA) (part time)

1 x Level 1 Learning Support Assistant (LSA) (part time)

1 x SEND Administrator

The school makes provision for a wide range of students with SEND. All students are included in mainstream classes with LSA support as far as possible and often with additional withdrawal arrangements for small group work on specific skills.

At any one time, Sir John Nelthorpe School has students with a range of high incidence disabilities such as Dyslexia, Dyscalculia, Dyspraxia, Autism Spectrum Disorders, Hearing Impairment, Visual Impairment and a range of medical needs which can impact on a student's ability to learn.

Staff training and development is given as students join the school with differing and specific needs and as the staff of the school changes.

Admission Arrangements

The Local Authority determines our admission arrangements in consultation with the Governors of the school.

Facilities

Sir John Nelthorpe School is equipped with a disabled toilet on both the Grammar School Road and Wrawby Road sites.

The School will try to accommodate disabled students by sensitive timetabling and classroom layout. The Learning Support Centre is situated on the Upper site in the Boarding House.

Inclusion, Curriculum Access and Integration

All students are entitled to full access to a full curriculum and we aim to support students with SEND in mainstream classes, but this may not always be possible. Students may be withdrawn for specific intervention programmes and steps are taken to ensure that the student does not miss a whole year of any particular subject as far as possible.

Tutors and Key Stage Learning Coordinators are responsible for ensuring all students have a broad and varied school experience and will work with the SENCO to ensure that students can access the same opportunities as their peers.

In Year 7, students are placed in a mixed ability tutor group in which they will remain until the end of Year 11. Some subjects may be taught to the whole tutor group whilst other subjects are set according to ability.

The Learning Support Centre supports a Homework Club twice a week and the Lower School Library hosts the Rainbow Reading Club every morning. Course work support for Key Stage 4 is also available depending on student need and staff availability.

Appendix 7 - Child Protection Policy

1. Introduction

- 1.1 The governing body and staff of our school fully recognises its responsibilities for child protection and safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm.
- 1.2 There are five main elements to our policy:
- i. **Local Safeguarding Children's Board (LSCB) Procedures** for identifying and reporting cases or suspected cases of abuse.
 - ii. Raising **awareness** of child protection issues and **prevention** through the teaching and pastoral support offered to students.
 - iii. **Support** for students who may have been subject to abuse and neglect.
 - iv. **Safe recruitment** practices.
 - v. Establishing a **safe environment, including managing allegations**.

2. Procedures

- 2.1 At all times we will follow the procedures outlined in the North Lincolnshire Local Safeguarding Children's Board Procedures and Guidance www.northlincs.gov.uk/LSCB and will take account of any guidance issued by the Department for Education (DfE) <http://education.gov.uk>
- 2.2 The school will ensure that:
- ◆ There is a designated senior lead of staff for child protection who has undertaken the LSCB Level 3 child protection training course and who will receive updated training every two years.
 - ◆ There is a deputy senior lead who will act in the designated teacher's absence.
 - ◆ Every member of staff, volunteer and governor is aware of the name of the designated senior lead responsible for child protection.
 - ◆ All staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated teacher responsible for child protection.
 - ◆ All parents have an understanding of the responsibilities placed on the school and staff for child protection by setting out its obligations in the school prospectus.
 - ◆ All staff working with children are provided with updated child protection training/awareness every three years with regular updates in the interim from the Child Protection (CP) senior lead.
 - ◆ Allegations against members of staff are promptly dealt with in accordance with the LSCB procedures.
- 2.3 The school will review procedures in the light of updated guidance from the LSCB or the DfE
- 2.4 All new members of staff will be inducted on child protection procedures as part of their introduction to school.

3. Awareness and Prevention

3.1 The senior lead for child protection is responsible for:

- Adhering to LSCB, DfE or HM Government and school procedures with regard to referring a child if there are concerns about possible abuse and neglect.
- Keeping records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring records are kept secure and are kept confidential.
- Ensuring that any child currently with a child protection plan who is absent without explanation for two days is referred to the Key Worker (the allocated, qualified social worker) assigned to the child.
- Is a member of the Senior Management Team of the school.

3.2 The head teacher is responsible for:

- ◆ Implementing the policies and procedures adopted by the governing body and ensuring they are followed by all staff.
- ◆ Ensuring that sufficient resources and time are allocated to enable the designated senior lead person and other staff to discharge their responsibilities, including taking part in strategy discussions, child protection conferences, core group meetings, and in contributing to the assessment of the child's needs.
- ◆ Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

3.3 The governing body is collectively responsible for those duties outlined in the 'GB collective responsibilities for Child Protection' section.

3.4 We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good opportunities for communication with trusted adults, supportive friends and an ethos of protection and promoting the welfare of every student.

3.5 The school community will:

- i. Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ii. Ensure that all children know and can name an adult in the school whom they can approach if they are worried or in difficulty.
- iii. Provide opportunities in Personal Social and Health Education (PSHE) and any other relevant curriculum areas, for children to develop the skills they need to recognise and stay safe from abuse and neglect. This includes developing awareness of E safety.

4. Support for Students who may have suffered abuse and neglect

4.1 We recognise that children who may have been subject to abuse or neglect or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. When at school their behaviour may be challenging and defiant or they may be withdrawn.

4.2 The school will support all students through:

- ◆ The content of the curriculum which will encourage self-esteem and self-motivation.
- ◆ The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- ◆ The school behaviour / anti-bullying policy which also supports vulnerable students in the school. The school will ensure that students know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse and neglect which has occurred.
- ◆ Liaising and working together with all other support services and those agencies involved in safeguarding children.
- ◆ Making a referral to the Children and Young People's Services Duty Team whenever abuse and neglect is known or suspected.
- ◆ Ensuring that when a student on a child protection plan leaves the school, their information is transferred to the new school immediately and that the child's named social worker is informed.