

The North Halifax Grammar School

Specialist Science Academy

Principal Mr A G Fisher



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Dear Parents and Guardians

Welcome to The North Halifax Grammar School - A Specialist Science Academy

Speaking as a parent and a headteacher I know that you will want the very best secondary education for your son or daughter. There are a variety of factors that you need to consider in choosing the school that is right for you and your family. In opting to send your child to The North Halifax Grammar School (NHGS) you are selecting a school in which:

- each student is valued as an individual
- traditional standards of discipline and appearance are upheld
- the environment is safe, secure, supportive and challenging
- teaching and learning is stimulating, active and effective
- intellectual, creative, scientific, linguistic, artistic, musical and physical talents are encouraged to flourish
- all students can achieve outstanding examination results
- students can develop personally, socially, culturally, ethically, morally and spiritually
- students are equipped to become responsible and active citizens

NHGS became a specialist science school in 2004 and retained that specialism when the school converted to an academy on June 1st 2011. The school offers a broad curriculum which currently includes all the National Curriculum subjects and reflects the school's specialisms and its wider commitment to the arts.

The school's success is attributable to a very hard working and well-qualified staff (the school has maintained Investors in People accreditation since 1995); a committed and informed governing body; happy and high achieving students and very positive and supportive parents.

NHGS is well connected to most parts of Calderdale as it is served by eleven yellow buses which provide safe, convenient and reliable transport directly to the school.

I hope this prospectus is helpful in making your choice of secondary school. To find out more about the school you can visit our website (www.nhgs.co.uk) or better still, come to the school and see for yourself. The school's Open Evening is on Tuesday 23rd June 2015.

Yours sincerely

Andrew Fisher
Principal



The School Curriculum

The school curriculum at NHGS provides all students with an entitlement to a broad, balanced and relevant curriculum. The curriculum encompasses not only the subjects that students experience, but the routines, events, activities and opportunities that are provided within and beyond the school day. We want all students to be inspired and challenged. The organisation and structure of the curriculum ensure continuity and coherence and enable students to become successful learners, confident individuals and responsible citizens.

Curriculum Enhancement

As both a selective and specialist school the following enhancements in the academic curriculum provide stimulus and challenge in Years 7 to 11:

- All students study separate sciences – Biology, Chemistry and Physics to GCSE.
- All students study mathematics throughout Years 7 to 11 with a variety of options available at GCSE level depending on ability.
- All students experience a range of enrichment activities in science and mathematics that stimulate their curiosity and engage their interest.
- All students study French in Years 7 to 9 and German or Spanish in Years 8 and 9. They then continue to study at least one modern foreign language (MFL) to GCSE.
- All students will experience a range of opportunities to develop their linguistic skills including visits to European countries
- Some 12 optional subjects are available at GCSE, including Psychology.
- If there is a sufficient demand further provision can sometimes be made for particular courses: for example GCSE Dance and Astronomy have been offered in recent years.

Investing in Futures

We believe it is important to provide our students with the best facilities we can. For example:

- In 2012-2013 we invested over £150,000 in new ICT infrastructure.
- In 2012 we secured a government grant to build a new 8 classroom block to provide a new home for the Modern Foreign Languages and Religious Studies departments. This block opened in the summer term of 2013.
- In 2015-2016 we have successfully bid for funding approaching £1,000,000 to replace windows and roofs to make the majority of the building watertight! This work will commence in Autumn 2015.

We hope that, funding permitting, future projects will include a new Sports Hall and a redevelopment of the Design and Technology area.

95% of parents agreed that, 'My child enjoys school'.

Most recent OFSTED Parents' Questionnaire

'The school has adopted its curriculum creatively, making it well suited to the needs of high achieving students. This supports their outstanding outcomes.'

Most recent OFSTED Inspection Report

The Academic Curriculum

Lower School

In Year 7 students follow a curriculum of Art, Algebra, Design and Technology (D&T), Drawing, English, French, Geography, History, ICT, Mathematics, Music, PE, Personal, Social, Citizenship, Health and Economic Education (PSCHEE), RS and Science. ICT is also experienced in all subjects of the curriculum.

In Year 8 students continue to study the same subjects as those studied in Year 7, with the exception of Algebra. In addition all students study either German or Spanish.

Upper School

In Year 9 students continue to study the same subjects as in Year 8. In some core subjects, students may begin their GCSE studies.

In Years 10 and 11 students follow a core curriculum of full GCSE courses in English, English Literature, Mathematics, a MFL and science. In science students study Biology, Chemistry and Physics as separate GCSE subjects. Students can study French, German or Spanish as their MFL. Students will study for a full GCSE in Religious Studies (RS). There will be non-examination courses in PE and PSCHEE. Students normally study ten full-course GCSE subjects.

Students and parents are advised and guided in their choices of options from the following subjects; Art, Computing, D&T, French, Geography, German, History, ICT, Music, PE, Psychology and Spanish. The core curriculum is supplemented by a wide range of extra-curricular opportunities.

Please be aware that while this information is correct at the time of going to print, the school reserves the right to change its curriculum in response to national policy changes and other factors.

NHGS has the following school aims (SA).

Within a stable, orderly and secure environment each student is able to:

- SA1 Develop a capacity for lifelong learning
- SA2 Continuously develop skills, acquire knowledge and improve understanding
- SA3 Develop a mind which is lively, critical, independent, curious and creative
- SA4 Acquire an enlightened set of attitudes and ideas including an appreciation of sustainability
- SA5 Accept responsibility and respect others
- SA6 Reach the highest personal, intellectual and physical attainment of which he or she is capable
- SA7 Prepare for active citizenship and dynamic employment

'The school provides an outstanding curriculum, well suited to the abilities of the students. It is also successful in creating a supportive and nurturing environment for students. The core curriculum means that all students can study a broad range of subjects to GCSE, keeping open the maximum number of options beyond the school.'

Most Recent OFSTED Inspection Report



A wide range of teaching and learning strategies are employed both within and across subjects. These actively engage students in their learning and include resource-based learning, practicals, investigations, experiments, research, problem-solving and fieldwork that are supported by teacher exposition, questioning, explaining and modelling.

All students are involved, supported and stretched to enable them to become more competent and confident learners. Teaching helps students to link new ideas to existing concepts. It also encourages understanding, application, analysis, synthesis, evaluation and the search for meaning. Students' curiosity and motivation are stimulated using a range of approaches.

Students are organised into a variety of class groups in the school or 'within class' groups in subjects to promote effective learning and maximise progress.

The teaching week is divided into 25 periods (5x5 periods per day). The total time allocated to teaching is 24 hours 10 minutes per week in Years 7-11.

Students' learning occurs within formal lessons and outside: through homework, involvement in extra-curricular activities and use of ICT - such as through the school's Google Virtual Learning Environment (GVLE) that is increasingly providing anytime anywhere learning (AAL).

In Years 7 and 8 most teaching is carried out in tutor groups. The average teaching group size is 28. In Years 9 to 11 some teaching is in tutor groups but the majority is in subject option groups. The average teaching group size is 25. D&T is taught in smaller groups because of the use of specialist facilities.

Team teaching is used in PE to maximise the opportunities available.

Subjects are taught by well-qualified specialists and experienced staff teach in all sections of the school.

Homework is an integral element of the school's curriculum. Subject teachers set homework in accordance with school and departmental guidelines. Homework encourages learning skills and utilises resources that complement work undertaken at school. Students are provided with School Planners to record homework that is set. This helps their organisation and ability to meet deadlines. Details and guidance about longer project style homeworks are also published on the school's GVLE. Tutors maintain an overview of the Planners and parents are asked to check and sign them weekly. A homework timetable is distributed for each year group in the first week of the Autumn term and is also made available on the school's website.

97% of parents agreed that, 'The teaching is good at this school'.

Most recent OFSTED Parents' Questionnaire

'Teachers have excellent subject knowledge and are able to generate enthusiasm and interest in their subjects. In lessons where teaching is at its best, learning proceeds at a high pace with appropriate levels of challenge. There is effective use of resources, including information and communication technology.

Students are encouraged to work independently and in a variety of styles.'

Most recent OFSTED Inspection Report



The School Motto

Living to Learn Learning to Live : our ethos statement

We believe in being...

- **Enthusiastic:** volunteering and going the extra mile
- **Enquiring:** asking questions and pursuing answers
- **Engaged:** giving our attention to the task in hand
- **Creative:** finding solutions to problems
- **Collaborative:** working with others for the benefit of all
- **Committed:** persevering when things are tough
- **(well) Mannered:** being polite, kind, thoughtful and honest
- **Mindful:** reflecting on our actions and their impact
- **Motivated:** seeking continuous improvement



For the purposes of pastoral welfare, personal guidance, academic monitoring and support, the school is organised in three sections.

The Lower School covers Years 7 and 8, the Upper School Years 9, 10 and 11 and the Sixth Form Years 12 and 13. Each of these three sections has its own Leader. The Leader of each section is supported by one or more Year Group Leaders and a member of support staff. The pastoral leaders oversee the monitoring of students' academic progress, attendance, behaviour and development.

In Year 7 the students are divided into five tutor groups: each has no more than 31 students (mixed by ability, sex and place of residence). A tutor is attached to each group and will normally stay with the group into Year 8.

Prior attainment is used to set personal targets for each student to achieve in all the subjects they are studying at the end of each year and by Year 9 and Year 11. The progress of individual students is tracked through the school. Formal assessment is undertaken three times a year to monitor progress and this is shared with parents. Students are encouraged to take increasing responsibility for their learning as they move through the school.



The PSCH EE Curriculum

PSCH EE begins in Year 7 and continues in every year. The programme is delivered by tutors using a carousel framework in most years. Knowledge, skills and understanding in PSCH EE develop personal and economic wellbeing, financial capability and citizenship. Personal wellbeing helps students embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.

Economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Over time students understand the nature of the world of work, the diversity and function of business and its contribution to national prosperity.

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Students learn about their rights, responsibilities, duties and freedoms. They also find out about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play a role in the life of their school, neighbourhood, community and wider society as active and global citizens.

98% of parents agreed that, 'The School informs me about my child's progress'.

Most recent OFSTED Parents' Questionnaire

'There are effective arrangements to help the induction of students joining the school in Year 7 and those who enter the sixth form from other schools. Students of this school bring with them a record of high attainment in their previous schools and a strong desire to learn. Their outstanding behaviour, supported by a calm, studious and very caring school environment enables them to achieve results in their examinations at GCSE and A level which are significantly above national averages.'

Most recent OFSTED Inspection Report

Personal Development and Individual Care

The school encourages all students to adopt a healthy lifestyle and achieved the Healthy School Standard in 2009. The school promotes a healthy lifestyle through PSCH EE which includes Sex and Relationship Education (SRE) and drugs education; catering provision which promotes healthy eating and the encouragement of physical activity which includes opportunities for sport.

The school has rigorous safeguarding procedures in place. All staff are appropriately vetted. Yellow buses provide safe transport to and from school. There are security measures in the school buildings and grounds and appropriate staff supervision throughout the day. The school deals effectively with bullying, discrimination and child protection matters.

Students are encouraged to enjoy school and achieve well. The school promotes an ethos in which students are happy. Effective teaching and learning helps each student develop learning skills and achieve the highest educational standards they possibly can. The school engages and helps parents in actively supporting their children's learning and development. The school employs a School Welfare Officer who is fully trained in first aid to provide in-house support to students when required.

'Students feel very safe and well supported and are confident that the school will deal effectively with bullying or other concerns. The school has also developed very specific ways to support the needs of its students such as the highly effective use of sixth form mentors to assist learning.'

Most recent OFSTED Inspection Report

The NHGS Senior Prefects 2015-2016



Special Educational Needs

Some students experience learning difficulties or have disabilities that make it harder for them to learn or access education and they are provided with temporary or on-going support as required. Staff are informed of the particular needs of students and the implementation of strategies is regularly reviewed. The development and progress of all students is monitored and if special needs are identified then action is initiated either within the school or by using outside agencies or both. The school systems are consistent with the Special Educational Needs Code of Practice and the school is committed to an inclusive curriculum for all students on roll.

Students whose special learning or behavioural needs have already been identified prior to entry into the school will receive the appropriate support and help required. Students with special needs are supported and their progress is closely monitored by the appropriate pastoral staff. Parents are involved in discussions about the most appropriate strategies to support students who have special needs. Governors monitor the provision for special educational needs in the school. The school recognises its responsibilities under the Disability Equality Duty and is actively both promoting disability equality and eliminating discrimination. We are continuing to develop our disability equality scheme and implementing our Accessibility Plan; the installation of a lift in the Sixth Form Centre to provide access to the first floor has further enhanced our provision.

Enrichment

The PSCHEE programme incorporates experiences that help students develop. Year 7 students have an overnight induction experience at Haworth and later in the year experience a 'Looking After Me Day' working with professionals to develop their personal wellbeing. Students also participate in off-timetable activities that increase their awareness of sustainability. All Year 8 students have traditionally been offered the opportunity of a week's residential stay at the Château du Molay in Normandy. The residential includes a range of activities and excursions linked to the school's curriculum that develops European awareness. There is also a subject visit to the Holocaust Centre (RE). In Year 9, students have the opportunity to attend a 'camp' in North Yorkshire which provides experience of mountain biking, caving, kayaking, climbing and archery. They also experience 'Citizenship Day' which further promotes their international awareness.

'Over the past 18 months the school has helped my child above and beyond. My son is a much happier child thanks to the involvement of the school.'

'We are all extremely pleased that our daughter ended up at NHGS where she has settled in very well and her confidence has improved enormously. Thank you.'

'We are very pleased our daughter attends NHGS. It promotes and encourages success and our daughter is very happy there.'

'My daughter is making excellent progress at the school. She is happy attending NHGS and I am very happy with the quality of care and teaching she receives.'

'I am very happy with the way the school and teachers welcomed my son. His confidence and personal development is growing and I am really impressed the school has a mental health awareness group.'

'We have been extremely pleased with NHGS. Our son settled well and has a good network of friends and has continued to thrive in Year 8. Staff care for the wellbeing of the children. One happy parent.'

'I am happy that NHGS is performing as well as we hoped and this shows in the exam results and the personal development of our child. Keep up the good work!'

Parents' Survey 2015

93% of parents agreed that, 'The school meets my child's particular needs'.

Most recent OFSTED Parents' Questionnaire

'Students are well motivated, keen and co-operative. They aspire to do well at school and to achieve. Inspectors observed students working with skill, with purpose and being articulate in the spoken contribution to lessons. They are confident to offer ideas and explanation. The very few students with special educational needs and/or disabilities make at least good progress and achieve well.'

'The progress of students from all backgrounds is good, including those with special educational needs and/or disabilities. The school has appropriate policies and procedures to promote equality.'

Most recent OFSTED Inspection Report

Careers Education

Careers Education is an integral part of the PSCHEE curriculum in Years 7 to 11. The school has a resident Careers Advisor who works with the Calderdale and Kirklees Careers Service and provides independent advice and guidance to students. Specific support is provided to help students and parents form decisions at 13+, 15+ and 17+. Students access multi-media support through programmes such as Kudos and Careers Match to support their education about prospective careers and we organise mock interviews where this is appropriate. There is an Enterprise in Action day for Year 10 students and all Year 11 students have a week's work experience. The school has held the Calderdale and Kirklees Careers Education and Guidance Quality Mark since 2004. The school has an excellent careers library situated in the LRC and it is available to students at most times.

Destinations

In 2014 100% of students continued in full time education after Year 11, the vast majority into the Sixth Form at NHGS. In 2014, of the students in Year 13, 89.5% went to FE/HE, 6.8% to employment/other and 3.7% went on Gap years.

Working with Parents

The staff at the school work closely with parents to enable all students to achieve their potential. A Home - School agreement, developed in consultation with parents and students, is distributed at the start of Year 7 and thereafter is included in Handbooks. This summarises the responsibilities of the school, parents and students. There is a formal Parents' Consultation Evening with subject staff for each year group. If for any reason a parent wishes to discuss their daughter's or son's progress or behaviour at other times, arrangements can be made with the relevant staff.

Reporting to Parents

Students in Years 7 to 13 will receive regular monitoring reports three or four times a year. Reports will inform parents about students' performance in relation to work, homework, behaviour and progress towards targets. Student Planners, consultation evenings and reports provide formal means for communication between school and parents. Parents are encouraged to contact the school at any time if problems arise.

School Uniform

All students in Years 7 to 11 wear school uniform and are expected to attend school smartly and properly dressed. We expect students to be proud of their school and to take pride in their appearance. Detailed lists of uniform requirements are published in the Handbook for New Students and are made available to parents in subsequent years. Students are also expected to wear the appropriate clothing for PE and a tabard is needed for Science and Technology lessons.



91% of parents agreed that, 'The school makes sure my child is well prepared for the future'.

Most recent OFSTED Parents' Questionnaire

'Overall we've been very happy with all aspects and the most important thing is my son is very happy attending school.'

Parents' Survey 2015



Extra-curricular Activities

NHGS is focused on enabling students to achieve the highest academic qualifications possible. However, the school is also committed to the personal, social, moral, physical, cultural, ethical and spiritual development of each student. The staff support a wide range of activities. It is our belief that high academic achievement is closely linked to general personal development.

Music is very strong in the school. Students can participate in the instrumental tuition scheme, ABRSM exams, the school orchestra, concert band, junior band, three choirs and many smaller ensembles. There are termly school concerts and opportunities to perform at other events.

Throughout the year there are fixtures for football, rugby, netball, hockey and basketball at all levels. The school has a very good reputation for athletics, cross-country and rugby league. There are internal house competitions and external league and cup competitions.

There is one major drama production each year involving students from all years. First Bow Sixth Form companies organise productions with younger students and there is a Christmas Concert and a Drama Festival during Activities Week.

Educational visits are organised throughout the year to productions, museums, galleries and other places of interest in the UK and there is a variety of visits to other countries. In the last three years in addition to the Year 8 visit to Normandy there have been French-Photography visits to Paris, language visits to France, Germany and Spain and Ski Trips to Austria and the USA. The school has previously been involved with a Comenius scheme working with schools in Estonia, Germany, Turkey, Ireland and Spain. In 2015 Sixth Form Psychology students visited China for the first time and plans are afoot for an adventure trip to Tanzania in 2016.

The school organises a range of activities to promote sustainability. The school has been awarded the Silver Eco-schools Award.

'My daughter simply loves the school and she's enjoying all the time she's spending in school. The school has been very supportive of her talents, giving her time off for her training and in return she's giving all her best and has been doing very well in all her lessons.'

'My child enjoys coming to school and is doing extremely well at the school. As a parent I can ask for no more than to have a child doing well and being happy and being prepared for life.'

'My daughter is extremely happy and is thriving. She enjoys lessons and learning. The environment is excellent for her.'

Parents' Survey 2015

'Enrichment and extra curricular activities are extensive, wide-ranging and valued by students; participation rates are high. Students and their parents and carers have commented on the powerful and memorable experiences provided to all Year 8 students in a week-long visit to Normandy. Students also valued the wide range of other activities available beyond school, including excellent music, sports, clubs and the Duke of Edinburgh Award.'

Most recent OFSTED Inspection Report



The Christmas Concert : photograph by Marc Hamilton Y13



Creative Subjects' Visit to Paris



First Bow Theatre Company Production : photograph by Lauren Capon Y12



Gym and Dance Display : photograph by Harry Ellis Y13



Y7 Calderdale Cup Winners!

Behaviour

We expect students to be polite, kind, thoughtful and honest at all times. This applies when students are travelling to and from school, when they are at school, and when they are online or using social media. We want students to identify strongly with the school. A constructive attitude, producing high quality work, adopting positive behaviours and completing homework punctually are all explicitly encouraged through the 'Behaviour for Learning' system. Students are rewarded through stamps, credits and certificates which result in real benefits and privileges for students. Commendations encourage sustained good and steady work; school colours reward involvement and achievement in sport, music and drama and subject prizes and special awards recognise exceptional performance. Students who fall short of the school's expectations in relation to behaviour or who deliberately break the rules can expect to be punished. There is a clear sanctions structure within the 'Behaviour for Learning' system which is applied. This establishes and maintains clear parameters for work and behaviour. Parents are involved and the school seeks the support of parents in its use of appropriate sanctions.

Attendance

The school maintains a very high attendance record which was judged to be excellent in the last OFSTED inspection. The rates of attendance and absence in 2013 - 2014 were:

Number of students on roll in Years 7 to 11:	780
Attendance:	97.1%
Authorised absence:	2.7%
Unauthorised absence:	0.2%

We try to encourage students to maximise their attendance at school. Parents are asked to contact the school if students are ill. Unauthorised absences are quickly dealt with and any persistent problems are resolved, if necessary, in partnership with parents and external agencies.

The school works with parents to ensure that children attend school regularly. Parents should avoid taking students on holiday during school session times. Parents should not expect the school's agreement unless there is an exceptional reason. All requests are considered individually, taking account of the age of the student, the time of year, the nature of the request, the attendance record of the student and their stage of education and progress.

93% of parents agreed that, 'The school deals effectively with unacceptable behaviour'.

Most recent OFSTED Parents' Questionnaire

'Inspectors noted many occasions where students' thoughtful behaviour made an outstanding contribution to the learning taking place in classrooms. Students quickly focused on tasks, responded promptly to requests from their teachers and were very willing to support the learning of others. Attendance and punctuality are excellent.'

Most recent OFSTED Inspection report

Support for Students and Parents

A Handbook is provided for all students and parents at the beginning of each school year. This contains general information about the school (aims, staff, rules, regulations, lesson code of conduct, attendance routines, uniform, standards of behaviour, rewards, sanctions, emergency procedures and the Parents' Association) together with specific information about the particular year (academic and pastoral curriculum, programmes of study, parents' evenings, reporting arrangements, important dates). The school website provides comprehensive information about the school and is found at www.nhgs.co.uk. The GVLE provides 24/7 support to students in their learning. A Student Planner is provided for all students. The School Shop is open daily in the Reprographics Room between 8.00am and 8.20am and sells calculators, stationery and other items. A half-termly Parents' Newsletter keeps parents informed about school activities, issues and achievements. This is also made available on the website.

Catering

The school's catering includes a breakfast service before school, a snack service at break and a full range of hot and cold meals at lunchtime. There are three serveries that operate at lunchtime providing a wide range of food and offering a sandwich bar and pasta bar with options including jacket potatoes, pizza and burgers. Cooked main meals are made with fresh ingredients. Packed lunches can also be ordered for students involved in practices or rehearsals. The school actively promotes healthy eating as part of a healthy lifestyle and this is reflected in the choice of food. There are separate catering facilities for Sixth Form students.

The Parents' Association

All parents of students at NHGS are automatically members of the Parents' Association – affectionately referred to as the PA. Parents are encouraged to become involved and to participate in events. Informal meetings are held on the first Tuesday of every month at 7.30pm in school – everyone is welcome. There are a host of events and activities to get involved with throughout the year and recent fundraising has contributed significantly to major projects including The Darwin Sixth Form Learning Centre, the All Weather Pitch, new minibus and updated sound and lighting equipment in the School Hall. This year the PA will be supporting a project driven by the students through the School Councils – the provision of outdoor canopies to keep off some of the worst of the Halifax weather!

'A very large number of parents and carers returned the parental questionnaires and their views were overwhelmingly positive about all aspects of the school. In many cases, parents of students at NHGS were much more positive than in most other schools.'

Most recent OFSTED Inspection Report

'Before my son attended NHGS I'd heard about the excellent reputation of both the educational and pastoral care. I am extremely happy with both, thank you. Your excellent pastoral care maintains the educational success.'

'I am really pleased my son chose this school. It is better than expected. The teachers give 100% to the students. Above all teachers are approachable and caring towards students with health issues. They are willing to go a bit further to help them settle down into the school.'

'The pastoral care at the academy has been fantastic for my son. He has felt supported through the transition process; he has full confidence in his teachers and has always felt able to communicate his concerns to the school nursing team and his Form Tutor. I am very impressed with the school, feel communication is good and have always been made to feel welcome when attending any events at school. I am confident that my son will achieve his full potential at NHGS.'

'Staff are always available to speak about any issues, phone calls are always taken or returned and advice is given. Help is always on hand if you need it.'

Parents' Survey 2015

Open Evenings

The Annual Open Evening for children born between 1st September 2004 and 31st August 2005 and their parents will be held on Tuesday 23rd June 2015, from 5.30pm to 8.30pm.

A separate Sixth Form Brochure is available from the school and an Open Evening for prospective Sixth Form students will be held on Tuesday 17th November 2015 from 6.00pm to 8.30pm.

Admissions

The two Halifax grammar schools operate joint admissions procedures. For entry into the two grammar schools in September 2014 some 1150 applications were received. 155 places were allocated at The North Halifax Grammar School and 180 at The Crossley Heath School.

Admission Arrangements for Year 7 in September 2016

Parents need to register their daughter(s) or son(s) to sit the admissions test. Registration Forms can be accessed from both The North Halifax Grammar School and The Crossley Heath School websites. Registration opened on April 13th 2015 and will close on Friday September 13th 2015. The Admissions Test will be held on Saturday October 3rd 2015. Parents will be informed by the schools of the results of the tests by October 16th 2015.

Application for a place at NHGS is included within the co-ordinated scheme for admissions into secondary schools in Calderdale for which the LA has a statutory responsibility. Parents of children resident in Calderdale must complete an online application if they want their daughter or son to be admitted to a secondary school within or outside of the Calderdale area in September 2016. Information leaflets about the application process for secondary schools will be distributed to all parents of children in Calderdale schools in June 2015. Online applications can be completed online by Calderdale residents from Friday 20th June 2015 and must be submitted by Saturday 31st October 2015 inclusive at www.calderdale.gov.uk/admissions. Residents outside of the Calderdale area must apply to their home local authority, even if a Calderdale school is to be preferred.

NHGS must be included as one of the five preferences when applying if you want your daughter or son to be considered for a place in September 2016. Parents are strongly advised to place NHGS FIRST if it is their preferred school.

Casual Admissions into Years 7 to 11

Applicants wishing to transfer to NHGS, either from another school in Calderdale or from a school in another LA, need to complete a 'Transfer Request for Calderdale Schools' form available from the LA.

If the application is from a student at a school in Calderdale, the LA will request reports from the Education Welfare Office and the Headteacher of the student's present school and forward these to NHGS.

If the application is from a student attending a school in another LA or who has recently moved into the area, the application will be sent to the school. If there is a vacancy in the appropriate year, the applicant will be invited into the school to sit tests in English, Mathematics, Modern Foreign Language and Science. If the applicant meets the criteria of ability and attainment, then a place will be offered.

The LA or the school may inform the parent(s) of the outcome of the application.

Comments from parents attending the Open Evening in 2014.

'A very impressive Open Evening. By far the friendliest and most welcoming school we have looked at. Staff and pupils all look very happy to be here.'

'There is a strong sense of self-worth within the school and a witty humility as well as its academic aspiration.'

'Really impressed with the school. Everyone was very friendly. My daughter has already decided she wants to come to this school.'

'A very positive, enthusiastic visit. Energetic and purposeful atmosphere.'

'Very good impression, lovely, warm atmosphere and really friendly staff.'

'We all felt there was a really supportive vibe to the school and the pupils seemed very happy.'

'Fantastic effort and nice to know there are so many extra-curricular activities available.'

'Our guide was excellent. She took her time to explain what was going on in each classroom. Nothing was too much trouble for her. All the pupils we met were a credit to the school.'

'Great insight into NHGS – great ethos focusing on all areas of the curriculum and person-centered approach.'

'I got the sense that the school develops the whole character of pupils and has a much wider focus than just exam results.'

The school has a large Sixth Form which is a very important part of the school. There are over 360 students in the Sixth Form and we encourage the students to act as role models to the younger students and to take an active part in maintaining the smooth running of the school.

NHGS is committed to 11-18 education. There are many benefits to 11-18 schools which include:

- well qualified and experienced staff teach in all sections of the school which provides challenge for students in Years 7 to 13
- Sixth Form teachers are very familiar with the learning experiences of students in Years 7 to 11 and can build on this post-16
- Sixth Form students experience real responsibility for younger students as prefects, attached to tutor groups, in Drama, Music and PE
- the experiences of students in the Lower School are enhanced by Sixth Form contributions in organising discos, charity events, coaching and rehearsals
- Sixth Form experiences are helped by the presence of younger students such as in Young Enterprise and the Challenge of Management Conference
- Sixth Form students help younger students in their learning either through coaching in academic subjects or in numerous extra-curricular activities
- There are authentic opportunities, such as in drama productions and music groups, for students to benefit from mixed-age collaboration

The school offers almost 30 courses at AS and A level in the Sixth Form and students are helped and guided to ensure they follow courses appropriate to their abilities and requirements. In addition to the subjects studied in Years 7 to 11 the following are offered; Business Studies, Economics, Electronics, Further Mathematics, Government and Politics, Media Studies, Photography, and Sociology. Regular monitoring provides informed feedback on their progress. Students are encouraged to achieve the highest levels of attainment consistent with their abilities.

There are many opportunities provided to stimulate, challenge and promote personal and social development through the PSCHEE programme. Enrichment activities include EPQ, work experience, conferences, Young Enterprise, The Duke of Edinburgh Award, music, drama, PE, First Aid, car maintenance, Zumba and charity work.

The vast majority of students progress from the Sixth Form into Higher Education and support is provided in the choice of courses and HE providers for parents and students. Students choosing to apply for apprenticeships, training or employment are also well catered for.

The students in the Sixth Form are provided with a range of opportunities and experiences to enhance their employability. NHGS is a Centre of Excellence for Young Enterprise because of its outstanding provision for entrepreneurial education.

'Students make a strong contribution to the school and develop their leadership and management skills through their work as prefects and in assisting in teaching and learning activities with younger students.'

Most recent OFSTED Inspection Report





NHGS Academy Trust

Company Secretary

Mrs E Casson

NHGS Governing Body

NHGS Governors may be contacted at the school through the Clerk to Governors.

Chair of Governors Mr K Floyd

Vice Chair of Governors Mr R Hartley

Clerk Mrs P Wright

Governors

Mr K Floyd December 2017
Mr K Cannon June 2015
Mrs K Beverley June 2019
Mr M Pitts November 2018
Mrs C Livingstone September 2018
Mr R Hey October 2018

Parent Governors

Dr A Prathivadi Bhayankaram June 2019
Mrs R Unsworth June 2017
Mrs D Whittington August 2017

Staff Governor

Miss S A Adams October 2017

LA Governor

Mrs M Carrigan June 2018

Ex Officio

Mr A G Fisher Principal

Teaching Staff

Mr A G Fisher BA (Hons), PGCE, NPQH
Principal
English

Miss S A Adams BA (Hons), PGCE
Sixth Form Year Group Leader
Psychology

Mr D L Allen BA, PGCE
Head of Creative Technology & Creative Director
Photography

Dr M Ashley BSc (Hons) PhD
Chemistry, Science

Miss Z N Aslam BSc (Hons) PGCE
ICT

Mrs J Baker MA, BSc (Hons), PGCE
Head of Social Sciences
Psychology, Sociology

Miss K D Baker BA (Hons), PGCE
Head of PE
PE

Mr N A Barker MA, PGCE
Head of History
History

Mrs C E Beresford BSc (Hons), PGCE
Lower School Leader & Year Group Leader
Biology, Science

Mrs R C Berry BA (Hons), PGCE, NPQH
Head of Modern Foreign Languages
French

Mr P J Bowles BA (Hons), PGCE
Head of RE
RE

Mr J O Clapham BSc, PGCE
Mathematics

Mr S Croft BA (Hons), MA, GTP
English

Mr D L Crossland BA (Hons), PGCE
Head of PSCHEE & ITE Co-ordinator
RE

Mr W J Doyle BA (Hons), PGCE
Year Group Leader
PE

Mrs M B Farrar BA, PGCE
History

Mrs J C Finnett MA (Hons), PGCE
Year Group Leader
Mathematics

Mrs R C Ghelichi-Winstanley MA, BA (Hons), PGCE
Sixth Form Year Group Leader
Media and Film Studies, English, Sociology

Mr J Godoy-Simon BA (Hons), PGCE
Second in Modern Foreign Languages
Spanish, French

Mr P A Gorwood BSc (Hons), PGCE
Biology

Miss V J Harrison MA (Hons), PGCE
French, Spanish

Mr R F Haworth BA, PGCE
Vice Principal – Progress & Assessment
Physics

Mrs K D Hoare MA (Hons), PGCE
German

Mr N I Howarth BSc, MSc, PGCE
Head of Geography & Geology
Geography, Geology

Mrs C H Hunt B Ed
Technology

Mr. P. A. Jervis BA, PGCE, NPQH
Vice Principal – Curriculum & Sixth Form
Economics, Business Studies

Miss S Johnston BA (Hons), PGCE
Art

Mr D Jugroop MA, BEd
Head of ICT & Computing
ICT, Computing

Mr D Kennedy BA (Hons)
Upper School Leader
Year Group Leader
Government & Politics, Business Studies

Mrs E A Kemp BA (Hons), MA, PGCE
Deputy Designated Person for Safeguarding & Child
Protection
SEND/CO
English

Miss A L Kent BA (Hons), PGCE
Head of English
English

Mr S D Langhorn BEd
PE

Miss C Lightfoot BA (Hons), PGCE
Technology, Art

Miss V Longbottom BSc (Hons), PGCE
Chemistry

Mr R Malik B.Eng (Hons), PGCE
Mathematics

Mr G W Marsh BMus (Hons) PGCE
Director of Performing Arts
Music, RE

Mr M McCann
BSc (Hons), PGCE
Physics

Mr A McLoughlin BA (Hons) PGCE
Technology

Miss S J Nellis BA (Hons), PGCE
English

Miss E J Newsholme BA (Hons), PGCE
Biology

Mr P O'Neill BA (Hons), PGCE
Year Group Leader
English

Mrs R A Pegg BA (Hons), PGCE
Head of Music
Music, RE, Business Studies

Mrs N Qayyum BA (Hons), PGCE
Mathematics

Mrs G Quigley BSc, PGCE
Sixth Form Leader
Biology

Mrs J Raw BA, MA, PGCE
English, RE

Miss S Rigby BA (Hons), PGCE
French

Miss A E Robson BA, PGCE
French, Spanish

Mr Y Saloo BSc (Hons), PGCE
Biology

Mr T F Spreadborough BA (Hons), PGCE
Second in English
English

Miss C A Tomlin BSc (Hons), PGCE
Vice Principal – Teaching & Learning
PE

Mr G D Topham BSc, PGCE
Head of Science
Chemistry, Physics

Mr G J Walker BSc, PGCE
Head of Biology
Biology

Mr A Ward BA (Hons)
Geography

Mr G D Weeden MA, BSc (Hons), PGCE
Head of Mathematics
Mathematics

Mrs C J Willis BA (Hons), MA, MA(Ed)
Geography

Mr D R Wood BA (Hons), PGCE, MCI
Vice Principal - Behaviour, Safeguarding and
Inclusion
English

Mrs M Woodward BA, PGCE
History, English

Part Time Teaching Staff

Mrs H J Ablewhite BSc (Hons), PGCE
Second in Mathematics
Mathematics

Mrs L Campsall BEd
PE

Mrs K Hudson M Sci, PGCE
Physics

Mr M A Robinson BSc, PGCE
Physics, Electronics

Mrs K M Ryan BSc, PGCE
Technology, Art

Mr C Short AD, Dip, SN, Cert Ed
PE

Mrs B Ward MA (Hons), PGCE
Mathematics

Mrs N Whitehill M Chem, PGCE
Head of Chemistry
Chemistry

Mr J R Wilkinson BSc (Hons), PGCE
Head of Physics
Physics

Instrumental Teaching Staff

Mrs M Anderson ARNC

Mr S C Barnes Cert Ed

Mr P Cain BA

Mrs J E Grahame ABSM, Cert Ed

Mr M Harper Dip Mus, GRNCM

Mr P McAndrew G Mus

Support Staff

Mr M Asad
ICT Technician

Mrs T Bean
Finance Manager

Mrs A Blagbrough
Finance Assistant

Mrs C Booth
Counsellor

Mrs Catherine Carcas
Science Technician

Mrs E Casson CPFA
Academy Finance Director

Mrs L G Charles
Administrative Assistant (Sixth Form)
Assistant Exams Officer

Mr C Chatwood
Chef

Mr O J Crawford
Hall and Stage Manager

Mr J Downing
Cover Supervisor

Mrs A Emmett
Receptionist

Mrs C Garnett
Administrative Assistant (Upper School)

Miss J Green
Finance Assistant

Mrs C Hadcroft
Finance Assistant

Miss S Holloway
Reprographics Assistant

Mr M Illingworth
Technology Technician

Mr D Jeffery
Caretaker

Mr G J Kemp BSc
Senior Science Technician

Mrs H Kitterick
Learning Support Assistant

Mrs T Lawson
Science Technician

Miss E Lewis BSc (Hons)
E-Learning Manager

Mrs N Lamb
School Welfare Officer

Mrs L Manley
School Organisation Manager

Mrs B McMillan
Learning Support Assistant

Mrs K Morris Assoc CIPD
Personnel Officer

Mrs P Nutton
Learning Support Assistant

Ms C Pearce
Learning Support Assistant

Mrs T A Pare
Science Technician

Mr A Pattinson
Learning Support Assistant

Mr I Pickard
Premises Officer

Mrs H Ramsden
Administrative Assistant (Lower School)
Admissions Secretary

Ms S C Ransome BA
LRC Manager

Mrs K Rodd
Cleaning Supervisor

Mrs R Smith
Cover Supervisor

Mr C Stephenson
Assistant Caretaker

Mrs D Stephenson
Catering Manager

Mrs L Stott
Reprographics Manager

Miss J Thomas
Learning Support Assistant

Mrs C A Varley
School Systems Manager
Examinations Officer

Mrs P M Wright
PA to Headteacher & Leadership
Clerk to the Governing Body and Academy Trust

All information is correct at the time of going to print but may be subject to change during the year. Please refer to the school website for the most recent listing.

At The Beginning

'My son's transition from junior school to NHGS was very smooth with plenty of visits and information about the school.'

'I am very pleased at the way my daughter settled in at NHGS. Transition from primary school to secondary school couldn't have been any smoother. She's eager to go to school every day, has met some lovely friends and is enjoying every moment at NHGS. A credit to everyone involved.'

'Very pleased with the transition from primary and how the school develops the child in a rounded manner and not just academically.'

'I am very pleased with all aspects of the academy, from the first day being made welcome, to the support that the academy offers both to the student and parents. I think that pupils are encouraged, stretched and motivated to do well and achieve desired results.'

'Overall, love the school. Very impressed. NHGS is a nice, warm, caring school. Well done!'

'I am more than impressed with the level of education, resulting in excellent results so far. I recommend the school to all parents. Best decision we made!'

During

'The building and accommodation have been developed a lot over the last three years. This has improved what is on offer to my daughter. Efficient systems are in place throughout the school. Excellent communication with parents.'

'An excellent school with high academic standards where my son is happy, confident and thriving. Positive, engaged teaching from brilliant teaching staff.'

'I am happy with the academy as it is. The work they provide

students is of a high standard. Parents are always informed of all events, receive helpful reports and are kept well informed during periods of bad weather. Students and their best interests are always put first. I could not ask for more.

'The Headteacher seems to have a great insight into the children and a passion for not only their learning but their welfare.'

'We could not ask for more from NHGS. Excellent school, excellent teaching and my child is very happy and enjoys school.'

'Our daughter is very happy. She does well, works hard and has lots of fun. She couldn't be happier at school.'

'Our child is in Year 10. We have found the school to be exceptional and our son is excelling beyond our expectations. He is thriving in all areas and progressing very well. We are always recommending NHGS to our friends. Well done NHGS.'

At the End

'I am very grateful to the staff at NHGS for making my son's time at the school so enjoyable. The quality of teaching is truly second to none.'

'NHGS is an outstanding school where our daughter is and always has been happy, safe and achieving her potential.'

'I think that overall the school has been fantastic for my daughter and during her time at the school she has improved more than anyone expected. Both she and I know that she has a fantastic support network, made up of her Form Tutor, subject teachers and the Sixth Form leadership team.'

'The school has helped our daughter make the transition from another school to the Sixth Form. We have been particularly impressed by the efficiency of the UCAS process and the support given by the teachers.'



This Prospectus was designed in-house at The North Halifax Grammar School. All photographs except the aerial view and the Y7 form group were produced by staff or students of the school. Special thanks go to the A-Level Photography students who were commissioned to take specific photographs: Harry Ellis, Lauren Capon and Marc Hamilton.

Please be aware that all information is correct at the time of going to print, but schools are dynamic places and changing circumstances can result in alterations to policies and the school's curriculum offer over time.
