

# School News

## WELCOME

We welcome all our new parents whose daughters and/or sons have joined NHGS this September. We also welcome back parents whose children have progressed up the school. I hope everyone managed to have a break even if it was a 'stay-cation' in England in the rain. The promised BBQ summer (yes the Meteorological Office did use the phrase in a press release on April 30<sup>th</sup> !) did not materialise – but at least we witnessed the fastest ever human compete in Berlin, and England, rather improbably but wonderfully, re-gained the Ashes. As well as new students and parents we also welcome the following teaching staff that have joined the school this term:

Mrs Gibbons	Teacher of French/Tutor 8(3)
Mrs Housley	Teacher of French/Tutor 8(2)
Miss Robson	Teacher of French/Tutor 10(4)
Mr Short	Teacher of PE (part-time)
Mr Weeden	Head of Mathematics/Tutor 10(1)

The following support staff also joined the school:

Miss Madge	Learning Assistant
Mrs Heslop	Trainee Laboratory Technician
Mrs Wood	Cashier and LRC Assistant

The following staff are taking on new responsibilities this term:

Miss Allison	Lower School Leader (Years 7 & 8)
Miss Hemingway	Year Group Leader – Year 7
Miss Bouch	Year Group Leader – Year 8
Mr Wood	Upper School Leader (Years 9,10 &11)
Miss Kent	Year Group Leader – Year 9
Mrs Pegg	Year Group Leader – Year 10
Mr Bastow	Year Group Leader – Year 11
Mr Proud	Leader of Personalised Learning
Mr Allen	Creative Director
Mr Howarth	Lead Teacher for Careers & Enterprise
Miss Longbottom	Outdoor Education Co-ordinator
Mrs Ablewhite	Teaching/Learning Responsibility in Maths
Mr Wilson	Teaching/Learning Responsibility in Maths
Mr Godoy-Simon	Teaching/Learning Responsibility in MFL

We wish all these staff well and hope that they find their new positions rewarding.

## ICH GRATULIERE!!

A big WELL DONE to all those students who took part in the interviews held on the last Wednesday of the summer term. Lucas Hütten came into school for the day to conduct interviews in German with students in Years 9 and 10 who had submitted the best applications and CVs for a summer job working in an Eisdielen in Saarbrücken, Germany. Lucas was very impressed with the

The North Halifax  
Grammar School



# NHGS News

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SEPTEMBER 2009

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standards of German spoken by our students and the enthusiasm they demonstrated for this virtual job! Students he interviewed were David Greenwood, Deanna Holroyd, Sophie Hoyle, Siarlot Lloyd, Duncan Lomax, Oliver Marshall and Aneka Shoukat in Year 10 and Beth Allen, Charlotte Greenwood, Jennifer Kidd, Elizabeth Lamb, Rosie Payne and Thomas Townend in Year 9.

Students who particularly impressed Lucas and who were very close runners-up were Deanna Holroyd and Sophie Hoyle in Year 10 and Rosie Payne in Year 9 – excellent performances from these gifted linguists!

The two candidates who were absolutely stunning in the interview and who were awarded the job were Elizabeth Lamb and David Greenwood. Lucas was bowled over by the quality of both Elizabeth and David – he said he had never heard such impressive German from students so young.

He added that all our candidates came across as very confident, very mature and very brave to attempt such a daunting task!

BRAVO to everyone involved!

**KDH**

On the 15th of July 2009, I, along with other students in Y9 and Y10, were preparing ourselves for an interview that we would be having later in the day with a native German speaker called Lucas Hütten. This was part of the unit of work that we had been doing on jobs. The whole class had written their own 'Lebenslauf' (CV) and letter of application, for a virtual job in an ice cream parlour in Germany. The best applicants received a letter requesting an interview with Lucas in school the following day. We all revised words and phrases that we thought we would need the night before.

The interview was very scary because we all had to not only remember the phrases and answers that we had been learning but also understand what questions the interviewer was asking. Overall the interviews were much easier than we expected but still quite demanding. At the end of the day when I found out I had won the 'job', I was really happy and I would love the opportunity to try something similar again as it was a real learning experience!

**Elizabeth Lamb 10 (4)**

## **GERMANY REPORT**

Joanna Lees (Y13) applied for, and was awarded, a place on a 2 week course in Germany. The British and German governments subsidise the course and only the very best students are successful in their application. Well done to Joanna! This is what she wrote about her experiences.

This summer brought with it exciting new experiences, new friendships and the opportunity to better my German language skills... all in just two weeks!

My challenging journey began as I met eleven, 17 year old strangers at Gatwick Airport and prepared to jet off to Leverkusen. We were all feeling pretty nervous as we landed in Cologne/Bonn Airport and you could hear a pin drop as the coach pulled in to the school where we were meeting our German partner families... no one wanted to be the first off the bus! However, our anxieties and nerves felt long gone after the first few days passed by.

Every morning we had four hour periods of German grammar lessons with two different teachers, which was hard work at the time, but has definitely proved to be of great benefit to me! After our grammar lessons we usually observed 2 of our partner's normal lessons which was very interesting! I think every English person's favourite thing about the German education system was the fact that they finished school at 1.30pm, every day, which meant you could do a whole variety of different things in the afternoon! My personal favorite was lounging around in the outdoor pool (that was right next to the famous Bayer Leverkusen football stadium!). I also enjoyed my endless visits to the very popular 'Eiscafes' (ice cream parlors) that fill the streets of Germany! I had many deep conversations (in German of course!) whilst enjoying their famous 'Spaghetti' Ice cream!

As well as this, we had organised trips with our fellow English students and sometimes our German partners too! We visited the outstanding Phantasieland, a theme park near Bonn, as well as visiting Bonn itself (we almost bumped into Angela Merkel as she was appearing at a presentation the

very day we went to Bonn!) We had a guided tour of the historic city complete with a visit to the 'Haus der Geschichte', a famous museum looking at the history of Germany.

Our trip to Cologne was very memorable for me. I remember as we all stood in awe looking up at the outstanding Cologne Cathedral, (I don't think anyone managed to fit it in one picture... It felt like it went as high as the heavens!) We had a fantastic tour of the interior (once again in German) and then we were given time to look around the city, or in girl language - shop!

My trip to Germany was a fantastic balance of learning, growing as a person and simply having fun! I met so many wonderful people, both German and English, and I am certain many of them will be friends for life! (The English students are already planning our reunion in October half term!) My German language skills have come on leaps and bounds, and above all, my confidence, in so many different areas, has vastly improved. It was a once in a life time experience for me and I would encourage any year 10/12s to take part in a similar trip with UK German Connection... you will not be disappointed!

**Joanna Lees 13(7)**

## UK GERMAN CONNECTION



I went to Germany in July with an organisation called UK German Connection. UK German Connection is an organisation which allows students from the UK to visit Germany and students from Germany to visit the UK. I was chosen to go to the trip to Frankfurt with 14 other people from different parts of the UK. We went for three days and we visited many places such as Wiesbaden and Schloss. My favourite place we went to was a German school called

Liebigschule. We had a tour of the school and then we talked to some students in German and they talked to us in English. What surprised me was how good the German students were at speaking English. I really enjoyed the whole trip and I would love to go again.

**Aneka Shoukat 11(3)**

## EXAMINATION RESULTS

### Key Stage 3 (KS3)

Externally marked tests in the core subjects of English, Mathematics and Science were abandoned by the Government as reported in the October 2008 Newsletter. Teacher assessment levels in all subjects were reported to parents of students in Year 9 at the end of the summer term. National figures for comparison are not yet available.

### Key Stage 4 (KS4)

In Year 11 150 out of 153 students achieved the L2 threshold of 5 GCSEs at grades A\*-C including English & Mathematics (98%). The students were entered for 1,533 exams and 96.35% of these achieved grades A\*-C which is the highest ever pass rate achieved by the school. Some 52.3% of these entries were at the two highest grades of A\*-A which was also the best ever achieved by the school. The average points per student (APS) at 512.3 was again the best ever recorded by the school. (At GCSE an A\*=58; A=52; B=46; C=42). The average points per entry (APE) at 49.0 was just better than last year's figure (48.9). Some 39 students or 25.5% (30% in 2008) achieved an average points score of 52 (= A grade) points or more across 9, 10 or 11 GCSE subjects.

Some particular successes in the Upper School this year were Biology, Physics, German, Music and Food Technology where more than two thirds of the students taking those subjects achieved an A\* or A grade.

### Key Stage 5 (KS5 – Sixth Form)

In Year 12 some 170 students were entered for 677 exams at AS level. Some 91.4% of the entries were at A-E and 44.5% were at the highest two grades of A-B. The APS per student was 399.3 and the APS per entry was 100.4 (at AS an A=135; B=120; C=105; D=90; E=75). These results were marginally lower than in 2008 which may be because of the introduction of new specifications last year. At A level 145 students were entered for 456 exams (the school's highest ever entry at this level). The

students achieved a 97.8% A-E pass rate with 59.2% of the entries at the highest two grades of A & B. This was the best ever achieved by the school in this indicator. The APS per student was 709.3 and the APS per entry was 225.5 (at A level an A=270; B=240; C=210; D=180; E=150). The following subjects all achieved 70% or more grades A & B – a splendid performance: Biology, Chemistry, Electronics, Further Mathematics, Business Studies, Photography, History, Sociology, English Literature, Film Studies, Media Studies and Latin. As a result of this year's strong performance at A level the school is placed within the top 10% of post-16 institutions nationally in terms of its value-added at A-level - an outstanding achievement.

Congratulations to all the students, parents and staff on the results achieved by the students at all levels in 2009. There were some outstanding individual achievements. Students are at NHGS for 5, 7 or 2 years, if they join the Sixth Form. During that time we aim to prepare them fully for the next stage of their life. In 2009 over 80% of the students in Year 13 have continued their studies into Higher Education taking a wide variety of courses at very many different universities and HE institutions. This was a very creditable achievement by the students, their parents and the school.

**GPM**

## **IMPROVING THE LEARNING ENVIRONMENT**

The main focus for the school last year was clearly the completion of the Darwin Sixth Form Learning Centre which is now fully operational. NHGS currently has its largest sixth form ever with 336 students. We have continued to try and improve the learning environment elsewhere in the school. During the summer holiday the Drama Room was refurbished and re-decorated. As a result of the school's High Performing Specialist Status the additional resources awarded to the school have been used to install interactive white boards in all the Modern Foreign Language classrooms. New flooring has been laid in M15, M16 and the first floor landing and the corridor by M17. As a result of timetable changes arising from the new 25 hour timetable, specialist Religious Education classrooms have been re-located to N30 and N31 and Latin has re-located to E3. Arising from the changes to the pastoral structure in the school, as reported in the July Newsletter, the Sixth Form Office (Sixth Form Leader & Year Group Leaders for 12 & 13) is located in the Darwin Sixth Form Learning Centre. The Upper School Office (Upper School Leader & Year Group Leaders for 9, 10 & 11) is next to the LRC and the Lower School Office (Lower School Leader & Year Group Leaders for 7 & 8) is next to the

Reprographics Room. The Leader of Personalised Learning has an Office in the Drama Room and the E-Learning Manager (Miss Lewis) has an office next to M14.

**GPM**

## **SWINE FLU**

The number of reported cases of swine flu decreased during the summer holidays but increased in the first two weeks of September to 5,000 and then 9,000. It is anticipated that the outbreak might peak in late October. The symptoms of swine flu are a fever (over 38°C/100.4°F) and two or more of the following:

- ❖ Unusual tiredness
- ❖ Headache,
- ❖ Runny nose,
- ❖ sore throat,
- ❖ shortness of breath or cough,
- ❖ loss of appetite,
- ❖ aching muscles,
- ❖ diarrhoea or vomiting

The incubation period is one to five days and people are infectious until the symptoms disappear. Flu is spread from person to person by close contact. You can catch the virus by touching objects (eg door handles, light switches) that have previously been touched by an infected person, then touching your own mouth, eyes, or nose without first washing your hands. The virus survives longer on hard surfaces. The most effective strategies to combat the spread of the virus are to;

- Practise good hygiene by covering your mouth when you cough or sneeze and disposing of the tissue responsibly (Catch it. Bin it. Kill it)
- Wash your hands regularly and thoroughly with soap and water

If students display symptoms they or their parents/guardians should contact the National Pandemic Flu Service on 0800 1 513 100 or 0800 1 516 200 or go to <http://www.direct.gov.uk/pandemicflu>. Students should be kept off school until the symptoms disappear. There is no reason for anyone that does not have symptoms to stay off school, even if they have close family members that do have symptoms.

**GPM**

## **Bag2school**

Items were collected by the company on 24 September, thanks to all those who sent bags into school. The amount raised will be announced later.



## LE RETOUR DE BERTRAND: JUIN / JUILLET 2009

In the final weeks of the summer term we welcomed a familiar face back to the French department; Bertrand Bourguine, a French engineering student who had visited the school in July 2008. During French lessons, students soon became experts in topics such as "Le Tour de France", "La République Française" and the French school system, whilst the daily dinner queue found it quite natural to be chatting to Bertrand in French (and maybe a little English) as they awaited their turn to go into the dining room.



Year 9 were treated to Bertrand's company on the Year 9 Camp where his rendering of Oasis classics proved legendary. Well done to all NHGS students who improved their French and made Bertrand feel so welcome. We await his return.

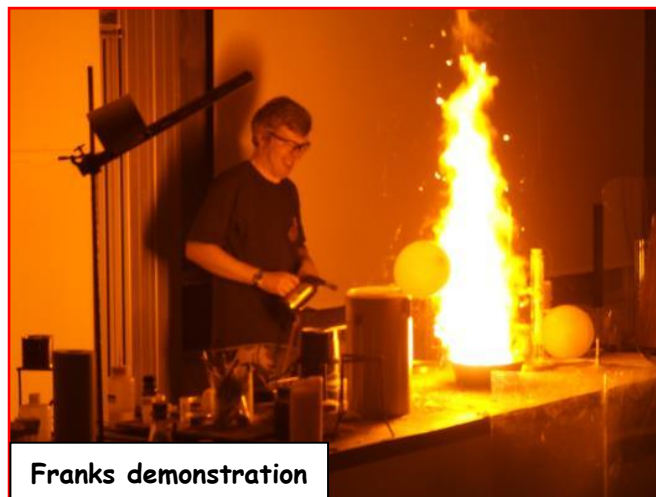
RCB

## SALTER'S CHEMISTRY CAMP

During the summer holidays, four of our present Year 11 students attended Chemistry Camps at different Universities across the UK. These were organized by the Salter's Institute, an educational charity supported by the chemical industry, particularly those using salt as a raw material. The students were Nick Barker, Emma Finnerty, Sam Gardner and Emily Whettlock.

On 29<sup>th</sup> July 2009, I went to the Salter's chemistry camp at the University of Manchester. I met the rest of my group during lunch and then got stuck in with creating cold light. That night we had a fantastic demonstration called "Flash and Bang". We witnessed amazing chemical reactions, resulting in explosions, blinding light and captivating colour changes. We had a busy second

day creating and analyzing paracetamol, preparing a conductive polymer and isolating plastic from milk. That evening we went bowling. On the last day we had two logical problems to complete, by identifying colourless compounds, before heading home. It was a spectacular experience and I learned a lot, as well as having loads of fun.'



Franks demonstration

Emily Whettlock 11(2)

Last year I signed up for a chemistry camp called Salter's. I had to fill in a form about why I would like to go and things like that. A couple of weeks later I got a letter to say that I had been accepted at my first choice which was the university of Bath from the 20<sup>th</sup> to the 22<sup>nd</sup> of July. When I arrived I was very apprehensive about what the people would be like, but everyone was really friendly. When I arrived I was given my name badge and my group colour as well as a booklet containing everything from the names of those in my group to a map of the campus. Then we were given an ice breaker exercise in which I got to know everyone and without the embarrassment of saying my name and hobbies in front of everyone. On the first day we went into the labs after the ice breaker and made paracetamol, this was a very good exercise as we first made 4-amino-phenol which is an impure type of paracetamol then we purified it. After that we tested our paracetamol against other paracetamol brands and found out that ours was more pure than most other brands! That night we had a quiz which was about everything from chemistry to who was in the charts years ago but every question had a chemistry related word in the answer. The next

day we did two experiments; the first to make "cold light" like in glow worms and fire flies then the second to make Stingurd, a surface anaesthetic. That night we had a great trip out to a bowling alley, we had lots of fun and it was very relaxing after a hard but good day. On the final day we did Cyanotyping which is a picture or text in a blue print technique. This was good fun and a good idea as we could all get photos of our groups then develop them ourselves. Overall I think it was a great experience and I urge anyone and everyone to go for it because it is very enjoyable and fun.

**Sam Gardner 11(6)**

I went to Leeds University on 22<sup>nd</sup> - 24<sup>th</sup> July 2009. The first day I was there we spent the first morning getting to know the other people there. We spent the afternoon looking at different dyes. The next day we cyanotyped in the morning which is creating photos without a camera. In the afternoon we created glow in the dark solutions. That evening we went tenpin bowling, which was good fun. On the last day we did oscillating reactions.

The food was delicious and the accommodation great. Overall I had a great time and met some people I will stay friends with for a long time.

**Emma Finnerty 11(4)**

**Welcome to the start of another school year of fundraising activities and social events organised by the Parents' Association at NHGS.**

### **NEW PARENTS WELCOME EVENING**

This was held on 22 September, hosted by the Parents' Association, new parents were welcomed to NHGS with drinks and nibbles, a quiz relevant to new students at NHGS and the chance to meet other parents of new students in their form. The PA hopes everyone had a good time and found the evening informative and enjoyable.

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## **Saturday 21 November 2009 - The Music Concert**



A PA fundraising event in the school hall with entertainment provided by the school music department. Supper, bar, Christmas card sale and raffle. Ticket only, more details nearer the time.

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## **BOOKS FOR SCHOOLS TOKENS**

From Sunday 13th September tokens can be collected from the Times and Sunday Times. Please collect them and put them in the box at reception or in the LRC. Last term we were able to purchase ten books for the LRC so let's try and collect more this term. Thank you everyone for your support.

**SR**



## **MATCHED FUNDING**

**Do you work for a company who donates to worthy causes? Do you know how easy this type of fundraising can be? Please enquire at work and contact school with your details and a member of the PA will get in touch.**

*Coming soon ...*



Book, Music and Lyrics by Jim Jacobs and Warren Casey.

**November 11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> 2009**

Tickets, priced at £4, available from 5<sup>th</sup> October. Book early for the best seats.

Tickets will be sold from the following outlets:

**Lower Foyer between 8.00am and 8.20am**

**Learning Resource Centre at Break and Lunchtime.**

However, you can pre order your tickets by filling in the reply slip at the back of the newsletter and bringing the slip and payment to the LRC in an envelope at any time.

This is an amateur production by arrangement with Samuel French Limited.

**SATURDAY 28<sup>TH</sup>  
NOVEMBER 2009  
CHRISTMAS FAYRE  
10.30 AM TILL 2PM**



*Please come along and start your Christmas shopping. There will to be a wide variety of stalls at this event: lots of Craft stalls together with food stalls, tombolas, raffle and café serving lunches and snacks.*

*Help is always welcome, please contact Sue Kneller or any PA member.*

## COMMENDATIONS

We have held five 'Commendations Assemblies' this term to present students in Years 8 to 11 with their commendations gained for the last academic year (2008-09). Commendations are awarded to students for 'good and steady' work throughout the year. Subject staff are invited to nominate students in the summer term. Students are commended if they are nominated by over half their subject teachers. Students who receive a commendation for the first time, after one year's good and steady work across over half the subjects they are studying, are awarded a blue badge; students receiving their second commendation, after a second year's good and steady work, are awarded a green badge, red badges are awarded for a third commendation; and yellow badges are awarded for a fourth commendation. A Commendation Certificate is awarded in Year 11 for students who achieve a fifth year of commendation and these will be presented at a special GCSE

Certificates Event later this term. We are very grateful to the Parents' Association who buy the badges that are awarded every year. Commendations encourage students to sustain their efforts throughout the year by being positively, actively and responsibly involved in lessons and by completing homework punctually and to the best standard they can achieve. The results for the last three years are shown below.

Percentage of students achieving commendation	2006-2007	2007-2008	2008-2009
Year 7	94%	98%	99%
Year 8	93%	90%	91%
Year 9	84%	94%	92%
Year 10	89%	88%	90%
Year 11	80%	86%	86%

Clearly a high percentage of students are commended each year which is a credit to their application. Even more remarkable is the percentage of students who earn five commendations which is 78% of Year 11 for 2008-09 (compared to 66% in 2007-08 and 75% in 2006-07).

**GPM**

## MUSIC – AUTUMN TERM EVENTS

Our musical ensembles have begun rehearsing for a busy term. Here are some of the key dates to put in your diary:

**Thursday 22<sup>nd</sup> October**

**Autumn Concert. 7.30 p.m. Hall.**

**Swing Band, Soul Band, Senior Choir, Guitar Ensemble, Percussion Ensemble and more...**

**Saturday 21<sup>st</sup> November**

**Parents' Association Concert. 7.30 p.m. Hall**

**Wind Band, Orchestra, Concert Band.**

**Tuesday 15<sup>th</sup> December**

**Carol Services at Halifax Parish Church  
Junior, Intermediate, Senior and Mixed Voice**

**Choirs 2.00 p.m. for Students 7.15 p.m.**

**For Parents and Friends**

**Tickets are now on sale for the Autumn Concert.**

**Adults £3. Concessions £2. Available**

### June Prize Draw

1st	22	Christine Deegan	Southowram
2nd	42	Sylvia Percy	Brighthouse
3rd	121	Debbie & R Rustom	Northowram

### July Prize Draw

1st	206	Dr Ailsa Care	Brighthouse
2nd	105	Linda Cox	Todmorden
3rd	83	A.M. Hodgson	Wheatley

### August Prize Draw

1st	165	Mr & Mrs A Day	Greetland
2nd	140	David M Farrar	Greetland
3rd	113	Angela & S R Hartley Monaghan	Brighthouse

### Special Prize Draw

1st	142	T Gray & Macroy Terenia	Shelf
2nd	34	Mrs Helen Simpson	Bradford
3rd	32	Mr K G Marshall	Todmorden
4th	156	Mr David Bogle	Hebden Bridge
5th	151	Anna & M Bradley	Bradford
6th	180	J Munz	Queensbury

from Mrs Wharvell in the school office.

GJE

## SMALL BUSINESS ADVISER REQUIRED AT NHGS

Young Enterprise companies have been running successfully in the sixth form for a number of years at NHGS. It is an opportunity for sixth form students to get valuable hands-on commercial business skills by setting up their own company for twelve months. The groups meet for 1 hour weekly after school between 3-4pm, usually on a Thursday or a Monday for an agenda based meeting to discuss their business strategy and performance. Each group requires an advisor, somebody with relevant experience in the world of business who can assist them with the running of a small company. The scheme runs for 1 year from September to May. This year we are still a business advisor short to run the scheme. Are there any parents, guardians, friends of the school out there who might be prepared to act as an advisor for one of the groups? Please contact Mr Howarth or Louise Manley at the school if you could assist in running this valuable extra-curricular activity.

NIH

## TESCO VOUCHERS

A big thank you to everyone who sent in Tesco vouchers last term. We were able to purchase a new

computer for the Learning Resource Centre to replace one of the old ones.

SR

## December - Christmas Hampers

*After the success of last year's event we hope this year will again see a wide variety of Hampers, made up by forms throughout school. Tickets are sold to friends, family and the public. More details will be sent out next month.*



## PARENT PROM

The date for this has yet to be confirmed, but we are hoping to hold this on 20 March 2010.



## BUY AND SELL

A **FREE** service for parents to buy and sell school related items. [www.nhgs.co.uk/buyandsell](http://www.nhgs.co.uk/buyandsell)

## PA MEETINGS

**THESE ARE HELD IN SCHOOL.  
PLEASE COME ALONG TO THE MAIN  
ENTRANCE.**

**Wednesday 7 October  
Wednesday 4 November  
Wednesday 2 December**

**All meetings commence at 7.45pm**

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## MORE PA INFORMATION?

Please look at the new school website and follow the links. <http://www.nhgs.co.uk/pa> will lead you straight to the PA page.

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## PARENTS' EVENINGS

During these evenings, where parents meet with teachers to discuss the progress of their children, there is a refreshments stall (tea, coffee, juice and biscuits) which is organised by the Parents' Association and "manned" by parent volunteers, for the benefit of waiting parents and staff (drinks are taken to the staff at their desks).

This needs 3 or 4 parents each evening, especially for lower school evenings.

### Parents Evenings 2009/10 5pm to 8pm

Tuesday 24 <sup>th</sup> November 2009	L6
Monday 30 <sup>th</sup> November 2009	Y10
Tuesday 12 <sup>th</sup> January 2010	U6
Thursday 28 <sup>th</sup> January	Y11
Tuesday 29 <sup>th</sup> February	Y7
Thursday 4 <sup>th</sup> March	Y9
Wednesday 24 <sup>th</sup> March	Y8

All Parents' Association events are mentioned in the school monthly newsletter and usually require some help, so please contact myself, Helen, or school if you can offer assistance or have any ideas. Thank You.

**Helen Simpson 01274 883906**  
[helen1simpson@tesco.net](mailto:helen1simpson@tesco.net)

**Please email me to register your interest then I can contact you when help is required.**

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## FAIR PROCESSING NOTICE

The school processes personal data about pupils and is a "data controllers" in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- support its pupils' teaching and learning;
- monitor and report on student progress;
- provide appropriate pastoral care, and
- assess how well the school is doing.

This data includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. This data may only be used or passed on for specific purposes allowed by law. From time to time the school is required to pass on some of this data to local authorities, the Department for Children, Schools and Families (DCSF), and to agencies that are prescribed by law, such as Ofsted,, the Department of Health (DH), Primary Care Trusts (PCT), ContactPoint and organisations that require access to data in the Learner Registration System as part of the MIAP (Managing Information Across Partners) programme and Connexions (see below). All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

The governing body of a maintained school in England is also required by law to supply basic information to ContactPoint This only includes the name and address of the child, contact details for their parents or carers (with parental responsibility) and the contact details of the school.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent or carer would normally be expected to make a request on a child's behalf if the child is younger.

If you wish to access your personal data, or that of your child, then please contact Mrs Carol Varley, School Systems Manager, The North Halifax Grammar School, Moorbottom Road, Halifax, HX2 9SU.

For pupils of 13 years and over, schools are legally required to pass on certain information to Connexions services providers on request. Connexions is the Government's support service for all young people aged 13 to 19 in England. This information includes the name and address of the pupil and parent or carer, and any further information relevant to the

Connexions services' role. However parents and carers, or the pupils themselves if aged 16 or over, can ask that no information beyond name and address (for pupil and parent / carer) be passed on to Connexions. If as a parent, carer or as a pupil aged 16 or over, you wish to opt-out and do not want Connexions to receive from the school information beyond name and address, then please contact your child's school.

Layer 2 of this Fair Processing Notice can be accessed via our website by going to the Policies page in the School Information section and clicking on the following link: <http://www.nhgs.co.uk/information/policies.asp> It gives supplementary information about the processing of pupil data by the organisations mentioned above and gives greater details of how the pupil data is processed and the rights of parents, carers and pupils. For those pupils / parents / carers where this is not practical, a hard copy can be obtained from the School.

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## NEW GOVERNORS

**Nassir Hussain** – Local Authority Governor



My name is Nassir Hussain and my current job role is with Banco Santander in their Leeds head office. I have a Bsc (Hons) degree in I.T. I enjoy reading I.T literature and have a keen interest in the computing field. Other activities I take part in are motor sport hill climb and track days. I have a six month old baby girl and my future aspirations would be to go backpacking around the Middle East to experience the diverse cultures.

**Stephen Naylor** – Partnership Governor



I am delighted to have become a Governor at NHGS, nine years after I left the school I'd been a pupil at for seven years. From GCSEs to A-levels to meeting the girl who is now my wife, they were seven years of happy memories that made me the person I am today.

I left in 2000 and went on to study Politics and Law at Durham University. It was there that I developed an interest in journalism and news and when I left I worked for a radio station in Huddersfield as a journalist and then news editor. I had three years of getting up at 4am. It never became routine, that alarm call at 3.55am was always tough (as you can imagine) but it was great to have a job that reflected my interests so well – news, politics and broadcasting.

Eventually though I decided to move into the world of PR and communications and, thankfully, no longer have to get up at 4am!

Some may wonder, and indeed some have asked, why a 27-year old would want to become a Governor? For me, it's simple. As a former pupil of NHGS, I want to give something back to the school that invested so much in me.

**Anand Prathivadi – Bhayankaram** - Parent Governor

Anand PB - Apart from having a long surname, I hope I will also be among the parents having a long association with the NHGS. Our elder daughter Nuthana has just completed her seven years and our younger daughter Kethaki has commenced her innings this September. I am a Reader in Environmental Economics and Public Policy at the University of Bradford. My work at the University focuses mainly on postgraduate and executive education. Through my work and research visits, I am fortunate to have access to international networks. I hope to be able to use these networks for the benefit of NHGS in developing international links and student and staff exchange visits where feasible.

**Mr G J Walker** – Staff Governor



During my Biochemistry degree I took part in voluntary work at a High School in Cardiff which confirmed my decision to enter the teaching profession. I studied my PGCE at Southampton University and have taught in a range of schools.

This is my fifth year teaching at NHGS. I joined the school in 2004 as KS3 Science coordinator and Biology teacher. Having spent four years leading KS3 Science I decided to pursue a responsibility in the Sixth Form. I am currently Assistant to the Head of Sixth Form and Year Group Leader for Year 13.

I take a keen interest in the enrichment of students and endeavour to research and provide new opportunities. Having taken ski lessons I decided to take responsibility for the school ski trip and our 2008 visit to New Hampshire and NYC was a great success that I thoroughly enjoyed.

Teachers here are passionate about how NHGS moves forward and I look forward to working as a Staff Governor and representing their views.

www.nhgs.co.uk has been re-launched. The biggest change is to the front page, where we have sorted the information into categories so you can see at a glance which category the information is in. We've also included a news ticker here, which will keep you up-to-date with news, events and any updates to the site.

Our latest addition is 'The Wall', which will contain photographs of events that have happened this school year. To keep up with the current news and a list of forthcoming events, please visit the news section, where you'll find a link to the Head's blog and the Newsletter.

Parents have their own section, which includes the PA's page, link to ParentPay and the facility to order and pay for items of school uniform online. This section also has a link to the Buy and Sell section, an area where you can advertise free of charge, any items of new or hardly used school clothing and equipment.

Contact details of the school are accessible from each page of the website, under the heading at the top. This information is also available in the School Information section, which includes links to the Handbooks, information about travelling to school and term dates.

We hope that you find the site easier to navigate more accessible, and better at keeping you informed about events that are happening in school. If you have any suggestions or comments about the site, please e-mail us at [website@nhgs.co.uk](mailto:website@nhgs.co.uk)

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## NEW WEBSITE [WWW.NHGS.CO.UK](http://WWW.NHGS.CO.UK) LAUNCHED

The screenshot shows the homepage of The North Halifax Grammar School website. At the top, it says 'The North Halifax Grammar School High Performing Specialist Science and Languages School'. Below this is a navigation bar with 'Home' and 'Website Updates and News'. The main content area features a large banner for 'Year 12 Induction' with a 'Pre-Test' link. To the right, there's a 'What's new' section titled 'New Website Launched' with a brief description. Below the banner are several categorized links: School Information, Admissions, News, Events & Heads' Blog, Parents, Educational Visits, Virtual Learning Environment, Specialist Science Status, Specialist Languages Status, Comenius Project, Curriculum, Job Vacancies, and Former Students. At the bottom, there's a section for 'The Wall 2009-2010' with a link to view photographs of events. The footer contains 'Living to Learn | Learning to Live' and various legal links.

## LIVING TO LEARN LEARNING TO LIVE

In the White Paper, *Your child, your schools, our future: building a 21st century schools system*, which was published in June it stated,

'The school system we seek is one where every child and young person is inspired to develop a lifelong love of learning.'

This chimes with our aims at NHGS as encapsulated in the School's motto "Living to Learn Learning to Live". We believe the school, through both the formal curriculum and the wide range of opportunities, activities, challenges and experiences it provides should develop in students a capacity for lifelong learning. We aim to improve students' capabilities to learn more easily and effectively in the future. This is achieved through the school's curriculum, teaching, resources and environment which equips them with the necessary knowledge, skills, understanding and

mastery of learning processes. This should enable them to lead happy, fulfilled, challenging, rewarding and successful lives.

We recognise that the students who join the school in Year 7 have been learners for eleven years at home, in nursery and in their primary schools. In recognition of that I invited all the incoming Year 7 students to: *'Think about all the learning experiences you have enjoyed at your primary school and write about one that is particularly memorable. It might be a lesson, an assembly or a visit. I would like you to describe the nature of the learning experience and why it was so effective'*.

I received 130 accounts of memorable learning experiences which were a delight to read. Many of the submissions displayed a mature grasp of learning and precocious insight into the qualities of successful learning and learners. I shared some of those accounts with new parents at the meeting on Tuesday September 22<sup>nd</sup> in school and I have written about the attributes needed for effective learning in the context of the national agenda in the Head's Blog for the week beginning September 21<sup>st</sup>. Here I will summarise the key learning attributes that students need to develop to become effective learners as evidenced by selections from their written accounts. I will also suggest ways in which parents may help their daughters and sons to develop those attributes and some lessons for the Year 7 students who completed that task. At NHGS we identify seven attributes that students need to develop to become effective learners.

Readiness refers to the motivation students need to learn. Motivation may arise because of external stimulus such as the nature of the activity (*'It helped me learn more because I got primary knowledge and experience in the subject. The experience motivated me to think about what I eat, where it comes from and how it gets to me'*) or the novelty of the experience (*'I enjoyed the new experience as I had never done anything with clay before'*). Motivation may also be generated by the student (*'The instructor asked who wanted to go first – nobody volunteered so I put my hand up and timidly walked to the edge' and 'I felt my stomach churning and the butterflies flapping and fluttering their wonderful wings constantly as I sat on the bus and waved good bye to my mum'*). Intrinsic motivation is generated by the student and is dependent on the personal satisfaction gained from engaging in learning; generally this has a more powerful and sustained influence than extrinsic motivation in which a student responds to praise, rewards or the avoidance of punishment rather than the learning.

Resourcefulness refers to the attitude and strategies students use to learn and includes collecting primary

data through fieldwork (*'I learnt useful geography skills from this lesson and because we were outside doing it physically I can remember much more about what I learnt, for example I now know how contours on a map look like in real life'*), developing specific skills, (*'The activity was effective because it enhanced my journalistic skills and reinforced my passion for writing'*) through experimentation (*'I found the learning experience effective as I learnt different ways of using the sun's rays and how to be more eco-friendly'*) or through immersion in an experience (*'I learned far more about Spain and its culture on Spanish day than I would have in a lesson'*). Resourcefulness is about developing a range of tools for learning including questioning, problem solving, being critical, playfulness, recognising patterns, making links, imagining, reasoning, analysing, theorising and deducing. Sometimes strategies have unexpected outcomes (*'We were having a World War Two day and a lady came to our school. She wore a long, beige skirt, leather boots, a white pinafore and a spotty bandana. To me she looked like a pirate'*).

Resilience refers to sustaining your efforts over a long time (*'I learnt lots, including the main message from the camp, which was go for your dreams but you need to work hard for them'*), recognising that not everyone will be helpful (*'This is when I find out that not everyone was as friendly as we three were'*) and if they are to make use of them (*'We really got to know our fellow students more and worked together to encourage one another and to keep going that extra mile'*). It also means persevering when faced with difficulties, sustaining attention, overcoming frustration, recovering quickly from disappointment, being tenacious, coping with confusion and managing distractions.

Reciprocity refers to the learning relationships we develop with other people (*'Working close to friends is a lot more encouraging than working alone'*), collaborating in a team or group (*'This also helped by making us able to work well together in class, as it helped us work with different people rather than the same person for every activity'*), listening (*'You need to be sharing and patient for if someone wants to make a suggestion then it would be kind to listen to their thoughts'*), empathy (*'One of my friends was really worried and fretful but with the encouragement from friends he did really well and completed the abseil'*), being sensitive to other people's ways of thinking (*'This involves team work and arguments can pop up so we try to work out something for everyone'*), learning and working (*'We learned to work as part of a team, share ideas, encourage and support others'*),.

Respect refers to valuing learning for its own sake (*'It affected people by enhancing them so that they learned more about the culture of China and they*

learned to respect their traditions of song and life'), showing esteem for other learners ('It stayed in my mind because he was very amusing and interesting. He taught me to write exciting poems. I didn't realise poetry could be so enjoyable') and their contributions ('A reason I've chosen this unforgettable event was to do with the staff of the camp who were so helpful and enthusiastic and they made the activities so enjoyable because of their exuberance'), to being considerate towards other learners ('Our teachers purposely put us with people who we didn't really talk to as much as other pupils in the year. They did this so that we could get to know and hopefully become a lot friendlier with others'). Being respectful towards learning also includes honouring discovery and invention, appreciating the importance of imagination ('Doing the activities and seeing Whitby's fascinating sites made us all use our imagination'), curiosity and creativity as well as being humble about your ignorance ('Our learning advantage was meeting people who had experienced the holocaust and how it affected their lives. I was moved by this experience and Charles made me think about how many people were affected by the holocaust').

Responsibility refers to doing what is required ('He left us to our own devices which felt grown up, but if help was needed he spoke to us like adults'). Being accountable for your actions ('The skills we learned helped us to be more responsible for our actions'), not impinging on others' rights; acting appropriately without supervision; behaving morally, rationally and sensibly; being trustworthy, dependable and reliable.

Reflectiveness includes the ability to mull over experiences for insight ('It was an effective way of learning because rather than just reading about lead mining in a book, you could actually imagine men working in these damp, hazardous and cramped conditions'), reviewing the personal impact of learning experiences ('The best part of the occasion was being able to hold the Chequered Garter Snake; I could feel its muscles wriggling through my fingers as I held it . . . before the lesson I knew very little about the animals in the lesson but after my head was full of facts about them'), and thinking about experiences for generalisations ('We made stewed apples which were rationed and tasted awful. I was glad I did not exist in those days because it would have been frightening and it made me feel lucky to be alive now'). Reflectiveness also refers to the ability to plan work in relation to resources, time and outcomes; to monitor, revise and adapt learning and being aware of the process of learning and specific knowledge about yourself as a learner.

Students need to be aware of all of these seven attributes and conscious of the need to develop all of them over time in order to become an effective learner.

Parents can help and support their children in developing all the attributes:

**Readiness-** help your daughter/son get motivated – suggesting and organising new experiences as well as re-visiting familiar ones. Generating anticipation and expectation makes a significant contribution to motivation. Talk about the feelings that might be associated with the learning experience as well as the activity.

**Resourcefulness** can be developed by rehearsing and practising different learning techniques even simple ones such as problem solving, quizzes, mental arithmetic and non-computer games.

**Resilience** is a crucial quality for effective learning that needs to be developed over time - coping with disappointment, frustrations and difficulties are part of learning – talk about the importance of perseverance and how to handle difficulties and problems.

**Reciprocity** is encouraged through involvement in team games in the home and outside – listening is crucial and collaboration essential in those contexts.

**Respect** is evidenced through what you watch on television, what you visit and what you read as they will reflect the value placed on knowledge and learning.

**Reflection** is free and can be powerful, so try to get your sons and daughters to talk about their experiences (what works and why? their strengths and weaknesses).

These are the lessons that students might reflect on in relation to this task.

1. **Don't miss out on opportunities** (25 students did not make a submission and missed out)
2. **Check and re-check for accuracy** (3 students misspelt my name!)
3. **Check and re-check for meaning** (over a third of the submissions had errors in syntax and/or vocabulary)
4. **Common courtesies have an impact** (I did not expect students to thank me for sending them a welcome card but four did and that made me feel good!)
5. **Adhere to the brief** (some submissions only described the experience and some were too long)
6. **Think before you write** (The organisation of the account could have been improved)

significantly in about a quarter of the submissions)

7. **Reflection is free – do it** (this was an exercise in reflection which is useful and free)

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## A NEGLECTED GREAT BRITON

September 18<sup>th</sup> 2009 marked the tercentenary of the birth of a truly great Briton who is relatively neglected and who remains unknown to most children and young people. The latter fact was confirmed by a show of hands in assemblies on September 17<sup>th</sup> and 18<sup>th</sup> when virtually all students indicated they had heard of Shakespeare and Dickens but only a handful had heard of Samuel Johnson. There could be a number of reasons for this including:

- Johnson did not become pre-eminent in being a playwright or a novelist
- He engaged in many different forms of writing
- His contribution was to the English language rather than to literature

Whatever the reasons it is a significant gap in their knowledge and the fact that Johnson is not included by name in the National Curriculum for English will not improve the situation. I spoke to students about his life in those assemblies and wrote a Blog about his life and literary achievements in the week beginning September 14<sup>th</sup> 2009 ([A Neglected Great Briton](#)).

Samuel Johnson was born in Lichfield, Staffordshire. His father was a bookseller. He was educated at Lichfield and Stourbridge Grammar Schools and spent a brief period at Oxford University, but was forced to leave due to lack of money. Unable to find teaching work, he drifted into a writing career. In 1735, he married Elizabeth Porter, a widow more than 20 years his senior. In 1737, Johnson moved to London where he struggled to support himself through journalism, writing articles on a huge variety of subjects in the Gentleman's Magazine as well as publishing poetry and in 1744 he published a biography of his friend Richard Savage. Through these publications he gradually acquired a literary reputation.

Improvements in the processes of printing and bookbinding, which meant that printed materials could be produced more cheaply and quickly, combined with a general improvement in literacy, which increased demand meant there was a massive growth in the number and range of books,

magazines, pamphlets and newspapers in the eighteenth century. This in turn meant that there was an urgent need for spellings, definitions and grammar to be standardised. In 1746 a syndicate of printers commissioned Samuel Johnson to compile a 'Dictionary of the English Language'. In the Preface to the dictionary Johnson shared his thoughts on the general perception of lexicographers,

*'Among these unhappy mortals is the writer of dictionaries; whom mankind have considered, not as the pupil, but the slave of science, the pionier of literature, doomed only to remove rubbish and clear obstructions from the paths through which Learning and Genius press forward to conquest and glory, without bestowing a smile on the humble drudge that facilitates their progress. Every other author may aspire to praise; the lexicographer can only hope to escape reproach, and even this negative recompense has been yet granted to very few.'*

Johnson worked on the dictionary at 17 Gough Square near Fleet Street, which is now a Museum dedicated to the great man (<http://www.drjohnsonshouse.org/>), between 1746 and 1755. By 1747 Johnson had written his *Plan of a Dictionary of the English Language*, which spelled out his intentions and proposed methodology for preparing his unique work of reference. He adopted a distinctive approach to compilation, not just taking lists of words from previous dictionaries (some 20 had been published in the previous 200 years although none of them were fully comprehensive) but reading in excess of 2,000 books and noting the usage of words in different contexts. On his method, he wrote,

*'I shall therefore, since the rules of stile, like those of law, arise from precedents often repeated, collect the testimonies of both sides, and endeavour to discover and promulgate the decrees of custom, who has so long possessed whether by right or by usurpation, the sovereignty of words.'*

Johnson anticipated that it would take him three years but it took nine years; it was eventually published on April 15<sup>th</sup> 1755. It included 42,773 entries supported by 114,000 quotations. Given that the millionth word in the English language (the unremarkable 'Web 2.0') was declared in June of this year ([Millionth word](#)) Johnson's dictionary may appear modest, but it was an impressive feat of scholarship because, although he was supported by six amanuenses though the nine years, he was responsible for all the entries. As another Johnson, the current Mayor of London, Boris, wrote recently,

*'It is an immense thing to be the definer of not just any old language, but the language of what was then*

*the greatest country on earth. It is, above all, an act of fantastic self-assertion, to freeze the great torrent of words as they change and glide through history and say, That's it. That's what they all mean, and they mean it because I, Johnson, say so.'*

The dictionary is flawed as it reflects the author. It contains numerous digs at individuals and peoples that Johnson disliked; it is moralistic, politically biased against the Whigs, dismissive of other languages and selective in its use of authorities but despite all its weaknesses it was a truly heroic achievement given that Johnson was physically and mentally ill throughout, had to contend with chronic debt and the death of his wife in 1752. Johnson was aware of the difficulties, stating,

*"Dictionaries are like watches: the worst is better than none, and the best cannot be expected to go quite true."*

Despite its weaknesses it became the authoritative dictionary until the publication of the Oxford English Dictionary in 1928. It made a lasting contribution to the standardisation of spelling and to the organisation of dictionaries. For this contribution alone it is important for young people to be acquainted with the work of Dr Johnson notwithstanding his remarkable life and the essays, articles, biographies and travelogues and his edition of the complete works of Shakespeare. Below are just a few of the more idiosyncratic entries in this fabulous book:

**Dull:** Not exhilarating (sic); not delightful; as, *to make dictionaries is dull work.*

**Excise:** A hateful tax levied upon commodities, and adjudged not by the common judges of property, but wretches hired by those to whom excise is paid.

**Far-fetch:** A deep stratagem. A ludicrous word.

**Kickshaw:** A dish so changed by the cookery that it can scarcely be known.

**Lexicographer:** A writer of dictionaries; a harmless drudge that busies himself in tracing the original, and detailing the signification of words.

**Oats:** A grain, which in England is generally given to horses, but in Scotland appears to support the people.

**Patron:** One who countenances, supports or protects. Commonly a wretch who supports with insolence, and is paid with flattery.

**Pension:** An allowance made to any one without an equivalent. In England it is generally understood to mean pay given to a state hireling for treason to his country.

**Politician:** 1. One versed in the arts of government; one skilled in politicks. 2. A man of artifice; one of deep contrivance.

**Tory:** One who adheres to the ancient constitution of the state, and the apostolical hierarchy of the church of England, opposed to a Whig.

**Whig:** The name of a faction.

To **worm:** To deprive a dog of something, nobody knows what, under his tongue, which is said to prevent him, nobody knows why, from running mad.

We know much about the life of Samuel Johnson through the biography published by James Boswell in 1792. Less well known is the book, *Anecdotes of the late Samuel Johnson*, by his friend Hester Lynch Thrale Piozzi which was published just after his death in 1784. One of those anecdotes concerned advice to young people:

'Mr. Johnson had never, by his own account, been a close student, and used to advise young people never to be without a book in their pocket, to be read at bye-times when they had nothing else to do. "*It has been by that means,*" said he to a boy at our house one day, "*that all my knowledge has been gained, except what I have picked up by running about the world with my wits ready to observe, and my tongue ready to talk. A man is seldom in a humour to unlock his bookcase, set his desk in order, and betake himself to serious study; but a retentive memory will do something, and a fellow shall have strange credit given him, if he can but recollect striking passages from different books, keep the authors separate in his head, and bring his stock of knowledge artfully into play*".

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The North Halifax Grammar School  
**Please return to the LRC**

Presents

**GREASE**

**11<sup>th</sup>, 12<sup>th</sup> & 13<sup>th</sup> November 2009**

Student's name: \_\_\_\_\_ Form: \_\_\_\_\_

I would like to purchase \_\_\_\_\_ ticket(s) for Wednesday 11<sup>th</sup> November

I would like to purchase \_\_\_\_\_ ticket(s) for Thursday 12<sup>th</sup> November

I would like to purchase \_\_\_\_\_ ticket(s) for Friday 13<sup>th</sup> November

I enclose cash/cheque (made payable to NHGS) to the value of £ \_\_\_\_\_

Signed: \_\_\_\_\_ parent or guardian