



SIR JOHN NELTHORPE SCHOOL

Prospectus 2022-23

SIR JOHN NELTHORPE SCHOOL

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School Prospectus 2022/23

Information about the School:

Headteacher:	Mr R Biglands
Chair of Governors:	Mr A Hall
Number on Roll :	796 September 2022 (775 September 2021)
School Classification:	11–19 Comprehensive, Co-educational Voluntary Controlled, maintained
Date of Issue:	September 2022

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Chair of Governors' Letter to Parents

Dear Parent, Carer, or Community Member

It is my pleasure to introduce Sir John Nelthorpe School's 2022-2023 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.

The school endeavours to provide a balanced curriculum which in turn gives the students a platform to learn, and with our excellent staff provides an educational environment for students to excel. We always strive to put students interests first.

The 2022 Key Stage 4 results demonstrated the continued commitment and effort undertaken by the students and staff, and of particular note was the number of pupils achieving a pass grade (grade 4) or higher in the academic group of subjects defined as the prestigious 'English Baccalaureate' (EBacc.). To achieve the EBacc, pupils must study English, Maths, Science, at least one Modern Foreign Language (French or German) and at least one Humanity subject (Geography or History). These results at Sir John Nelthorpe are significantly above the national average in both the Attainment and Progress measures, ranking high for pupils achieving a standard pass (grade 4) or higher. It remains our commitment at Sir John Nelthorpe to promote the English Baccalaureate and strive for the very best of outcomes for all individuals.

When considering the performance of pupils whose GCSE grades represent the culmination of 5 years' hard work at this School, the GCSE "Basics" measure (recognising pupils who achieve a pass in both English and Maths) saw 79% of pupils achieving the standard pass of grade 4 or better (2021 – 84%) with 47% obtaining a Grade 5 or above (2021 – 50%).

At A Level, the performance of students within the Brigg Sixth Form has been excellent with all students securing the grades required to be able to progress on to their chosen universities (the vast majority of these being 'Russell Group' universities) or employer and apprenticeship routes.

We place a great emphasis on traditional family values at Sir John Nelthorpe School and we have a 'One Family Approach' empowering all to take the appropriate steps in building family strengths. We believe traditional values of manners, courtesy and respect underpin our drive to provide the highest quality of education for all of our pupils. We aim to be an inclusive school and 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.



Mr A Hall
Chair of Governors

Governors of the School

Chair of the Governing Body

Mr A Hall

Headteacher

Mr R Biglands

Clerk to the Governing Body

Pamela Hodge

c/o Sir John Nelthorpe School

Tel (01652) 656551

List of governors

Mr A Hall – Chair

Mrs M Raddings – Vice Chair & Parent representative

Mr R Biglands – Headteacher

Mr T Nelthorpe

Mr R Smith

Dr R Wardlaw

Mr R Mason

Mrs S Thomas – Safeguarding governor

Mrs H Parkin – Parent representative

Mr S Howe – Teaching staff 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 2022/23 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 2022 – 2023 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 Year 7 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 pupils planned, which includes two full days in School, comprising taster lessons and other activities.

Our Vision, Mission and Values

Our vision:

Sir John Nelthorpe School provides its pupils and students with the skills and support to allow them to realise their full potential and flourish in the local community and in wider society. We are a school that values and develops its staff so that they possess the skills and confidence to support all pupils and students.

Our mission:

- inspire all to achieve their potential in a climate of high moral standards and shared social values
- develop every individual by building on their positive qualities
- provide opportunities which broaden horizons
- develop a pride in and value for 'achieving'
- provide the highest quality education and training
- promote a safe, disciplined, caring environment where individuals are known and valued
- develop healthy, responsible citizens with resilience, a love of learning and a zest for life
- widen horizons and aspirations via a diverse extended curriculum
- form strong partnerships with other providers
- focus relentlessly on becoming the very best we can be for the benefit of all.

Our motto – *our values*

Our motto is 'fortis et fidelis', meaning 'strong and faithful'.

We believe that by committing to these two values in all we do, we can ensure our mission statements will be successful and thus we will achieve our vision.

School Curriculum

Curriculum Intent (our curricular aims)

We are committed to providing a knowledge-rich, broad curriculum which:

Secures development and achievement...

- provides opportunities for pupils' and students' personal development
- supports and encourages pupils and students to achieve their personal best

Prepares learners for 'life beyond school'...

- ensures pupils and students are fully prepared for life in modern Britain
- challenges, motivates and inspires leading to a lifelong interest in learning

- prepares pupils and students for further education and training and for the world of work

Promotes active school community involvement...

- encourages participation in a wide range of quality extra-curricular opportunities
- develops a sense of place, value, pride and self and mutual respect
- recognises individual and collective achievements in all aspects as pupils and students progress through school

The Governors have adopted a broad and balanced curriculum at Key Stage 3 to implement the National Curriculum and achieve our intent. In Year 9, some subjects adopt a transitional approach to GCSE work by phasing in aspects of GCSE content. In Key Stage 4 (Years 10 and 11) there is an opportunity for pupils 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 pupils' 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, Citizenship & Economic 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 pupils study English, Mathematics, Science, French (Higher attaining pupils also study German in Years 8 & 9), History, Geography, Religious Education, Art, Drama (through English), Music, Design and Technology, Computing, Physical Education (PE) and PSHCE.

At Key Stage 4, pupils follow one of two pathways. Both pathways follow the following subjects: English Language and Literature, Mathematics, either separate Sciences or Combined Science, and a Humanities Subject. They also follow courses in PE, PSHCE and Religious Education.

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

Art & Design: Fine Art (GCSE)
 Computer Science (GCSE)
 Enterprise (BTEC)
 French (GCSE)
 German (GCSE)
 History (GCSE)
 Religious Studies (GCSE)
 PE (GCSE)
 Travel and Tourism (BTEC)

Art & Design: Photography (GCSE)
 Engineering Manufacture (Cambridge National)
 Food Preparation and Nutrition (GCSE)
 Geography (GCSE)
 Health and Social Care (Cambridge National)
 Music (GCSE)
 Statistics (GCSE)
 Sports Science (Cambridge National)

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

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

Sixth Form

At Key Stage 5, students are able to access subjects delivered within 'Brigg Sixth Form' (two separately funded exam centre entities comprising of Sir John Nelthorpe School and The Vale Academy). We aim, to 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. 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 pupils in a similar manner. Information Communication Technology (ICT) is used extensively throughout all years and subjects as a teaching and learning resource. Pupils learn applications skills in ICT by means of a taught Computing course in Key Stage 3

Pupils in Years 10 and 11 study several core subjects, which lead to certification in English Language, English Literature, mathematics, and either separate sciences, or combined science. The Foundation subjects of physical education (PE) and Personal, Social, Health, Citizenship and Economic education (PSHCE) and religious education (RE) are also 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 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 pupils 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 Education syllabus

Please note: The School will make arrangements for any pupil 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 15 minutes, consisting of 5 hours teaching time and 15 minutes tutor period. The morning session is from 0845 to 1155 and the afternoon session is from 1245 to 1525. There is a 5 minute movement time between each lesson. See Appendix 3 for details of the timetable.

Online Learning Provision

The school is fully equipped, and all staff are trained on the use of Microsoft Teams in order to provide lessons online when required. If necessary, the full curriculum along with complete pastoral support can be provided online. Lessons and other resources are provided through the use of Microsoft Teams and the SJN Learning Platform.

The Organisation of Education

From their entry into school pupils are placed in a tutor group. Each tutor group is made up of pupils based on mixed ability social groups. The group stays together for registration periods and PSHCE (one hour per week) only. Throughout Key Stage 3 pupils are taught in sets based broadly on ability for core subjects. All other subjects are taught in mixed ability groups. Throughout Years 8 and 9 some pupils are also taught German as well as French.

The pupils' placing in classes is initially decided using the results of the Key Stage 2 SATs. Cognitive Ability Tests (CATs) may be used where there is an opportunity or requirement to do so, such as in the absence of sufficient Key Stage 2 SAT data. Recommendations from, and discussions with the Primary School are also considered when identifying setting and pupil placing. Subsequently, validated Key Stage 2 SAT scores (released through Fischer Family Trust in the autumn term) are used to further determine appropriate placing for each pupil. 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 placement of their child. The school regularly reviews grouping and facilitates movement between classes for pupils as appropriate.

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

Pupils' 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 pupils are expected to do homework on a regular basis. A pupil planner is provided for all pupils and serves as a communication medium between School and parents/carers concerning homework and other relevant issues. Guidance on homework is provided in planners.

Work Related Learning (WRL) Policy

Introduction

It is a statutory requirement under Section 351 of the 1996 Education Act for the School to provide a balanced and broadly-based curriculum which prepares pupils 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 pupil, 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 pupils, which includes a week of work experience in Year 10 and Y12. The School seeks to promote work-related learning as part of the learning entitlement for all pupils 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 pupils in order for them to make an effective transition from the School to adulthood and employment. So that pupils are able to make this effective transition the School provides a wide range of opportunities for pupils to learn, about, through and for work in a range of contexts. The School has clearly identified work-related learning outcomes for all pupils together with a set of procedures for assessing individual pupils' 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 pupils and to raise standards.

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

- attainment in individual subjects by increasing pupils' 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 pupil 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 pupils to prepare for adult life and include:

- to improve educational standards through using contexts that improve motivation and attainment for all pupils
- to ensure that pupils follow courses and programmes which are appropriate to their longer term aspirations and needs
- to improve pupils understanding of the world of work and its demands
- to improve the quality of provision and guidance
- to increase access and choice for all pupils
- to improve the transition of pupils 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 pupils
- to develop a range of opportunities which enhance the curriculum
- to promote greater awareness for pupils 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 pupils' 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 pupils' personal and social skills in relationships in a range of contexts
- to provide pupils 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 pupils effectively for adult and working life. These activities complement subject teaching and contribute towards the development of pupils' 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 Economic 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 pupils for adult life and working life;
- ensuring that all pupils 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 pupils of the various aspects of work related learning to adult and working life;
- ensuring continuity and progression in schemes of work, so that all pupils' can build on work-related experiences from previous levels.

Management of Work Related Learning

The School Careers Leader, who advises the Senior Leadership 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 pupil evaluation of activities and learning outcomes
- the systems to secure balance, progression and continuity and
- ensuring appropriate channels of communication at senior leader, governing body, and consortium level and across the 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 pupils to set their own learning objectives.

Staff Development for Work-Related Learning

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 Development Plan on an annual basis.

Careers Education, Information, Advice and Guidance

The school successfully achieved The Quality in Careers Standard in July 2022. This is the single national quality award for careers education, information, advice and guidance (CEIAG) in secondary schools. All state-funded secondary schools and further education colleges are “strongly recommended” by the Department for Education in its July 2021 Statutory Guidance to work towards, achieve, and maintain this national Standard as part of its ‘careers strategy’. The Standard is fully aligned with the Gatsby Benchmarks for “Good Career Guidance” and complies with the DfE’s Statutory Guidance. Through external assessment the school was measured against benchmarks within the four components of the CEIAG:

Careers Education
 Careers Information
 Careers Advice
 Careers Guidance

The impact of the school's excellent CEIAG is that all pupils and students go on to further education, employment, or training. The school successfully Careers education, information, advice and guidance are given through the Personal, Social, Health, Citizenship and Economic education (PSHCE) 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 pupils 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. Pupils 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 pupils are guided through the post 16 application procedure using the 'Lincs4u' e-prospectus. Opportunities are taken to encourage pupils to meet with people from a variety of career backgrounds, including the local Post-16 Providers. Interviews are held between the YPSS personal adviser and pupils. There are many opportunities to investigate and discuss continuing education at the various post 16 providers in the area.

Relationships and Sex Education (RSE)

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex-education sessions. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Please Note: Parents have the right to withdraw their children from the [non statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Examinations Policy

The qualifications offered at this centre are decided by the Head of Centre in consultation with Senior and Middle Leaders including Heads of Faculty and Learning Coordinators. 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. Pupils 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 pupils in Y7-10. Pupils in Y11 will take mock GCSE examinations in November/December/March 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

Pupils 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 Joint Examinations Board (WJEC)
NCFE

Personal, Social, Health, Citizenship & Economic education

Pupils have one lesson of PSHCE per week. PSHCE contributes to the School curriculum by helping to give pupils 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 pupils as individuals, learners and members of the community.

Religious Education Policy and Collective Worship

Religious Education conforms to the guidelines of the LA's Agreed Syllabus for Religious Education in KS3 and KS4. 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 and Disabilities)

Pupils who have specific learning needs or disabilities are supported in mainstream education. This support may be a teacher assigned to help an individual pupil or small group, a teaching assistant, special resources or a combination of these. In a very small number of cases a pupil may have such educational needs or disability that withdrawal from some lessons is required in order to access personalised learning programmes. However, the aim is to give pupils 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 SEND is Dr R. Wardlaw. The names of the member of staff having responsibility for the School's arrangements for identifying and meeting the special needs and/or disabilities of pupils is the Special Educational Needs Co-ordinators (SENCO), Mrs C. Featherstone and Mrs S. Cook. For further information regarding SEND provision please see our SEN policy on the school website.

Pastoral Care and Guidance

Upon entering the School, pupils are placed in mixed ability tutorial groups. These groups meet for registration each day in a 15-minute tutorial period and are also timetabled a 1 hour PSHCE lesson. The form tutor is able to establish a relationship with the pupils and give help, guidance and support and encouragement as required. The pastoral and guidance work of the form tutors is supported by the Learning Co-ordinators and a Pupil Additional Support Service Team.

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 Pupil Planner, issued to all pupils. It is our intention to engender a controlled, yet caring environment, in which every pupil has the opportunity to reach their potential.

In the case of minor infringements, pupils may be set extra work or may be issued with detentions during lunchtime. More serious cases of misconduct or persistent offenders may be dealt with by senior lunch detentions, after school detentions or periods in Inclusion. If an After School Detention is issued (the highest level of detention), these are held on a Friday after the last lesson of the school day and last for one hour. A detention letter will be posted home. The detention slip will inform parents of the pupil's misconduct and if parents wish they may contact the School to discuss incidents relating to the detention. Parents are given a minimum of 24-hours notice prior to a detention. In the exceptional circumstances of very serious misconduct, a pupil may be suspended 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 pupils 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 pupils to participate in a wide variety of trips including the World Challenge, skiing, outward bound and a visit to France. 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 based on 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 pupil belongs to one of four houses (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 Trackit Lights behaviour monitoring system. Within the houses each year group elects captains and vice captains who organise teams for events and monitor the participation of members of their house. Each house is led by a staff member who has been appointed as Head of House.

Sporting Aims and Provision

It is our intention to provide for our pupils an enjoyable, rewarding and balanced range of sporting activities in line with the requirements of the National Curriculum. All pupils 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 pupils for continued participation in physical activity beyond school leaving age. Pupils 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, pupils are able to study GCSE PE, OCR National in Sport Science, A-Level PE and BTEC Sport in the 6th Form enabling pupils 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 pupils) In addition there is an extensive range of extra-curricular sporting activities available to pupils both at lunch time and after school. There are also numerous opportunities for pupils to represent the school in matches, tournaments and competitions against other

schools both locally and out of county. We also offer pupils 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.

Artificial turf cricket wicket

Indoor and outdoor cricket net facilities

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 - 5

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 & @SJNPeDept.

Pupil Routes

Destinations of pupils leaving the School in the Summer of 2020 (latest available data)

Further Education	Employment /Training	NEET**	Moved out of area /Unknown	Total
107	7	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 pupil 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. Staff receive bespoke and continuous professional development, tailored to their needs, to ensure they can fulfil their potential. The use of video and audio recording, including that of pupils in lessons and activities is sometimes used to aid the improvement of

teaching at Sir John Nelthorpe School through reflection and evaluation processes. The School is actively involved in training future teachers and has links with the University of Hull, North Lincolnshire School Centred Initial Teaching Training (SCITT), Humber Teaching School, the LLF Teaching School alliance, DRET Teaching Hub and Bishop Grosseteste University.

Equal Opportunities and Discrimination

The School acknowledges that all pupils, irrespective of gender, academic ability, ethnicity, religious belief, political belief 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. No pupil or member of staff is discriminated against in pursuit of the very best standards and progress for all.

Ofsted (Office for Standards in Education)

The School's last inspection took place in May 2018. The School achieved a "Continues to be 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 pupils and staff and the security of the site is of the utmost importance. The Governors' Finance and Human Resources (F&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
- Visitors are encouraged to give prior notice of intended visits to the school to ensure appropriate safety (H&S and safeguarding processes are in place)
- The site is covered by an alarm system which is linked to the Police
- The school boundaries are secured by high quality secure fencing
- The School has an excellent working relationship with the local Neighbourhood Policing Team and it 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, both externally and internally and this is moved regularly as circumstances require
- School buildings are alarmed against intruders
- Secure access to the site is achieved through electronic access controls on main gates and doors
- Computer and Internet access is controlled and monitored for all pupils and staff
- The school is equipped with emergency lighting to all common areas
- Emergency Evacuation drills are conducted on a termly basis to ensure everyone understands how to respond in the case of hearing an alarm to evacuate
- Effectiveness of these procedures are reported to the F&HR governors sub-committee

Pupils with Disabilities

All pupils, including those with disabilities, share the same statutory entitlement to a broad and balanced curriculum. Those disabled pupils who have special educational needs will be educated in the light of the School's SEND Policy (see Appendix 7).

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

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

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.

Disclaimer

The information given in this document was valid in the Autumn term of 2021. 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 2021/2022. 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

At the date of publication national or local performance tables are not yet available. This year has been as successful as previous years with pupils continuing to achieve good results above the most recently available national averages (2019).

Key Stage 4 - 2022

Key Stage 4 – GCSE	2022 (School)	2021 (Teacher assessed grade)	2020 (Centre assessed grade)	2019 (School)	2019 (National)
Attainment 8	51.53	52.23	50.35	47.5	46.7
Percentage Gaining 9 - 4 in English and Maths	79	84	76	67	65
Percentage Gaining 9 - 5 in English and Maths	47	50	53	48	43
Percentage of student entered for the Ebacc	55	57	59	52	40
Percentage Gaining 9 – 4 in Ebacc subjects	43	52	52	46	25

Key Stage 5

Key Stage 5	2022 (School)	2021 (Teacher assessed grade)
A2 - Percentage of grades at A* to E	98	100
A2 - Percentage of grades at A* to C	77	96

Appendix 2 - Attendance Summary 2021/2022

Pupil Attendance

Year	Total Pupils	% Attendance	% Unauthorised Absences	% Authorised Absences
7	155	92.7	1.0	6.3
8	141	91.5	2.7	5.8
9	148	91.2	1.9	6.8
10	141	91.0	2.3	6.7
11	139	90.0	3.4	6.6
Totals	724	91.3	2.0	6.7

Appendix 3 - School Day

The timings of the school day are as follows. Pupils have a 5-minute movement time in between each lesson to allow for toilet break and to allow time for teachers to collect pupils and have them seated and ready for learning at the start of each lesson.

THE SCHOOL DAY – SEPTEMBER 2022 (5-minute movement time between lessons)	
REGISTRATION	8.45 am – 9.00 am
LESSON 1	9.05 am – 9.55 am
LESSON 2	10.00 am – 10.50 am
BREAK	10.50 am – 11.05 am
LESSON 3	11.05 am – 11.55 am
LUNCH	11.55 am – 12.45 pm
LESSON 4	12.45 pm – 1:35 pm
LESSON 5	1.40 pm – 2.30 pm
LESSON 6	2.35 pm – 3.25 pm

Appendix 4 – School Term Dates 2022/23

Term 1	Open	Wednesday 7 th September 2022	Close	Friday 21 st October 2022
Term 2	Open	Monday 31 st October 2022	Close	Friday 16 th December 2022
Term 3	Open	Wednesday 4 th January 2023	Close	Friday 10 th February 2023
Term 4	Open	Monday 20 th February 2023	Close	Friday 1 st April 2022
Term 5	Open	Wednesday 20 th April 2022 Bank Holiday Monday 2 nd May 2023	Close	Friday 26 th May 2023
Term 6	Open	Monday 5 th June 2023	Close	Friday 21 st July 2023

Staff Training Days

1	Monday 5 th September 2022
2	Tuesday 6 th September 2022
3,4-5	Commuted to twilight sessions throughout the year)

Appendix 5 - School Uniform and Appearance

General

- Black school blazer with school crest
- School tie
- Black school trousers (**straight full leg with the hem touching the top of the shoe to hide the ankle, not jean-style, slim-fit or skinny style**) or pleated black knee-length skirt to ensure pupil decency is maintained (**the hem must touch the top of the knee, nothing shorter**)
- Shirt: White (long or short sleeved - worn tucked in and top button fastened) or navy blue striped school blouse (worn tucked in, collar inside blazer)
- Dark grey / black ankle or long socks with trousers (no trainer socks). White socks or black tights with a skirt. No trainer socks. Socks should be above the ankle in length.

Outdoor Coat

Should be, as far as possible, a single subdued colour and plain material. They must not be of camouflage/military style, denim, leather (including leather look), fur (including faux fur) and/or decorated with brand-names, pictures, logos, slogans or badges. Given that the pupils walk between buildings in all weathers, a coat which is both warm and shower proof is a good idea.

Jumpers

A plain black v neck jumper is allowed but may only be worn with the school jacket (blazer). No cardigans, hoodies or sweatshirt.

Footwear

Shoes should be black, sturdy, formal style, smart and be able to be polished (not trainer style, no branded/logo adorned footwear, no adornments such as bows or metal features). No boots/any footwear that covers the ankle or has opened toes or heels e.g. sandals, slingbacks.

PE and Games Kit

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

Optional Extra PE Kit

- Long sleeve shower-proof top and matching bottoms in SJN approved style with school crest (winter/outdoor/extra-curricular use)
- Plain black running leggings N.B. not fashion leggings.

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 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 pupils 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 plain 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 and false nails are 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.