

School News

NHGS IN THE TOP TWENTY!

The publication of the School Performance Tables for 2011 on January 26th provided another occasion for NHGS to celebrate. In a table published by the BBC they ranked all secondary schools according to the percentage of students who had achieved the key national threshold standard for Level 2 which is 5+ A*-C GCSE grades including English and Mathematics (<http://www.bbc.co.uk/news/education-16729387>). Some 158 of the 4,200 secondary schools (3,300 state schools and 900 private schools) achieved 100% including NHGS so they then ranked the schools according to the total points per student. Each GCSE grade a student achieves carries a points tariff (A*-58; A-52; B-46; C-40 etc); so the average points score is the total points achieved by the year group divided by the number of students in the year. **This year NHGS students scored 648.3 (compared to 561.7 in 2010) which placed NHGS 17th in the table.** This is a commendable achievement given that the funding for NHGS in 2010-11 was £4,714 per student. This is even more impressive when compared to some other well-known schools. St Paul's attended by the Chancellor George Osborne was 31st with 617.8 points (Fees £18,825 pa); Westminster attended by the Deputy Prime Minister was 80th with 562.1 (Fees £21,078 pa) and Eton attended by the Prime Minister was 120th with 513.4 points (Fees £21,067 pa). The Fees for Eton College are theoretical as it is a boarding school only so a relative day rate has been calculated based upon comparisons with Westminster and St Paul's. This is just one table drawn from the multitude of statistics published by the DfE. Its worth is justified inasmuch as it reflects the most important Key Stage 4 performance indicator (5+A*-C including English and Mathematics) and the average total number of qualifications achieved by the whole year group. You could clearly extract different statistics and produce different tables but this is one produced by BBC which is an impartial news agency.

I discussed the GCSE results in the September Parents' Newsletter which is available on the school website and we celebrated the students' achievements at our GCSE Presentation Event on December 6th 2011. As a result of re-marks the updated figures are as follows. The students were entered for 2,028.5 exams (a record for the school) and 96.6% of these achieved grades A*-C. Some 60% of these entries were at the two highest grades of A*-A. The average points per student (APS) at 648.3 was the best ever recorded by the school as was the capped score which is based on each student's best 8 GCSEs at 422.4.

For the first time the tables charted the progress of different groups of students according to their starting points. Student's KS2 attainment level was calculated as the student's average point score in National Curriculum Tests for English, Maths and Science and classified those with a point score of less than 24 as low; those between 24 and 29.99 as middle, and those with 30 or more as high attaining. Level 4 carries 27 points and Level 5 carries 33 points. As a selective school NHGS only admitted high attainers and of those 94% made the expected progress in English (87.2% nationally) and in Mathematics 99% made the expected progress compared to 85.2% nationally. The

The North Halifax
Grammar School



NHGS News

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APS for last year's cohort on entry in Year 7 was 32.7 which was 16.8% above the national average. The same year groups capped points score in Year 11 was 26% above the national average and their uncapped points score was 39.7% above the national average which demonstrates significant value added by the school.

The secondary performance tables can be accessed on the DfE website (http://www.education.gov.uk/schools/performance/?pid=pt2011_&cre=superhomepageflash) where there is also a useful guide (<http://www.youtube.com/watch?v=B0FESMRIwGk>).

Further consideration of the performance tables can be found on the Head's Blog for Wednesday February 1st 2012.

GPM

Open University Successes

As part of the Sixth Form Gifted and Talented programme, students have the opportunity to take part in an Open University short course which they do in their own time over the summer holidays. This year the following students completed the course successfully, well done to everyone!

Beth Allen
Tom Anderson
Connor Barker
Nick Barker
Katie Bland
Emma Finnerty
Ella McNulty
Callum Oates
Collette Pilsworth
Megan Simpson
Angharad Stell
Sam Tingle
Oliver Warrington
Emily Whettlock

There will be a meeting this term for current Year 12 students if they are interested in the YASS scheme this year. Students should listen out for notices through registers.

NKW

Cambridge Speaker and Summer Schools

On February 22nd a schools liaison officer from Cambridge is coming to speak to students in Year 11 and Year 12 who may be interested in applying to Oxford or Cambridge. The meeting will take place at lunchtime and notices will be sent out through registers nearer the time. It is this time of year when

Year 12 students should be considering whether they want to apply to Oxford or Cambridge and doing some research for themselves about course choices. Oxford University are also holding a free summer school for students in Year 12, called UNIQ. Students have to apply online and they go through a selection process once they have sent off their application. These applications need to be in by 23rd February.

Cambridge University host summer schools run by the Sutton Trust and they have a deadline of 9th March. Information can be found on either the Sutton Trust website or Cambridge University website.

Please contact Mrs Whitehill on n.whitehill@nhgs.co.uk if you have any queries about any of the above. However, I will be going on maternity leave on March 2nd.

NKW

Year 9 Chemistry Lecture Report

On Tuesday 13th December 2011, our chemistry class, along with the other top set, went on a Chemistry trip. We went to the University of Leeds to see one of the Royal Society of Chemistry's Christmas lectures. Our lecturer was Dallas Campbell, one of the presenters of the TV programmes 'Bang Goes the Theory' and 'The Gadget Show'. This trip was really enjoyable and we found it interesting.

We left our lessons at 9:30am (mid-way through Period 1) and went by coach for an hour long journey. We arrived at about 10:30 and found our places in the lecture hall. We had never been in a lecture hall before, so we were all excited and couldn't wait for the lecture to start.

The main topic of the lecture was 'Life, the Universe and everything' which was a very diverse topic to cover in an hour. Dallas started off by telling us about the big bang and how the universe was formed, and gave us a calendar of the universe formation.

Then he told us about the human brain and his DIY MRI scanner called 'The Chair of Almost Certain Death'. He called for volunteers to test out his machine and there was a surprising number of volunteers, considering the chair was 'almost certain death'. He claimed that it could read minds. But forgot to plug it in...

Finally the last topic was on human perception. He showed some images which were seen in different ways by different people. For example, there was a picture, which, depending on how your brain saw it, was either a vase or two lovers, some people could see both.

The lecture covered a few other, less important topics as well, but before we knew it we were back on the coach. Some people comparing autographs they got of Dallas at the end of his lecture. We arrived at the Halifax Minster, just in time for our school's annual carol service.

Overall, everyone enjoyed the trip, and we would like to thank Mr Topham and Dr Ashley for organising this trip. We had a great experience.

Lydia Rawson 9(1) and Kethaki Prathivadi 9(3)

Boys' Sports Round-up since Christmas

Year 10 Carnegie Schools Rugby League 2nd Round match v Sirius (Hull). This was finally played after two cancellations due to the snow. There was a great performance by our boys but ultimately they were beaten by the better side on the day. Their full back, who represents England School boy's, made crucial runs and off loads to seal a 34-0 victory for the Hull school.

The Year 7 (B) Boys Football team went to Park Lane Learning Trust and performed exceptionally well in horrendous weather conditions. Four matches played in total with Park Lane winning 20 – 16 on the night.

The Year 7 (A) Boys Football team hosted St Catherine's and Trinity Academy on the MUGA as a re introduction to Football before the Calderdale School Cup match against Ryburn. A great performance in sub zero temperatures beating St Catherine's 5-2 and drawing 3-3 with Trinity Academy.

Year 8 Boys Basketball team played with great endeavour and grit in the recent Calderdale Schools Basketball competition. All boys, playing a year group up showed real potential and with continued practice they will improve further in the future.

WJD

Calderdale Youth Parliament Election

My name is Lydia Rawson and I am in 9(1). I am standing as a candidate in this year's Calderdale Youth Parliament election. You may be aware that our former head prefect, Mark Holmes, was elected as the Calderdale representative a few years ago, so some of you may be familiar with what the role involves.

For those of you who are unsure, being the rep for Calderdale is a big responsibility which comes with lots of extra work but I am more than happy to rise to the challenge. The role is essentially about representing the 'voice' of youth in Calderdale. I would have to go to monthly regional meetings; deal with correspondence from students about issues that they are concerned with and to raise these with the council. I might occasionally get to go to London to speak in the House of Commons and maybe meet the Prime Minister!

As you can see, it is a serious role and not only would I be representing the youth of Calderdale but also NHGS. I think it would be a good opportunity to get publicity for the school, however it won't be easy being elected in. There are an all-time record number of young people standing for election this time and the other candidates come from large schools with lots of pupils to vote for them so every NHGS vote counts! As I say in the election DVD that is being produced by the council on behalf of the candidates, I believe that the current issues that students are worried about are: university tuition fees; the expense of travel for youth and the fact that youth clubs and centres in Calderdale are closing. If I am elected I will campaign my hardest to address these issues. Please vote for me, I will work hard and I believe it is a great opportunity for our school.

Lydia Rawson 9(1)

Seeing Inside the Body

A small sacrifice of missing Monday evening's television saw a 140 strong crowd of staff,

students and parents delve into the world of Physics at the end of last term. Dr Michael Wilson, a Medical Physicist from the University Hospital, Birmingham began his presentation with a Pulse-oxymeter, involving members of the audience and explaining how doctors measure the oxygen saturation and pulse rate of a patient. He then looked at other ways in which Physics can be used to "see" inside the body, using everything from Radio waves for MRI scans, X rays in a CT Scan, Gamma rays in a gamma camera and antimatter in a PET scan. He was superb at explaining these techniques in the simplest of terms with bicycle wheels, antimatter detectors and lots of audience participation, making for a very accessible and fascinating show: demonstrating that Physics really is fun!



It was an excellent evening and also raised £140 for the Overgate Hospice.

Simon Patchett U6(10)

Girls' Rugby

On the 11th January the Year 11 girls' rugby team competed against St Catherine's RC High School and came runners up in the Calderdale schools' touch rugby tournament. As a result they will go through to the Yorkshire finals in June. Congratulations Year 11 girls.

On the 12th January the Year 8 girls' rugby team attended a touch rugby tournament at Park Lane Learning Trust. There were seven teams competing, divided into two groups. NHGS were put in a group with the Crossley Heath Grammar School and Halifax High School.

They played each team twice and won three matches, losing narrowly to Halifax High in the final game. The girls came top of their group and are

looking forward to competing in the Yorkshire finals in June.

Congratulations to the whole team, in particular the three try scorers; Elin Ha, Emily Williams and Mollie Eccleston.

SAA

"All teams played well which made it a lot harder to score tries. We all had fun while we were there and are pleased to get through to the Yorkshire finals."

Elin Ha 8(2)

Dates to remember:

Date	Event
1 st February	Parents' Association Meeting
2 nd February	Year 10 Parents' Evening
3 rd February	Year 11 Monitoring sent to parents
13 th – 17 th February	Half Term Break
21 st February	UCAS Evening
24 th February	PA Pig Race Night
24 th February	Year 8 Monitoring sent to parents
1 st March	Year 11 Parents' Evening
7 th March	Parents' Association Meeting
7 th – 9 th March	School Production – Buggy Malone
12 th March	Year 10 Work Experience Evening
15 th March	Year 9 Parents' Evening
16 th March	Year 7 Monitoring sent to parents
21 st March	Year 13 Monitoring sent to parents
w/c 26 th March	Trash for Cash
28 th March	Year 8 Parents' Evening
30 th March	Prize Day – School Closing at Lunchtime

22 SKILLS AND ATTRIBUTES FOR THE 21st CENTURY

In an assembly in the first week of term I looked back on the last calendar year and shared with students my thoughts, distilled from a range of sources, about the skills and attributes they might find most useful in the 21st century. The current Year 7 are the first cohort to have been born in the current century and the vast majority will live their entire lives in this century so it might prove useful to identify the particular traits they would find it helpful to develop as they move towards adulthood.

2011 proved to be a very surprising year. The uprisings in Arab countries which started in Tunisia in December 2010 and spread to Egypt, Libya, Bahrain

and latterly Syria brought about much bloodshed and subsequent political change in most of these countries. The continuing economic recession and financial crisis particularly in the Eurozone has precipitated changes in governments across Europe as politicians struggle to come to terms with the management of trans-national currencies in an increasingly global economy. The phone-hacking scandal grew exponentially to literally consume the News of the World and is still resonating through the Levenson Enquiry. Two long-term and infamous supporters of terrorism were finally halted through a highly trained American special forces squad in the case of Osama bin Laden and an untrained, amateur, rebel army of his own citizens in the case of Colonel Gaddafi. Meanwhile another brand of terrorism exploded in Oslo and the small island of Utoya in that most peaceful of countries Norway when Anders Breivik killed or injured over 200 mainly young Norwegians. England produced its own unique form of uprising which was not a response to years of oppression and tyranny but opportunistic, materialist greed by technology fuelled morally ambivalent gangs of urban youngsters. Amidst all these news stories there were some natural disasters in the form of earthquakes in the developed countries of Japan and New Zealand where a terrifying tsunami swept all before it in the former country and seriously threatened the safekeeping of the nuclear power plant at Fukushima Daiichi. Interestingly none of these news stories were predicted for 2011.

We live in a very turbulent and unpredictable world. This is problematic for parents and educators as we are trying to prepare our children and students for the 21st century which is difficult when you cannot accurately predict what will happen next year. When this unpredictability is placed in the context of rapid demographic, social and technological change then the problem is exacerbated. Richard Riley, the widely respected Education Secretary who served under President Bill Clinton, neatly captured the dilemma for educators;

"We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't yet been invented . . . in order to solve problems we don't even know are problems yet".

Each skill and or attribute is named and this is followed by a short account and an apposite quote.

1. ATTENDANCE/PUNCTUALITY

In school absence means that opportunities for learning are irretrievably lost and regular attendance contributes to the acquisition of a habit of attendance which is fundamental to successful work. Similarly tardiness shows you are unreliable, rude, disrespectful and discourteous and being punctual consistently is also habit forming.

"Eighty per cent of success is showing up". (Woody Allen)

2. HARD WORK

Hard work means doing work that is hard because it is complex, difficult, demanding or detailed but it also means working hard which is demonstrated through sustained dedication, commitment effort and application.

"I'm a great believer in luck and I find the harder I work, the more I have of it". (Thomas Jefferson)

3. ACTIVE LEARNING

Active learning requires the learner to actively participate in the learning process. This is achieved by accessing prior learning, questioning, undertaking learning tasks, solving problems, discussing issues and collaborating with others. Active learning results in improved understanding, better retention and more accurate recall.

"Learning is an active process. We learn by doing". (Dale Carnegie)

4. LISTENING

We have two ears and one mouth so we should spend twice as much time listening as speaking. However people do find listening difficult. Effective listening requires attentiveness and genuine interest in understanding what the other person is thinking, feeling, wanting or what the message means. It involves restating, summarising, reflecting and questioning.

"I like to listen. I have learned a great deal from listening carefully. Most people never listen." (Ernest Hemingway)

5. QUESTIONING

Doubt, curiosity, wonderment, incomprehension, puzzlement, uncertainty, recognition of a need all lead to questioning. All learning is underpinned by questioning particularly higher order questioning about ideas and beliefs.

"The important thing is not to stop questioning. Curiosity has its own reason for existing." (Albert Einstein)

6. LITERACY/MATHEMATICS

Commentators have been reporting on the demise and death of the three Rs – reading, 'riting and 'rithmetic – as an essential skill for the last 25 years. However mastery of reading in all its forms, the ability to write for different audiences and an understanding and application of mathematics remain as fundamental requirements for work and life in the 21st century. The queen of these basic skills is reading

which is regarded as the most important skill for living more interestingly, more empathetically and in a more expansive universe.

"To learn to read is to light a fire; every syllable that is spelled out is a spark." (Victor Hugo)

7. COMMUNICATION

There is a close correlation between effective communication skills and success. Communication includes verbal, non-verbal, written and visual means. Mastering communication skills enables you to persuade, influence, negotiate and provide valuable feedback. You can inspire, motivate, encourage and support. You can convey your ideas, make interesting conversation and network easier.

"Speech is power: speech is to persuade, to convert, to compel. It is to bring another out of his bad sense into your good sense". (Ralph Waldo Emerson)

8. CRITICAL THINKING

Someone with critical thinking skills is able to identify, construct and evaluate arguments; detect inconsistencies and common mistakes in reasoning; understand the logical connections between ideas; solve problems systematically; identify the relevance and importance of ideas and reflect on the justification of one's own beliefs and values.

"I cannot teach anybody anything, I can only make them think." (Socrates)

9. CREATIVITY

We use creativity in every aspect of our lives, everyday. Creativity is necessary for problem defining as well as problem solving; inventing something new and changing something old; engaging the imagination in all forms of culture; to produce new, diverse and unique ideas. Thinking creatively means looking at things from a different perspective and not being restricted by rules, customs, or norms.

"Creativity involves breaking out of established patterns in order to look at things in a different way." (Edward de Bono)

10. DIGITAL LITERACY

Digital literacy includes *the skills and knowledge to use* a variety of digital media software applications and hardware devices, such as a computer, a mobile phone, and Internet technology; *the ability to critically understand* digital media content and applications; and *the knowledge and capacity to create* with digital technology.

"The digital revolution is far more significant than the invention of writing or even of printing". (Douglas Engelbart)

11. RESPECT

Respect involves attitudes, dispositions and behaviour. We should respect our parents, peers, teachers, and elders, school rules and national laws, family and cultural traditions, other people's feelings and rights, our country's institutions, the truth and people's differing opinions among other things. In terms of behaviour it involves not insulting or ridiculing people; listening to others when they speak; valuing other people's opinions; being considerate of people's likes and dislikes; not talking about people behind their backs; being sensitive to other people's feelings and not pressuring someone to do something he or she doesn't want to do.

"Being brilliant is no great feat if you respect nothing." (Johann Wolfgang von Goethe)

12. RESPONSIBILITY

Responsibility underpins all aspects of our lives. We can be responsible for the welfare of pets, baby-sitting, behaving sensibly, not disrupting lessons, completing homework on time, speaking out when someone is being treated unfairly, telling someone in authority when you witness bullying, acting in a morally and rational way, being dependable, reliable and trustworthy with others. Accepting responsibility and being accountable for your actions is not easy when popular culture communicates to children that if it's not fun, easy, or interesting, they shouldn't have to do it and if they get tired, bored, or uncomfortable, they shouldn't even try.

"Responsibility is the price of greatness." (Winston Churchill)

13. COURTESY/GENEROSITY

Being courteous involves sociability with politeness. Everyone is busy and in the many daily encounters we have it is easy to forget common courtesies. Being polite is the tendon that connects people and courtesy underpins all successful relationships as it signifies mutual respect. You can be generous in giving of time, energy, resources, attention, aid, encouragement, love or money. Both courtesy and generosity provide a basic, moral orientation on life

"Really big people are, above everything else, courteous, considerate and generous - not just to some people in some circumstances - but to everyone all the time." (Thomas J. Watson Sen.)

14. HUMOUR

Having a sense of humour and being funny are uniquely human qualities and are vital in human relations. When laughter is shared, it binds people

together and increases happiness and intimacy. Laughter also triggers healthy physical changes in the body. Humor and laughter strengthen your immune system, boost your energy, diminish pain, and protect you from the damaging effects of stress. Humour is fun, free, and easy to use. Laughter is a powerful antidote to stress and pain. Laughter can be the most effective medicine in many situations. Humor eases your worries, inspires hope, connects you to others, and keeps you grounded.

"Humour is the great thing, the saving thing. The minute it crops up, all our irritations and resentments slip away and a sunny spirit takes their place. Humor is mankind's greatest blessing." (Mark Twain)

15. ASPIRATION

Aspiration is the strong desire to achieve something. Having a goal or an aim or wanting to become someone or do something special provides the drive to succeed. Aspiration rather than ambition because the latter is often considered pejoratively as people are willing to compromise their integrity in being ambitious whereas aspiration is a firm, quiet determination to achieve something which does not reflect self-interest but takes into account the interests of others too. Being aspirational encourages self-belief, confidence and courage.

"An aspiration is a joy forever, a possession as solid as a landed estate." (Robert Louis Stevenson)

16. RESILIENCE

Resilience is the ability to bounce back from adversity. To be resilient you have to have a resolute acceptance of reality, a sense that life is meaningful and an ability to improvise. Being independent, a good reader, having a sense of humour and strong beliefs also contributes to personal resilience. Resilience is positively linked to developing a particular talent, linking with a role model, being self-reliant but also being willing to both help others and enlist their support to help you.

"A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles." (Christopher Reeve)

17. SOCIABILITY

Sociability is the ability to relate and associate with other people without any difficulty.

Sociability involves being friendly, chatty, affable, open-minded and curious. It contributes to the ability to collaborate with others in groups and teams for learning and work as well as facilitating and developing social relations. In the former there has to be accountability and outcomes and in both trust and commitment.

"The most important single ingredient in the formula for success is knowing how to get along with people." (Theodore Roosevelt)

18. REFLECTION

We do not learn from experience but reflecting on experience. Reflection is the deliberate act of stepping back from daily habits and routines and thinking deeply about past learning, actions, experiences and events. It's where meaning is derived through reconsideration of fundamental assumptions, the efficacy of past decisions and their consequences. There is no better teacher than reflection and it can be achieved through thinking, discussion and writing.

"By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest." (Confucius)

19. PASSION

Passion means zeal, enthusiasm, or fervor. It is the force that relentlessly drives one forward. Passion is a burning desire that creates commitment to a person, a project, or life. Every great endeavor has been fueled by passion. Being passionate about something means that you have deep knowledge about it and therefore you are an effective learner and you are relentlessly enthusiastic about discovering more. When you do something you love doing it makes you happy and fulfilled.

"Nothing great in the world has been accomplished without passion." (Georg Wilhelm Friedrich Hegel)

20. WELLNESS

Wellness applies to your physical, mental and emotional well-being. This involves monitoring your lifestyle in terms of diet and exercise, but also in terms of your work, personal and social relationships. Mental well being relates to intellectual development and learning as well as the management of stress and anxiety. Wellness could also include your spiritual health.

"If you have health, you probably will be happy, and if you have health and happiness, you have all the wealth you need, even if it is not all you want." (Elbert Hubbard)

21. STEWARDSHIP

Unfettered human activities can have a negative and permanent impact on the natural world and stewardship is about positive interventions to restore and protect the natural environment and its biodiversity. Stewardship involves long-term maintenance and care of the physical environment. Stewardship also involves sustainability which is to act in such a way as to ensure the best outcomes for

the human and natural environments, now and for the future such that economic development must be ecologically viable now and in the long run.

"The future of our fragile, beautiful planet home is in our hands. As God's family, we are stewards of God's creation. We can be wantonly irresponsible, or we can be caring and compassionate". (Bishop Desmond Tutu)

22. INITIATIVE

Recognising and doing what needs to be done before one is asked to do it. Having initiative means that a person can see what has to be done and can take the personal responsibility to make things happen. It means to begin and follow through with a plan or task, the willingness to take the first step or the act of taking the lead. Someone who possesses initiative doesn't allow circumstance or environment to get in the way and doesn't make excuses for behaviour or inability to complete a task. It means taking responsibility and ownership for a task that needs to be done even though it might be difficult and there is no reward.

"I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do." (Leonardo Da Vinci)

GPM

Annual Presentation of Prizes and Certificates

This year we are holding the Annual Prize Day on Friday March 30th in the afternoon. School will be closing at lunchtime for all students not involved in the ceremony. Buses will leave school at about 12.30pm.

We are delighted that the Guest Speaker this year is Craig Whittaker, MP for the Calder Valley.

We apologise for any inconvenience. If the early closure causes problems then parents should contact Mrs Varley at the school.

GPM

*The North Halifax Grammar School
Parents' Association
invite you to the
5th Annual
Midsummer Ball and Charity Auction*

Saturday 14th July 2012

in

The Crystal Ballroom

at Berties Function Rooms, Elland

Three course dinner, entertainment, dancing
and complimentary Bucks Fizz reception in the Renee MacIntosh Suite on arrival

Tickets £35

www.nhgs.co.uk

or contact

Angie Cowton NHGS PA CHAIR on

07811 169396

Or angela.cowton@virgin.net

TICKETS ON SALE IN JANUARY

Pay By Parent Pay or at the School Shop

Look on the website for details

This is a Parents' Association fund-raising event for the North Halifax Grammar School.
Registered Charity no. 1097637