

# 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 at some point from normal routines. The Coalition Government has clearly had an impact on the educational landscape already with the abolition of some quangos including BECTA, QCDA and the GTCE; the scrapping of the ambitious 'Building Schools for the Future' programme, which was a scheme to re-build or re-furbish every secondary school that needed it in England (NHGS was on the list at one time!); the opening of 32 revised academies and the decision to approve 16 'free' schools. We await the spending review announcements on October 20<sup>th</sup> with some trepidation. As well as new students and parents we also welcome the following teaching staff that have joined the school this term:

|             |                                |       |
|-------------|--------------------------------|-------|
| Miss Adams  | Teacher of Psychology          | L6(4) |
| Mr Clapham  | Teacher of Mathematics         | 9(6)  |
| Miss Hawtin | Head of Sociology              | L6(9) |
| Mr Kay      | Teacher of Geography           |       |
| Mr Marsh    | Director of Music              | 8(4)  |
| Mr O'Neill  | Teacher of English             | L6(6) |
| Miss Swann  | Teacher of Design & Technology | 9(1)  |

The following support staff also joined the school:

|              |                     |
|--------------|---------------------|
| Mrs Rodd     | Cleaning Supervisor |
| Mrs Stott    | Cleaner             |
| Mrs Townsend | Cashier             |

The following staff are taking on new/changed responsibilities this term:

|                           |  |
|---------------------------|--|
| Miss Robson               | Year Group Leader – Year 7                 |
| Mrs Beresford (nee Bouch) | Year Group Leader – Year 8/Head of Biology |
| Mr Bastow                 | Year Group Leader – Year 9                 |
| Miss Kent                 | Year Group Leader – Year 10                |
| Mrs Pegg                  | Year Group Leader – Year 11                |
| Mrs Quigley               | Sixth Form Leader                          |
| Mr Walker                 | Year Group Leader – Year 12                |
| Miss Morgan               | Year Group Leader – Year 13                |
| Mr Crossland              | Sixth Form Enrichment Co-ordinator         |
| Mr Godoy-Simon            | International Links Co-ordinator           |
| Mrs Hudson                | Outdoor Education Co-ordinator             |
| Mr Jennings               | Learning Assistant                         |
| Miss Longbottom           | KS3 Science Co-ordinator                   |

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

**GPM**

The North Halifax  
Grammar School



# NHGS News

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SEPTEMBER 2010

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## EXAMINATION RESULTS

### Key Stage 4 (KS4)

Year 11 students are to be congratulated on producing the best set of results recorded in the school's history at this level. 156 out of 157 students achieved the L2 threshold of 5 GCSEs at grades A\*-C including English & Mathematics (99.4%). As a selective school we would be expected to achieve well in this indicator so we also measure the students' achievement in terms of those students who achieve 5+ A\*-A grades. In 2010 69% of students achieve this benchmark compared to 58% in 2009. The students were entered for 1,675 exams (a record for the school) and 96.9% of these achieved grades A\*-C which is the highest ever achieved by the school. Some 60.3% of these entries were at the two highest grades of A\*-A which was also the best ever achieved by the school (52.3% in 2009). The average points per student (APS) at 556.2 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 50.3 was just better than last year's figure (49.0). Some 51 students or 32.5% (25.5% in 2009) achieved an average points score of 52 (= A grade) points or more across 9, 10 or 11 GCSE subjects.

There were some very strong individual performances with all the following students achieving seven or more A\* grades: Kate Baldwin, Lauren Barraclough, Peter Cole, Robyn Cowling, Adam Dewhurst, Emma Finnerty, Deanna Holroyd, Sophie Hoyle, Zoe Littlewood, Duncan Lomax, Callum Macrae, Oliver Marshall, Sam Tingle and Emily Whettlock. The following subjects also attained above the school average in terms of A\*-A grades at GCSE: Biology, Textiles, English, English Literature, Music, Mathematics, Physics, Spanish, ICT and Thinking & Reasoning.

### Key Stage 5 (KS5 – Sixth Form)

In Year 12 some 177 students were entered for 702 exams at AS level. Some 94.5% (91.4% in 2009) of the entries were at A-E and 49.8% (44.5% in 2009) were at the highest two grades of A-B. The APS per student was 422.4 (399.3 in 2009) and the APS per entry was 106.5 (100.4 in 2009). At AS an A=135; B=120; C=105; D=90; E=75 points. These results were significantly better than in the last two years. At A level some 163 students were entered for 504 exams (the school's highest ever entry at this level). The students achieved a 98.2% A-E pass rate with 56% of the entries at the highest two grades of A & B. Whilst not record-breaking this set of results was comparable overall to previous years. The APS per student was 804.9 and the APS per entry was 220.5 both of which indicators increased slightly in 2009. At A level an A=270; B=240; C=210; D=180; E=150.

As at GCSE there were some very impressive individual performances. All the following students achieved all A\* and A grades at A level: Kate Barrett, Morrison Brown, James Donaldson-Briggs, John Finnerty\*, Ian Floyd, Ben Fox, Joseph Hammond, Konrad Hepworth\*, Miriam Hollis, Elizabeth Hollwey\*, Bethany Megson\*, Rachael Moore, Ann Newsome, Natalie Noble, Kathy Ryland\* and Sophie Smith. Congratulations to John, Konrad, Elizabeth, Bethany and Kathy who together with Edward Anderton all met or exceeded their offers at Cambridge and Oxford.

The following subjects all achieved above average A\* - B grades at A level: Photography, Business Studies Drama, Economics, English Literature, French, History, Latin, Philosophy, Mathematics, Further Mathematics, Psychology, Sociology and Spanish.

Congratulations to all the students, parents and staff on the results achieved by the students at all levels in 2010. There were some outstanding individual achievements. During the time that students are at NHGS we aim to prepare them fully for the next stage of their life. In 2010 about 80% of the students in Year 13 have continued their studies into Higher Education studying 83 different courses at 53 different universities and HE institutions. Given the competition for places this year we were very pleased that nine out of ten students secured their first choice course and university. This was a very creditable achievement by the students, their parents and the school.

I would like to thank Mrs Varley, the school's Examinations Officer and Mrs Charles her Assistant for all their work in the administering and managing the hundreds of exam entries through the year. I would also like to thank our team of external invigilators who undertake their work in a reliable and professional manner.

**GPM**

## Improving the Learning Environment

Safeguarding has been a high priority for schools over the last two years. NHGS has reviewed its recruitment practices to ensure they comply with current statutory requirements and we also commissioned an external review of the school grounds to identify any health and safety issues that needed attention. This confirmed that the most significant physical weakness in ensuring the security of the school buildings was access to the Technology Block. During session times there was uncontrolled access to this part of the school from the front car park. We worked with Pickles Architects to develop a scheme for the entrance to the school which would

resolve this difficulty and achieve improved working conditions for the reception/administrative staff in the school. After a lot of consultation and many revisions we approved a scheme which has been completed during the summer holiday. A corridor has been created, using the former overhang, which fully integrates the Technology Block into the main school building. A small room for has been created by the Technology Block entrance which will enable deliveries to be temporarily stored before despatching to the right place in the school thus not cluttering up the entrance foyer. A new reception desk has been created near to the new entrance doors so that all visitors will be seen and greeted immediately on arrival at the school. The area in the main office which used to be for reception is now a small meeting room (the old one has been removed to create more circulation space). Another smaller office has been created in the stair-well to accommodate the PA to the Leadership Group which will enable better confidentiality. This has created more space in the main office where a re-arrangement of personnel has created an improved working environment and better working practices. This was an ambitious project to be completed in six weeks. We are very grateful to Pickles Architects and to the following contractors for their help in completing the project on time: Access Doors, Jakali Windows, Ronnie Fraser Decorator, Quality Ceilings, Paul Hayton Builder, Rooley Joinery, Russell Flooring, Hubbard Electrical and Clifford Cooper Heating.



During the summer term and the holiday we also completely re-furnished SL2, a science laboratory which is used as the main teaching room for Electronics. This was undertaken with the support of a grant of £30,000 from the Wolfson Foundation for which we are very grateful. This means that we have built from new or re-furnished all the school's nine laboratories in the last ten years. The following contractors worked on this project: Assab Lab Furniture, Ronnie Fraser Decorator, Quality Ceilings,

Hubbard Electrical, Mick Gartland Plumber and Russell Flooring.

The boilers in the school date back to when the school was opened in 1959. They have become increasingly unreliable and costly to maintain. During the summer we replaced the boilers with the support of a loan through the Prudential scheme for schools. The contractors responsible were Clifford Cooper Heating Engineers.

I am very appreciative of the work of all the contractors who have worked flexibly and to very tight deadlines. I am also very grateful to the Premises Manager Mr Robinson for overseeing and managing all three projects, the caretaking staff Mr Jeffrey and Mr Stephenson who had to cope with a demanding schedule of work and all the cleaning staff who had to work in very difficult conditions through the summer.

**GPM**

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## **YEAR 12 INDUCTION DAY**

### **Friday 3<sup>rd</sup> September 2010**

The morning started with a briefing by iVent in the Hall, before the day's activities commenced. The lower sixth was split into 16 teams, two per form, with L6<sup>9</sup> appointed to document the day's events in a variety of media. The teams were competing throughout the day with the hope of winning the mysterious 'Chalice of Honour' looming over them throughout the day.

On the field, 'Ski Legs' involved 4 people from each team standing with each leg on a plank, with the challenge of manoeuvring the 'skis' down the course without their feet touching the ground or their bodies touching the posts. L6<sup>1</sup>'s Luke Rigg exclaimed, **"This task was thrilling and challenging!"** The instructor for the activity said **'It takes time for students to get into this activity, and I expect to give out a few penalties'**.

'All Change' was a **"quite simply brilliant"** activity, according to Marcus D. Peel L6<sup>2</sup>, who also said **"it was like Jenga, but for real men"**. This activity involved half the team standing on a tricolour of red, green, and blue wooden beams, with the aim of moving the stack to a different position without anyone touching the ground. The rest of the team then have the task of returning the

stack to its original position. Miss Hudson was so engrossed that she even **"wished there was a team for teachers"**.

In 'Ammo Carry', team members had to work together to carry a stretcher with 'ammunition' balancing precariously on top around a course. L6<sup>4</sup>'s Sam Kay quoted **"it brings out the best in people's teamwork and good hand-eye coordination is required"**, although Robyn Cowling didn't hesitate to complain that the game **"Hurt my poor arms"**.

'Nuclear Reactor' was a 'test of logic', according to the motivating instructor. The teams started out with several 'control rods', which they had to insert into the 'reactor' in the correct position. The instructor also explained that **"brilliant teamwork"** is required for this task. Whilst impatiently waiting her turn in line, Beth Atwood reported that the game was **"great for meeting new people and bonding with them"**.

Whilst interviewing those in line, one couldn't help but notice how chic, fashionable Top Shop attire that would be expected of sixth form students, had been swapped for a somewhat scruffier alternatives comprising mainly of tracksuits teamed with trainers.

Watching from a distance, Mr Maslen expressed his opinion: **"The day is going well. It's a good idea for new students, who get to know each other in an informal way"**.

Meanwhile, in the Darwin Sixth Form Learning Centre, code-breaking activities were taking place for the other half of the year group. Sarah Vine, L6<sup>7</sup> gave her view: **"Some challenges were difficult, but the team worked together to solve the problems"**. There were 10 challenges altogether, with the aim being to discover a sequence of letters.

Overall, the day seemed to have been enjoyed by the students who actually took part in the activities. Aysha Matloob of L6<sup>1</sup> said the day was **"really good; it provided a chance to meet new people and I made lots of friends"**.

**Peter Cole, Adam Dewhirst, David Greenwood and Charlotte Beall L6(9)**

## **Year 12 Induction Day**

The day started off at an all time low, drabbles upon drabbles of tired, newly appointed sixth formers dragged themselves to the school Hall and slumped to their seats in their respective 'team' rows. The usual attire of jeans/leggings and summer sandals had been replaced with the more casual approach of tracksuit bottoms and trainers, obviously prepared for the day of inevitable mudslinging and embarrassing falls. Despite the harboured distain for the proceedings which required them to rise from their beds at half six, after a rather cheery pep talk from Mr Walker, everyone was alert, and ready to go.

**"Dragon slaying. Now that would have been a good bonding activity"** - Mr Holt

As confusion surrounded the puzzles, it became apparent that each group did indeed have its 'alpha males' of brainteasers, if you will. While some stood back and watched, as codes were cracked, a select few were powering through the difficulties and proceeded en route for victory. *"It's confusing, but pretty good,"* said one such spectator. I suppose it could be said those not excelling at cracking codes in the sixth form block, did indeed succeed at the more physical challenges of the outside activities. As we ventured onto the field, the sight of a rather confusing obstacle course met our eyes. Sheltering under the marquees were the few from each team who had opted out of the more physically demanding challenges of the day. As we stood by and watched, the word Neanderthal flooded our minds as we witnessed our peers emit great delight from stacking blocks of wood. It was going to be a good day.

**Harriet Nash and Lucy Clay L6(9)**

## **Student Success!**

Congratulations to Ailish Duffy in Year 11 who has been selected for the West Yorkshire netball squad.

**KDB**

## Music for Youth Festival Birmingham - July 2010

Following on from success in the regional heats of this competition, the Swing Band and Percussion Ensemble were lucky enough to be selected to play at the National heats at the Birmingham Conservatoire.

The Music for Youth Festival was set up as a celebration of the musical talent of the young people of this country. It covers a week of performances from different ensembles and was certainly an inspiring event to be a part of. Adjudicators are present at all performances and give feedback to all performers. From this, performers are then selected to play at the Royal Albert Hall in November.

Both groups performed on different days. The percussion ensemble was placed in a mixed class alongside choirs, a musical theatre group and a 40 strong flute group. The Swing band was placed in a swing band class. Lauren Rosborough and Oliver McHugh share their experience of the event.

Wednesday 7<sup>th</sup> July 2010. The day the percussion ensemble went to Birmingham. We finally left school at 11 'O'clock after some slight issues with the Kodo drum (it's big!) not fitting into the boot of the coach. Fortunately with some assistance from Mr Crawford and the bus driver's tool box, we went on our way. After a lively coach journey with lots of singing from everyone we arrived at the Adrian Boulton Hall, which is part of the Birmingham Conservatoire, where we would perform. We watched some other great performances and then went back stage to prepare for our own.

After some initial nerves it was time for us to perform.

Our performance felt brilliant and we all left on a high. With some time to kill before the adjudication we had a (well deserved!) meal and ice cream, After some amazing feedback from the adjudicators it was time to head back home. And another noisy journey full of singing! We all had a

phenomenal day and would love to do it again next year.

**Lauren Rosborough 11(1)**

### Friday July 9<sup>th</sup>

We had an early start - the coach was ready and waiting for us at 8 am. Most of the 2 ½ hour journey to Birmingham saw the students sleeping off the early start!!

Once we had arrived we were shown to our dressing room where we had a bit of time to relax before we went on stage. We also had chance to listen to some of the other ensembles who were really good.

Finally it was our turn to play. The atmosphere amongst the swing band was one of nerves but also excitement. The hall was quite big and was filled with the other musicians from the other groups and parents and supporters. The two pieces we played were "A Night in Tunisia" and "C Jam Blues". We played really well and it was fun to be on stage and to perform.

**Oliver McHugh 11(2)**

The calibre of performances in both groups was very high and our students performed exceptionally well. They received some very good feedback from the adjudicators and I am sure really enjoyed the experience. We haven't found out whether or not we have got through to the Royal Albert Hall in November as decisions aren't usually made until October. Here's hoping that we can be just as successful again next year and maybe go further in the competition.

**RAP**

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## CHRIS BLOOMFIELD

It was with great sadness that I heard the news that Chris Bloomfield had died on August 16<sup>th</sup>. I spoke to him just a few days before he died. He retired from teaching at NHGS in August 2003 after 33 years at the school. After graduating from Kings College London in 1967 he taught in Germany for a year and then at Cleckheaton County Secondary School until 1970 when he was appointed to the Highlands School as teacher of German and French. During his time at the school he was not only Head of German but also held a range of pastoral responsibilities. He was a highly effective and successful teacher of languages throughout his career and did much to support extra-curricular experiences for the students particularly through his work at Hindley Head. He

was selfless and generous with his time and supported a wide range of school activities including re-cycling schemes, running the minibus, helping with the Duke of Edinburgh Award, accompanying educational visits, helping with music concerts and drama productions. Chris continued to support the school after his retirement as a supply teacher and with extra-curricular activities. The funeral service was on Friday August 27th at Dewsbury Moor Crematorium at which his son Martin and former colleague Chris Ball gave warm and touching eulogies to someone who was great teacher, outstanding colleague and loving father and grandfather.

**GPM**

### **Vice Chair of Governors at NHGS, Mr Colin Hartley MBE**



Colin Hartley, Vice-Chair of Governors, was awarded his MBE by Prince Charles at a ceremony at Buckingham Palace in July. Mr Hartley has been a governor at NHGS for some 30 years, including a spell as Chair. His massive contribution to school was acknowledged in naming the Hartley ICT Suite after him. He was awarded the MBE in the New Years Honours list in January for services to the community because he has also been involved in church and charity work for many years.

**GPM**

### **NEW PARENT GOVERNOR**

**Mr Martin Walsh**

**LLM (Leicester University), LLB (Hons)  
(Manchester University), PGCE**



I am 52 years of age and married with 3 daughters, just like 'King Lear,' but with more problems. My eldest daughter, Antonia, qualified as an accountant last week and Jess, my middle daughter began her time at NHGS this term. My youngest daughter, Beth, started her primary school this year. I have 30 years experience of further and higher education and hope that my legal and administrative experience will be of use to the school. This is my first attempt at parent governorship and I am really looking forward to contributing to this outstanding environment for learning. My passionate commitment is to lifelong learning. This passion was placed in me by my brilliant grammar school teachers in Manchester. I see the same level of commitment in the staff at NHGS. It is, therefore, a privilege to have been appointed.

## **ROAD SAFETY**



**Could parents please ensure that when dropping off and picking up students they do not park across local resident's driveways or park near to or on street corners.**

**The Police have contacted the school to ask that parents not park opposite another parked vehicle, especially on Occupation Lane, Moorbottom Road or School Lane as this is causing problems for residents, local bus services and the emergency services.**

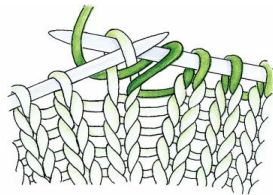
**Thank you.**

## MATHS RESIDENTIAL

On the 5<sup>th</sup> & 6<sup>th</sup> July four Further Maths students; Sarah Smith, Tom Howson, Tom Solan and Jake Gledhill took part in a Maths residential visit at Manchester University entitled ' Making Maths at Manchester' . We travelled by train and once we arrived we were split into groups with other students from all over the country. Our task over the two days was to research, prepare and present our findings on Mathematical problems which ranged from probability to matrices to knot theory. On the first night we went on a trip to the Trafford Centre aimed at socialising and making new friends. Overall it was a great experience, we met new people, spoke to and worked with Maths lecturers and experienced how university life would be including attending a Maths lecture. It made me realise that maths is indeed the degree course for me.

Sarah Smith L6.6

## Knitting Club



I am hoping to start a knitting club for students (and staff if any are interested) after school on Thursdays, 3 - 4pm in the Textiles room.

We have no resources in school for hand knitting so this is a request that if any one has any old knitting needles or oddments of yarn that they are unlikely to use again please bring them in to school. We would be grateful for all donations and hope that we will be able to put them to good and creative use.

SH

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# CASINO NIGHT

## Saturday 16<sup>th</sup> October

In the School Hall

A fun family night

Roulette, Poker, Dice & Pontoon

Fish and Chip Supper

Tickets £10 Adults

£5 Children (under 16)

See the end of the newsletter to book your tickets



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## UK-German Connection trip to Cuxhaven 2010

NHGS pupils Matt and Oliver each spent 2 weeks in Germany in August, courtesy of The British Council and the PAD in Germany. Both were selected as a result of their strong applications and did the school proud! Well done to both boys.

KDH

Germany - the land of sausage, schnapps and sauerkraut. It's not exactly the world's most obvious holiday destination but it was here that I spent two weeks of the summer on a UK-German Connection course learning about the language, the culture, and whether there's truth in the stereotype of a general abundance of beer and bangers.

The English eternal wait for BBQ weather (aka the summer) was at its height when we all met up at Heathrow Terminal 5. Here I was able to finally meet in person all the other Brits who had been brave enough to apply for the two week course. They were all, of course, strangers to me but the fact that we were all more nervous than we had ever been in our lives helped us all to bond and become great friends by the end of the fortnight.

Each of the 11 English students and 1 Northern Irish student were staying with a host family, who nearly all had at least one member of the family that went to the organising school - either as a

teacher or a student. As the German school had their holidays during June and July, they were reasonably familiar with the concept of going back to school even though we (the visitors), to their surprise, still thought it was the height of summer.

During the week, I normally had lessons from 8am-1pm in a wide range of cultural themes. I think that over the course of the 7-8 days, I received a fairly comprehensive crash course in German history. Germany's past didn't take place only between the years of 1914 and 1945 as the History Channel might lead you to believe. The stories of the lands that now make up Germany are as rich and as varied, if not more so, than our own. Discovering that new perspective on European history has been invaluable to me and I would highly recommend it to anyone else.



The great thing about finishing at 1pm is that there was masses of time to do a wide variety of activities during the afternoon (and being visitors they didn't give us any homework!). As Cuxhaven is by the sea, beach volleyball is by far the most popular sport for people of all ages. Another favourite pastime of the Germans that shouldn't go unnoticed is their love of extravagant ice cream. The main "Eiscafé" in Cuxhaven was a social hub and the only place where you can get a full three-course dinner imitation totally made out of ice cream.

We also had a few excursions during my stay in Cuxhaven to the surrounding cities: Bremen, Bremerhaven and Hamburg. Each, although they were major cities, had its own special character. Bremen is a typical medieval European city with a

large central cathedral surrounded by narrow winding streets with charming little houses. Bremerhaven, meanwhile, is a more modern city with lots of new museums, hotels and shopping centres. Hamburg is more of a German version of London - a rich, industrial, maritime past, with a modern population filling the city and bringing it up to speed with the 21st century. In all of Germany you are only likely to find a Subway inside an 18th Century basement in Hamburg.



So, this trip allowed me to vastly improve my German language skills through being totally immersed in the culture. And, I had a great time - the food was fabulous and the people themselves were very welcoming and patient when my German was barely understandable. Although if you do end up going as I did, they do drink copious amounts of fizzy water... but don't let that put you off!

**Matt MacGregor U6(9)**

## **GERMAN PLACEMENT**

I felt quite nervous about filling in the application form for a 2 week course in Germany - especially the part in German which asked me to explain why I wanted to take part. When, a few weeks later, I got a letter saying that I had been successful and was one of 12 students from all over the UK who would be travelling to Germany, I was at the same time excited, proud, and even more nervous! But I needn't have worried!

The first time we all met face to face was at Heathrow airport although we had, of course,

been in contact before the course began. I quickly got to know my host family and got on very well with my German partner. During the 2 weeks we did all sorts of activities such as canoeing and fencing, as well as day trips to Bergen-Belsen, Berlin and the VW factory in Wolfsburg itself. Most weekdays we went into school and had a lesson with our English teacher and another lesson with a German teacher. Both were really useful as we learnt a lot of grammar as well as handy words to use in conversation.

I really enjoyed the experience, and, although the first day was a bit daunting, feel I gained so much from the experience that I wouldn't hesitate to recommend it to other students in the current Year 10.

**Oliver McHugh 11(2)**

## COMMENDATIONS

We have held four 'Commendations Assemblies' this term, in the week beginning Monday 13<sup>th</sup> September, to present students in Years 8 to 11 with their commendations gained for the last academic year (2009-10). The following Governors were Guest Speakers at the assemblies and we thank them for supporting the school in this celebration; Dr Prathivadi Bhayankara, Mr Cannon, Mrs Kershaw and Mrs Sedgewick. 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 Presentation Event later this term on November 2nd. 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. They encourage students to sustain their effort and application over a long period of time. The results for the last three years are shown below.

|  | 2007-2008 | 2008-2009 | 2009-2010 |
|--|-----------|-----------|-----------|
| Year 7<br>Percentage of students achieving a commendation  | 98%       | 99%       | 100%      |
| Year 8<br>Percentage of students achieving a commendation  | 90%       | 91%       | 95%       |
| Year 9<br>Percentage of students achieving a commendation  | 94%       | 92%       | 97%       |
| Year 10<br>Percentage of students achieving a commendation | 88%       | 90%       | 94%       |
| Year 11<br>Percentage of students achieving a commendation | 86%       | 86%       | 92%       |

Clearly a high percentage of students are commended each year but in 2009-10 we had our first year group to achieve 100% commendations with Year 7 last year attaining that elusive benchmark and the other four year groups achieved very well. The results of the Upper School Year Groups (Years 9, 10 & 11) were particularly impressive compared to previous years. I hope that those few students who were not commended in Year 8, 9 or 10 last year ensure that they do not let their year group down this year by not being commended again. Even more remarkable is the percentage of students who earn five commendations which is 81% of Year 11 for 2009-10 (compared to 78% in 2008-09 and 66% in 2007-08). This is an impressive achievement, alongside the outstanding examination results achieved by this year group, and the students, the vast majority of whom are now in Year 12, are to be congratulated on their sustained hard work throughout the year.

**GPM**

## CHANGES TO HOMEWORK AT NHGS

Most members of the school community will be aware of the biennial Kirkland Rowell Survey which asks students, parents and staff for their views on many different aspects of the school via specially commissioned questionnaires. When the answers to the questionnaires are collated, they indicate some of the perceived strengths and weaknesses of the school. Unsurprisingly, the school's buildings and ICT facilities have been highlighted as areas of relative weakness in the last two surveys. While we continue to do what we can, it is hard to address these issues without the kind of significant capital investment that is just not possible in the current climate. However, the students did identify another area of school life that they would like to see improved which would not cost a lot of money – homework.

Once the cries of "Well they would say that, wouldn't they?!" had died down, the school's Teaching and Learning group took a long hard look at some of the issues involved. During the course of last year, they drew up proposals which were scrutinised by the whole staff and by several groups of students. Some ideas were adopted, some were rejected and eventually, a new approach to homework for Years 7, 8 and 9 was approved for trial in the Academic year 2010-2011. The main features of this new approach are set out below:

- Instead of being set an average of three nightly tasks, students in Years 7, 8 and 9 will now be set an average of two nightly tasks together with a weekly project.
- The weekly projects are set on a department-wide basis with the instructions made available to all students via the VLE.
- Projects are designed to encourage creativity and engagement by incorporating elements of choice and at least three different levels of challenge.
- Some homework will now be voluntary! Projects must be completed to at least Level 1 but students will be able to choose whether to move onto Level 2 and Level 3 work. If they do, they will receive greater levels of reward.
- Students wishing to be identified as Gifted and Talented within a particular subject should expect to complete the Level 3 version of that subject's project.

As with any significant change, there are bound to be some teething problems and some people who like it and some who do not! We believe that the benefits of this system will ultimately outweigh any problems. In particular, we hope that students will find that the projects help deepen their learning, develop their creativity and improve their independent self and

project management skills. I shall be carrying out more formal evaluations of the impact of the changes as the year progresses, but if anyone has any views they would like to express in the meantime, please contact me at [a.fisher@nhgs.co.uk](mailto:a.fisher@nhgs.co.uk)

AGF

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## DECISIONS and DEFERMENT

Generally in excess of 80% of the students in their final year at NHGS decide to continue their education at university or college. UCAS (Universities & Colleges Admissions Service) is responsible for processing applications to almost all full-time undergraduate degree programmes at UK universities and colleges. As of September 17th 2010 some 474,746 places had been accepted, 5,383 applications were pending waiting a decision either from the institution or the applicant and 189,594 applicants had no offers, had not met the conditions of their offers or had applied very late ([UCAS Media Release](#)). The number of applications has increased by over 20% this year as a result of an increase in the number of applications from people over 25 who have been made redundant and want to re-train, an increase in the number re-applying who had applied in the previous year and an increase in the number of overseas applicants. This increase is occurring at a time when the Government has placed a cap on the number of admissions and will levy fines on universities that over-recruit.

UCAS chief executive Mary Curnock Cook said:

*"There has been a steady increase year on year since 2007, but this year shows a sizeable leap in applications. There are some systemic changes affecting the figures but we could also conclude that the current economic situation is causing people to apply to higher education as a way of re-training to ready themselves for the job market once the economy picks up."*

Considering that in excess of 25% of all applicants had not been placed in 2010 we were delighted that 87% of the students applying from NHGS in Year 13 secured their first choice and 9% their insurance choice. As UCAS states, applying for higher education is a life-forming decision and one which now carries significant financial implications. Currently the average annual debt incurred by students in England is £5,293 and it is estimated that students entering higher education in 2010 will have a debt of over £25,000 by the end of their course (<http://www.push.co.uk/>). Higher education funding and student finance is being reviewed by an independent group under the chairmanship of Lord Browne and they should publish their review and recommendations on October 11<sup>th</sup> ahead of the statement on the Coalition Government's spending

review decisions on October 20<sup>th</sup> ([Independent Review](#)). Whatever its recommendations, for higher fees or a graduate tax, and the Government's response, it is certain that the option to continue into higher education will remain a costly and increasingly competitive option.

Students have to decide by the start of Year 13 whether they want to pursue a route into higher education. Given the academic nature of the Sixth Form at NHGS it is not surprising that the vast majority of our students continue into HE. This is an important decision and the information, advice and guidance that students receive at the school in the years before that decision will help them decide. But what about the personal traits which can either help or hinder making that decision. Underpinning this type of decision are some traits which have been found to be very influential in determining successful lives. One was identified by a psychologist in the USA over forty years ago.

Walter Mischel was born in Austria in 1930 and escaped to the USA with his family after it had been annexed by Nazi Germany in 1938. He studied English at New York University but became interested in psychoanalysis and completed a PhD in clinical psychology at Ohio University. He was appointed as an assistant professor at Harvard in 1958 and in 1962 moved to a position at Stanford University. He was interested in personality and undertook research which challenged the prevailing orthodoxy that personality traits were stable by demonstrating that at least some traits varied according to context. In the 1960s he became a father to three daughters and was intrigued by *“how they gradually learned how to delay and how that made so many other things possible.”* He devised an experiment in the Bing nursery at Stanford which had a room with a one-way mirror. Children attending the nursery were invited into the room which had a chair and a table and on the table was a marshmallow. The children were told by an adult that they should stay in the room whilst the adult undertook an errand for a few minutes. If they wanted to eat the marshmallow they could ring a bell but if they restrained from eating the marshmallow they would be given two marshmallows when the adult returned. Over 600 children were tested and only 30% could resist eating the marshmallow. Mischel said,

*“A few kids ate the marshmallow right away. They didn't even bother ringing the bell. Other kids would stare directly at the marshmallow and then ring the bell thirty seconds later.”*

Mischel studied the films of the experiments very carefully and concluded that the crucial skill deployed by the 'high delayers' was the "strategic allocation of attention." Instead of getting obsessed with the

marshmallow—the “hot stimulus”—the children, who were able to wait initiated a range of distracting behaviours such as covering their eyes, pretending to play hide-and-seek or singing songs. Their desire to eat the marshmallow wasn't eliminated—it was merely forgotten. Mischel says,

*“If you're thinking about the marshmallow and how delicious it is, then you're going to eat it. The key is to avoid thinking about it in the first place.”*

Move forward to 1981 when the children who participated in the original experiment were in high school. Talking to his daughters Mischel was alerted to the variability in the life experiences of their friends who had been tested at the age of four. He decided to undertake some follow-up testing. He contacted as many of the parents, teachers and advisers of the original group of children as he could and sent them questionnaires asking a wide range of questions, about the now 18 year olds, such as their ability to plan, sustain relationships and handle stress. He also collected their SAT scores (Scholastic Assessment Tests are standardised tests used for college admissions). When the returns were analysed Mischel identified some significant differences between the 'low delayers' who ate the marshmallow and the patient children who resisted. His and later investigations found that the low delayers:

- experienced more behavioural problems
- could not cope well with stress
- had difficulty in maintaining friendships
- could not sustain attention
- had higher BMIs
- showed greater involvement with drugs
- and had lower average SAT scores of 524 verbal and 528 maths compared to 610 and 652 for the high delayers

Mischel says;

*“What we're really measuring with the marshmallows isn't will power or self-control. It's much more important than that. This task forces kids to find a way to make the situation work for them. They want the second marshmallow, but how can they get it? We can't control the world, but we can control how we think about it.”*

This ability to control our own thinking is called metacognition and the children who instinctively engaged in distracting behaviour to avoid focusing on the marshmallow were, unwittingly, already exhibiting this important trait. Mischel and his colleagues have continued to track the people, now in their forties, who were involved in the original experiment and are currently engaged in research on scanning their brains to try and identify any neurological differences

between the two groups. The relative success of the 'high delayers' is not because they exhibited patience on one occasion in an experiment but practise 'high delay' behavior on a daily basis. As Mischel says,

*"The real challenge is turning those tricks into habits, and that requires years of diligent practice".*

The important message for young people is that our ability to engage in 'high delay' activities continues to develop throughout adolescence. In a report on educational disengagement published by DEMOS last year it stated that,

*'Social and emotional competencies. Competencies such as empathy, motivation, understanding and managing feelings, being able to get along with others, and self-understanding are the foundational skills a child needs to fully realise the benefits of learning in the classroom, and enjoy a broader range of positive outcomes. Research has demonstrated conclusively that these skills are just as important as academic skills in explaining success, particularly for children from disadvantaged backgrounds'.*

*'Studies into brain development suggest that the development of social and behavioural competencies continues throughout adolescence and into early adulthood, with the part of the brain that is responsible for many of the social competencies seen as desirable in adults (for example, the ability to delay gratification, to make complex decisions and to self-regulate behaviour) developing throughout adolescence. This suggests that the early adolescent years are an important time to for young people to be building on earlier social and emotional development'.*

[\(Stitch in Time\)](#)

Teenagers need to engage in behaviours that enable them to more easily control their attention. This will contribute to their ability to defer gratification. If this trait becomes an integral part of the way they think about their work, conduct, lifestyle and future they will be equipped to confidently make a decision about higher education. This decision is one which, I would recommend, they should be thinking about throughout the Lower School and come to a decision about at the start of the Upper School. As the research indicates adolescent brains continue to change and develop as a result of experience and thus engaging in practices and activities that promote control will continue to help this development throughout their time at NHGS. The following may help students develop a mindset which aids this :

- use visual reminders such as post-it notes, notice-boards etc to remind you of important deadlines, dates, appointments as well as recording details in planners which if

undertaken conscientiously enables planning ahead to become habitual.

- don't succumb to requests to go out with mates if you have an important assignment/homework to complete but suggest meeting up with them later after you have completed your work or propose an alternative time more convenient for you – don't let others control how you use your time.
- complement activities which rely on instant response and instant reactions such as many computer games with involvement and participation in longer-term strategy games such as card or board games which also promote social skills and read books rather than just magazines.
- if you want to buy something which costs then don't just rely upon the goodwill of parents or grandparents but think about a plan of how you can save for the item by combining gift money with earned money over a period of time -you will feel much better about owning the product if it is a result of your efforts rather than merely having your demands met.
- think about what you want to achieve in your life which includes not just a possible career but what kind of adult do you want to be and what kind of impact do you want to have on the world – write down these goals and plan backwards to identify what you need to do to reach them.
- metacognition is about controlling your own thinking which underpins your attentiveness. It has been suggested that we think 1,000 thoughts per hour. When we write, we think 1,600 thoughts per hour. The average person thinks about 12,000 thoughts per day whereas a deeper thinker might have 60,000 thoughts daily. Controlling this volume of thinking is a major task and exercising control only becomes habitual with practice. If you spend time rendering your thinking process explicit through reflection you will begin to master and manage your thoughts more effectively.
- it might seem impossible to develop these traits however habits can become embedded in as little as three weeks. For example if you are chronically late with homework prioritising your homework so that you complete all assignments on time and well over a three week period could change your

mindset so that it just becomes a study habit  
– change is feasible and within everyone's reach.

We all know people who are impetuous and spontaneous and others who are more cautious and think things through before deciding an action. There is much to commend spontaneity and anecdotally people will report decisions made on a whim that turned out to be good. However, I would contend, for important life-forming choices it is not a trait which will, in most cases, lead to informed, well-reasoned and ultimately successful decisions. They are more likely if you can handle deferred gratification

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GPM

## A note for your diary....

North Halifax Grammar School Parents' Association are delighted to announce that next year's

### Spring Ball

(previously the Parent Prom )

Will be held on

**Saturday 14th May 2011**

in

**The Crystal Ballroom  
at Berties Function Rooms,  
Elland**

Three course dinner, dancing and complimentary Bucks Fizz on arrival

Tickets £30 - on sale soon.

For more information contact  
Angie Cowton NHGS PA on 07811 169396  
or [angela.cowton@virgin.net](mailto:angela.cowton@virgin.net)

This is a Parents Association fund-raising event for the All Weather Pitch. Registered charity no. 1097637

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## The Big Curry Night

To be repeated March 2011

Look out for more details in the December newsletter

## My look back...

I came to the PA as a committee member  
In 2002, it could have been November  
The things I've had in the back of my car  
Pots for the fayre, buns for the sale,  
Litres of wine and gallons of ale.  
Rolls of material, jars full of curry sauce,  
Boxes of crisps and sweets of course.

As I look around school at the things that are new  
PA funds helped quite a few  
The science block was finished just as I came,  
The quadrant transformed- it didn't look the same.  
The sixth form centre, built from the top down  
The bus railings look great, as you come from the town

The lights in the hall, the stage on the floor  
The laptop towers, books, badges and more  
The trips we've helped fund all round the world-  
Haworth, London and New York, I'm told.  
Sport's been a highlight at NHGS  
Funding kit for netball, football and rugby I guess.  
Clubs have been helped all through the years,  
Robots and planes – get to grips with those gears.

We've had lots of events – too many to mention  
Oh go on then - here's a selection  
Car boot sales, quizzes, refreshment stalls  
Pamper Days, themed nights and Parent Prom Balls.  
Fun Days, Craft Fayres and trips on a coach  
Precinct stalls, raffles and all sorts of concerts  
Raffles galore, Ebays and auctions,  
Casino nights, hair nights and old clothes collections.

I've moved dozens of tables and 100s of chairs  
Climbed up ladders-health and safety – who cares.  
Lifted and dragged – don't scrape the floors  
Hunted out wedges for those heavy doors.  
I've been inside and outside, dressed up and dressed down  
From jeans and trainers to a pink flowing gown.

I've been on the stage and spoken to parents  
I've opened the Centre and cut a red ribbon  
I've stood at the sink and washed pots and pans  
I've been in the office and looked at the plans  
I ruffled some feathers, what was that all about?  
Had a laugh and a cry and smoothed things out!

The friends I have made, we'll meet up one day  
Thanks for all your help along the way,  
This is my last meeting as a parent member  
What will I do when it comes to September?...

**Helen Simpson**  
Chair of the Parents' Association  
October 2003 to February 2010

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## Hair & Beauty Charity Evening

**Wed 17th November 2010**

**7.30-10.00pm**

**Nikki Collins Hair Company**

**Square Road, Halifax**

**(opposite Eureka car park)**

**Tickets £12.50 (includes a glass of wine/soft drink & canapés)**

NHGS Parents' Association has teamed up with Nikki Collins (Nikki Collins Hair Company) to put on a wonderful Hair & Beauty Charity Evening. The salon will have exclusive Special NHGS Offers for this *one night only* (check [www.nhgs.co.uk](http://www.nhgs.co.uk) <<http://www.nhgs.co.uk>> PA link to find out more).

So come along with your Christmas present list – because there are sure to be lots of interesting and unusual gift ideas. Remember you can treat yourself as well as your friends - but you will need to pay on the night to take advantage of the huge discounts on offer - so bring a cheque book (no facility for cards I'm afraid)! Everyone will get a complimentary 'booty bag' to take home

Nikki and the salon team will be giving up to date fashion advice and practical demonstrations on various topics. You can even volunteer on the night for some of the treatments!

There will also be a host of lovely gift items on sale including jewellery and cosmetics. We also have some amazing Raffle Prizes on the night.

**1st Prize is A Pamper Day for Two at Harvey Nichols Leeds including:**

Champagne Nail Bar (get your nails done and relax with a glass of bubbly). Beauty treatments, make -up, and eyebrow threading, plus £25 of beauty products EACH to take home afterwards!

**Plus lots of other luxury prizes**

This promises to be a great pre-Christmas 'Ladies Night Out' for you and your colleagues and friends.

Students/children under 16 years must be accompanied by an adult.

**Tickets are on sale now** – so if you are interested please get in touch with Angie at NHGS on 07811 169396 or Kelly at Nikki Collins to reserve your place/s.

This is a Parents Association fund-raising event for the All Weather Pitch.  
Registered charity no. 1097637

## Parents' Consultation Evening Cafés

The Parents' Association has traditionally organised a café for the parents' consultation evenings. This is to provide refreshments for the staff and also for parents and children between appointments. Could you help? We need people from 5-8pm to serve and wash up. The more people who volunteer, the less time we need to ask each person to cover. Please return the slip below to the school office, email [Karol@Whettlock.net](mailto:Karol@Whettlock.net) or 'phone Karol on 01274 883569.

**Jayne and Karol**

## URGENT APPEAL FROM THE PARENTS' ASSOCIATION

### QUIZ NIGHT

**Proposed date 20<sup>th</sup> January 2011.**

**For this event to go ahead the PA need a new Quiz Master.**

**If this could be you, please contact Sue Kneller**

**[sue@theknellers.net](mailto:sue@theknellers.net) for more details**

## Parent's Association

### Meeting dates

The first Wednesday of each month

6<sup>th</sup> October

3<sup>rd</sup> November

1<sup>st</sup> December

The PA need a new Secretary. This involves taking the minutes and making sure that articles of interest make the monthly school newsletter. Contact Sue Kneller if this interests you.

**[sue@theknellers.net](mailto:sue@theknellers.net)**

## VACANCY FOR TWO PARENT GOVERNOR POSTS

We currently have two vacancies on the Governing Body for the position of Parent Governor. Please see the letter at the end of this newsletter for further information.

## VACANCY FOR A COMMUNITY GOVERNOR POST

If you know of anyone within the local community who meets the criteria for this post then please encourage them to get in touch with Ms Robbins at the school on 01422 244625.

Nomination forms for both types of Governor posts and details of the 'Qualifications and Disqualifications' which apply are available to download at [www.nhgs.co.uk/governorposts](http://www.nhgs.co.uk/governorposts) Alternatively, you can request details by email [p.robbins@nhgs.co.uk](mailto:p.robbins@nhgs.co.uk)

Completed nomination forms should be posted to:

**Ms P Robbins, Clerk to the Governing Body, The North Halifax Grammar School,  
Moorbottom Road, Illingworth, Halifax, HX2 9SU**

**The closing date for nominations is 3.00pm, Friday 22<sup>nd</sup> October 2010.**

## Parents' Consultation Evening Café

I can help at the following times:

| Date                      | Year Group | 5-6pm | 6-7pm | 7-8pm |
|---------------------------|------------|-------|-------|-------|
| 18 <sup>th</sup> Nov. '10 | 13         |       |       |       |
| 23 <sup>rd</sup> Nov. '10 | 12         |       |       |       |
| 6 <sup>th</sup> Jan. '11  | 10         |       |       |       |
| 8 <sup>th</sup> Feb. '11  | 7          |       |       |       |
| 3 <sup>rd</sup> Mar. '11  | 11         |       |       |       |
| 10 <sup>th</sup> Mar. '11 | 9          |       |       |       |
| 30 <sup>th</sup> Mar. '11 | 8          |       |       |       |

Name:

Preferred contact method and information:

Please return the slip below to the school office, email [Karol@Whettlock.net](mailto:Karol@Whettlock.net) or 'phone Karol on 01274 883569.

# The North Halifax Grammar School

High Performing Specialist Science and Languages School

Headteacher Mr G P Maslen



Phone 01422 244625  
Fax 01422 245237  
email mail@nhgs.co.uk  
web www.nhgs.co.uk

Dear Parents

## ELECTION OF PARENT GOVERNORS

There is a vacancy on the governing body for two Parent Governors. Any parent with a child on the register of this school may stand as a candidate by completing the enclosed form and returning it to me by the date shown. You may nominate up to the number of vacancies available. You may nominate yourself if you wish.

Governors play an important role in supporting the school and in making decisions about the service provided for your children. For example, they are responsible for:

|  |   |
|--|---|
| <ul style="list-style-type: none"><li>helping to establish the aims and policies of the school and how the standards of education can be improved;</li></ul> | <ul style="list-style-type: none"><li>helping to draw up the school development plan;</li></ul> |
| <ul style="list-style-type: none"><li>helping to decide how to spend the school's budget;</li></ul>  | <ul style="list-style-type: none"><li>selecting the Headteacher/Deputy Headteacher;</li></ul>   |
| <ul style="list-style-type: none"><li>the appointment, promotion, support and discipline of staff;</li></ul>   | <ul style="list-style-type: none"><li>linking the local community with the school;</li></ul>    |
| <ul style="list-style-type: none"><li>drawing up an action plan after an OFSTED inspection and monitoring how it is put into practice.</li></ul>             |   |

All of these tasks are shared between members of the Governing Body.

It is essential that parents be fully represented on the governing body so I do ask you to consider this matter very carefully. You do not need to be an "expert" in education and you will receive support from other governors. Training is offered to help you understand your role and responsibilities but it is not compulsory.

The term of office for parent governors is 4 years but you may resign at any time. Even if your child leaves the school you will be able to complete your term of office if you wish.

If we receive more nominations than parent governor vacancies, then it will be necessary to hold an election by ballot so that all of our parents can choose who will represent them on the governing body.

There are some circumstances that make people unable to be considered as school governors. These are shown on the Qualifications and Disqualifications sheet.

Please complete a nomination form if you would like to apply for this role, which should be returned to myself at school no later than **3.00pm pm on Friday 22<sup>nd</sup> October 2010**. Nomination forms, guidance notes and details of qualifications and disqualifications can be downloaded at [www.nhgs.co.uk/governorposts](http://www.nhgs.co.uk/governorposts)

Yours sincerely

P. M. Robbins  
Returning Officer

PLEASE NOTE: You will be asked to complete a disclosure form about your eligibility to become a school governor as part of the school's Child Protection procedures.

# The North Halifax Grammar School

High Performing Specialist Science and Languages School

Headteacher Mr G P Maslen

September 2010



|       |                 |
|-------|-----------------|
| Phone | 01422 244625    |
| Fax   | 01422 245237    |
| email | mail@nhgs.co.uk |
| web   | www.nhgs.co.uk  |

## Privacy Notice - Data Protection Act 1998

We, the North Halifax Grammar School, are the Data Controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, special educational needs and any relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

***We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.***

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE)

If you want to see a copy of the information we hold and share about you then please contact Mrs C Varley, School Systems Manager.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

<http://www.cadlerdale.gov.uk/education/schools/childrens-records/index.html>  
<http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/>  
<http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/thirdpartyorgs/>

If you are unable to access these websites, please contact the DfE as follows:

- Public Communications Unit  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
Website: [www.education.gov.uk](http://www.education.gov.uk)  
email: [info@education.gsi.gov.uk](mailto:info@education.gsi.gov.uk)  
Telephone: 0870 000 2288

## In addition for Secondary Schools

Connexions Services - Once you are aged 13 or over we are required to pass on certain information to the Connexions services. Connexions is the government's support service for all young people aged 13 to 19 in England. We must provide both yours and your parents(s) name and address, and any further information relevant to the Connexions services' role. However, you (if you are over 16) or your parents can ask that no information beyond name and address be passed to Connexions. Please inform Mrs Carol Varley if you wish to opt-out of this arrangement. For more information about Connexions please go to the LA website shown above.

The North Halifax Grammar School Moorbottom Road Illingworth Halifax HX2 9SU



INVESTORS  
IN PEOPLE

