
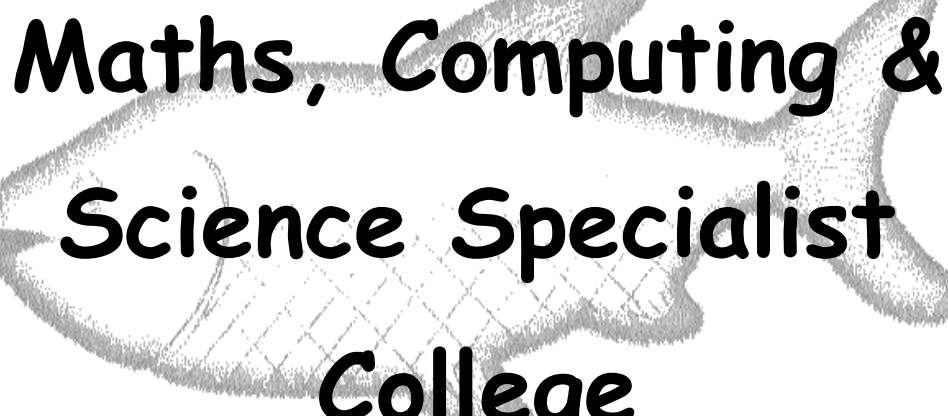




**NEWPORT GIRLS'  
HIGH SCHOOL**



**Years 7 - 11  
2011 - 2012**



**Maths, Computing &  
Science Specialist  
College**



Dear Prospective Pupils and Parents

Thank you for your interest in our school.

Newport Girls' High School is a non fee-paying grammar school which provides a quality education for girls in the 11-18 age group. Over recent years our GCSE and A level results have been consistently outstanding.

In 2006 & 2007 the school was placed second and third respectively on the official National Table for GCSE achieving a phenomenal average point score of 709.5.

In 2009, the pass rate at the national bench mark of five or more grades A\*-C at GCSE was once again 100 per cent. Seventy-one per cent of those passes were at grades A\* or A.

The average A level point score was 410. The overall pass rate at A level was 99 per cent with 66 per cent of the entries at the two top grades of A and B. This school is regularly placed among the top performing state schools in the country as reported in the national press.

However, the High School is by no means a narrowly 'academic' school and combines a unique mix of high academic standards with a friendly and caring atmosphere. The school offers an unusually rich programme of curricular and extra-curricular opportunities to girls at all levels, which makes for a broad and productive education.

We were delighted to receive an outstanding Ofsted report, which is available on request but the opening paragraph states:

**Newport Girls' High is an outstanding school that not only achieves exceptionally high academic standards, but also places equal focus on the girls' personal development. One parent commented, 'It feels like an extended family, providing excellent provision for every girl in every area'. As a result, confident, diligent young women develop, equipped to take their place in society.**

The report concludes that:

**Parents share inspectors' view of the overall effectiveness of the school. The number of questionnaires returned to the inspection team confirmed their overwhelming support. 'The school is very approachable, very responsive and quick to deal with any issues'.**

The school was designated a Maths & Computing Specialist College in September 2005. This means that talented Maths and ICT pupils are able to take accelerated courses in those subjects culminating in an AS level in Year 11 instead of GCSE. As a result of being a High Performing Secondary School we were successfully designated a second specialism in Science in April 2009.

We have pleasure in inviting you to visit us. Applications are welcome for entry into Years 7 and 12.

*E. Gleeson*

Edwina Gleeson  
Headteacher



# **NEWPORT GIRLS' HIGH SCHOOL**

**RESULTS FOR THE ACADEMIC YEAR 2008 - 2009**

## **RECORD BREAKING YEAR FOR NGHS**

**We are delighted to report yet another record set of external examination results**

### **A LEVEL**

**Pass rate (grades A - E) of 99%**  
**66% of passes at the top grades of A and B**  
**Average UCAS point score of 410**  
**Regularly ranked as a top performing state school**  
**by the national press**  
**(Times, Independent, Guardian, Mail)**

### **GCSE**

**100% of students gained 5+ grades A\* - C**  
**Pass rate (grades A\* - C) of 99%**  
**71% of the grades at A\* or A**  
**Average number of passes (A\* - C) per student = 12.4**

### **KS3 TEACHER ASSESSMENTS**

**100% achieve at least level 6 in core subjects**  
**80% achieve level 7 in English and Science**  
**70% achieve level 8 in Maths**  
**34% achieve GCSE in Maths in Year 9 at top grades of A\* - A**  
**(National average NC level 5)**

# ADMISSION ARRANGEMENTS

Newport Girls' High School is a non fee-paying, Local Authority 11-18 grammar school in Newport, Shropshire, with approximately 420 girls on roll. The school is currently growing in size and reached its full two form entry complement, Years 7 - 11, in September 2007.

In Years 7 - 11 priority is given to girls from the Newport Area but places are also awarded to girls from outside the immediate area. Telford and Wrekin LA conduct the admissions procedures, on behalf of the school. *By definition 'Newport Area Girls' are those girls who normally reside in the catchment area as detailed on the map kept in the school office. A copy of this map is also kept by the LA at the Civic Offices in Telford.*

Parents living in the Borough of Telford & Wrekin who wish their daughters to be considered for entry at the age of 11 should complete the secondary preference form available from their daughter's primary school, returning it there. The primary school will then forward the form to the LA.

Parents living outside the Borough of Telford & Wrekin can request a Parents Information Booklet on Secondary Education in Telford & Wrekin which gives information about the procedure for applying for the High School. Please contact Education & Culture, Pupil Services, PO Box 440, Civic Offices, Telford, TF3 4WF (Telephone 01952 380904). If you do wish to apply for a place for your daughter at the High School, you will need to include this as a preference on the secondary transfer form that you receive from your **home LA**. They will then inform us so that we include it when considering allocations. The entrance test will take place at the High School on **Saturday 27<sup>th</sup> November at 9.00am**.

The admission number for Years 7 increased from 32 to 56 in September 2003. This means that substantially more places are now available for out-of-area applicants. Parents out of area should however appreciate that they will be expected to arrange and pay for transport. In recent years transport for the out-of-area pupils at the Newport secondary schools has been arranged by groups of parents, and buses now operate from Telford Town Centre/Wellington, Albrighton and Market Drayton. Public services are available from Shrewsbury, Newcastle and Stafford. Details about travel can be obtained from the school office.

**Post 16 education** is open to students from any secondary school, and applications are made direct to the school. Normally entrants need to have achieved six GCSE grades of A\* - C with at least an A in the subjects they would like to study at A level, but we are sympathetic to those requiring special consideration. There is a separate Sixth Form prospectus available on request.

Prospective pupils and their parents are always welcome to visit the school, and there is an annual School Open Day in the Autumn Term as well as a Sixth Form Forum in January.

There is a separate, more detailed, statement about the admissions procedure included in the Appendix of this prospectus. Individual questions can always be addressed to The Headteacher.

# THE AIMS OF THE SCHOOL

The aims of the High School can be summarised as enabling each pupil to seek excellence in all aspects of life:

1. To provide a community in which pupils achieve their full potential in academic, aesthetic and sporting spheres:
  - to enjoy a balanced and challenging curriculum;
  - to receive regular and meaningful assessment; and opportunities for self assessment;
  - to develop an awareness of the relationship between their learning and the world outside the classroom;
  - to see education as a life-long process.
  
2. To provide a community in which pupils develop personal values which enable participation in a caring society:
  - to develop integrity, self-discipline and honesty;
  - to develop self-esteem whilst retaining a sensitivity towards the needs of others;
  - to develop independence and initiative;
  - to develop self-confidence;
  - to accept responsibility for their own actions;
  - to develop a sense of commitment, determination and the perseverance to achieve set objectives;
  - to develop spiritual and moral values.
  
3. To provide a community in which pupils learn to recognise their responsibilities in the local, national, international and global environments:
  - to develop an awareness of their role as citizens;
  - to develop open-minded attitudes;
  - to work towards an understanding of the values and cultures of others;
  - to learn to value others regardless of class, physical ability, linguistic or religious background;
  - to develop an awareness of the interdependence of individuals, groups and nations within a global context.

**The care, guidance and support of students are outstanding. There are very effective induction procedures into the Sixth Form and close links with the primary schools help Year 7 pupils to settle in quickly.**

**OFSTED**

# CURRICULUM MATTERS

Despite being a small school, the curriculum provision is outstanding.  
OFSTED

In order to achieve our aims we offer a wide and balanced education to all pupils in accordance with the National Curriculum.

**In Years 7, 8 and 9** the girls study the following subjects: Personal, Health, Social and Citizenship Education, English, Mathematics, Separate Science, French, German, History, Geography, Information Technology, Art and Design, Music, Physical Education, Religious Education and Technology (incorporating Textiles, Craft and Design and Electronics). Information Technology is delivered as a discrete subject and has a cross-curricular focus.

**In Years 10 and 11** a core curriculum of English, Mathematics, Separate Science, a Modern Language, Information Technology, Citizenship, Religious Education and Physical Education continues for all girls. Three more subjects are then selected. These offer the opportunity for the girls to study a second modern language, Geography, History, Art and Design Technology or Music, AS ICT or Business Studies. Pupils are usually entered for ten or more subjects in GCSE at the end of Year 11. Gifted and talented students are able to follow an accelerated course in Maths and ICT, which culminates in an AS level at the end of Year 11.

There is little **setting according to ability** and most GCSE classes are taught in groups of less than 28. All age groups are offered opportunities to participate in theatre, museum and art gallery trips in addition to fieldwork visits.

**Religious Education** provided at the school is in accordance with the Shropshire Agreed Syllabus. Parents wishing to withdraw their children from these lessons or from collective worship should consult with the Headteacher. The school meets daily for collective worship, which is broadly Christian in nature.

**Sex Education** is integrated into the whole curriculum, although most aspects will be covered in Science and Religious Education lessons and in Citizenship. We aim to encourage positive attitudes towards sexuality, enabling pupils to develop sound relationships with others and take responsibility for their own behaviour. Aspects covered include puberty, adolescence and changing attitudes to the opposite sex, media and social pressures, family life, marriage, reproduction, birth control, parenthood and sexually transmitted diseases.

**Homework** is set throughout the school to help consolidate work done in the classroom and to encourage pupils to conduct independent research. Work varies in time from about one hour per evening for Year 7 to 2.5 hours in Year 11, and progresses to a minimum of five hours per A level subject per week in the Sixth Form.

Parents wishing to discuss the curriculum or religious worship should contact the Headteacher for details regarding the procedure. Likewise, parents wishing to see documents or information published by the LA or DfES should contact the school office. The High School Special Educational Needs Policy is available, on request, from the school.

# SPORT

The aims of the sport curriculum are:

- to promote positive attitudes and awareness towards the benefits of physical fitness and its contribution to a healthy lifestyle;
- to promote the acquisition of physical skills related to sports and games;
- to provide opportunities for the development of creative and inventive skills;
- to encourage social awareness through partner work and group work and to encourage competition and co-operation through teamwork;
- to foster an understanding of the need for a safe and healthy working environment.

In order to encourage pupils to participate in frequent physical activity throughout their lives they are encouraged to attend extra curricular activities available within school and they are made aware of the leisure opportunities available within the community.

## **Sports taught within the curriculum:**

Games: Hockey, netball, tennis, rounders, table-tennis, volleyball, softball, badminton, pop lacrosse, tag rugby, basketball.

Other areas of activity include: Cross country, athletics, fitness (aerobics, yoga), gymnastics, ice skating (Year 11), dance, squash (Years 11, 12 and 13) and multi-gym (Years 11, 12 and 13).

All girls in Years 7 - 11 participate in two hours of time-tabled sport per week.

To encourage girls to participate in up to 5 hours of activity a week, several sports clubs are available in school, and girls are encouraged to join sports clubs out of school.

## **Extra-curricular activities:**

There are activities available every lunchtime. These include clubs, inter form and house competitions. This enables all girls to participate in competitive sport and/or assist with umpiring. After school, girls have the opportunity to compete against other schools in many activities. The school has links with local sports clubs.

It is our policy to support girls in their own special interests by releasing them for training and publicly recognising their achievements. We have county players in netball, hockey, athletics, tennis, cross country and football.

*'The sport which we play in this school is wide ranging - one week we will be playing tennis and the next we will be dancing in the hall. You are given plenty of opportunities to take part in external events and many pupils play for county teams for netball, hockey and tennis. Each year has a netball and hockey team which compete on a regular basis against other secondary schools in the area. People are also selected to play tennis and badminton for the school.'*

*A Year 10 pupil*

# EXTENDED SCHOOL CURRICULUM

## Educational Visits and Trips

Fieldwork, cultural visits to the theatre, museums, art galleries and concerts are a regular feature for pupils in all years. Sixth Formers studying A levels in Biology, Geography and Business Studies will find fieldwork an integral part of their course.

*'On Thursday we were given the chance to choose our favourite activity to take part in for the whole day - canoeing, kayaking or mountain walking. Thank you to all the teachers and professionals at Arthog - we had a great day.'*

*A Year 9 pupil*

*'We certainly have some potential lawyers in the team. Some of the opposition found our team scary they were so professional. The magistrates and judges from Telford and Wolverhampton have congratulated us and said how well the team performed.'*

*A Year 9 pupil*

Examples include:

- Opportunities to visit art galleries
- Professional artists invited into school for workshop sessions
- A level Art group annual visit to a city - Paris, Tuscany, Barcelona, Amsterdam.
- Cultural weekend for Sixth Formers in the summer term - Dublin, Edinburgh, London.
- European Work Experience programme Brussels funded by the British Council
- Theatre visits in conjunction with curriculum work
- Concerts at the Birmingham Symphony Hall
- The History and Geography Departments fieldtrips - Wroxeter, Ironbridge and Church Stretton.

*'In the summer, I had the opportunity to take part in a Sutton Trust Summer School at Cambridge University. Along with 18 other A level students from across the UK. I took part in a week-long Physics course. The course allowed me to gain a realistic insight into University Life at Cambridge by attending lectures, taking part in practical sessions and completing an experiment. We also enjoyed a range of social activities, from a punting session along the river, to a dancing class. The week concluded with supervision sessions with the lecturers. My time at Cambridge was an enjoyable, informative and valuable experience.'*

*A Year 13 pupil*

## **Pupil Voice**

Significant developments have taken place in this area of school life. The Sixth Form Leadership Team and House Captains lead many different activities such as:

***Mentoring Club*** is run by the Sixth Form to support girls in all years.

***School Council*** is a very active group of students who meet regularly. Several sub committees working on areas of interest from Fair Trade to Healthy Living exist. Students regularly present developments to the school.

***Sixth Form Development Committee*** is a regular forum for sharing ideas.

***Clubs and Societies*** Sixth Formers run several lunchtime and after school clubs including Drama, Debating, School Magazine and Sixth Form Choir.

## **Curriculum Enrichment Week**

A week long event in the Summer term for Years 7 - 10 takes place each year. This highly successful week provides opportunities for pupils to extend their curriculum experience and take part in new activities around a central theme eg. The Environment.

*'I took part in the Drama and Music Workshops. I found the drama very useful as it gave me some useful tips for a drama production that was taking place in the coming weeks.'*

*A Year 7 pupil*

**Cross-curricular skills** are developed in such areas as Environmental Education, Economics, Industrial Understanding and Citizenship eg. through enterprise activities and Curriculum Enrichment Week.

## **Music**

There are many opportunities for music-making in the school, particularly through involvement in the school choir, senior choir, orchestra or jazz workshop. Involvement at all levels in the school is strongly encouraged. Music Evenings are held each term as well as the House Music Event. The choir and orchestra regularly support whole school events such as the annual GCSE/A Level Presentation Event and the School Carol Service.

Instrumental lessons are available throughout the school through the Telford & Wrekin Music Service.

Anyone who plays an instrument is expected to join one of the school ensembles where they will learn from the experience of playing with others. The music facilities can be used by girls for private practice or group musical activities at break and lunchtimes.

Class lessons are creative and lively. Many topics are covered, including Indian classical music, the Blues, and Music and the Media. Pupils compose and perform their own pieces, listen to those of their peers and those of the professionals, having fun whilst learning at the same time.

### **Careers Education and Guidance**

**At the end of each key stage, students are very well advised about option choices, which are well matched to their individual needs. Systems for monitoring students' academic progress are highly effective in identifying pupils at risk of underachievement early, allowing swift intervention. Teachers ensure that pupils know and understand clearly how well they are achieving and parents are regularly informed about their daughter's progress.**

**OFSTED**

We currently provide careers education and guidance, including the arrangement and monitoring of school-based work experience placements, in conjunction with Connexions. Provision of this service will require the transfer of relevant pupil data and parents are alerted to this.

Careers Education takes place in Personal and Social Education periods with assistance from Connexions. Individual counselling is available on request for all pupils from the Careers Tutor and Connexions.

The school is well resourced with Careers information available at all times for pupils from Years 7 - 11 in the Library, and a separate Sixth Form careers resource area providing information on opportunities, employment and vocational guidance.

All Year 10 pupils take part in a one-week work experience. Year 12 participate in a three-day work shadowing placement. Year 12 girls are involved in the Young Enterprise Scheme. Other industry-education initiatives have been introduced into the lower school to include mini-enterprise and business simulation exercises.

*'I managed to acquire a work shadowing place at Stafford General Hospital. I was fortunate enough to have seen several gastroscopies, which encouraged me to research the problems with the digestive system further. My knowledge of the NHS systems and labour networks have now become clear and my interest in medicine continues.'*

*A Year 12 pupil*

*'We set up a company selling craft items which we bought from a supplier. We sold shares to raise funds and set up stalls at Telford Town Centre and local primary school Christmas fairs. We worked well as a team and learned the importance of good communication delegating jobs and electing directors. We made a bit of profit but gained a lot of knowledge about business, and a few of us sat the Young Enterprise exam.'*

*A Year 13 pupil*

*'The Engineering in Education Scheme involves 4 members of Year 12 and runs for most of the year. Our project involved working with Siemen to test gas meters and the work included trips to JCB, residential stays at Birmingham University as well as the final judging at the NEC. Our project went really well and we were selected to participate in the Young Engineer for Britain Competition. It was hard work but we gained a lot of experience and learned a lot about engineering as well as making lots of friends'.*

*A Year 12 pupil*

**Girls are prepared well for the world of work through good personal, social and health education lessons and careers support and through specific projects as part of the specialist school programme. For example, some girls have been working with a local engineering firm to design and make stress gauges that are now being used to test the strain on a component on a production line. Such challenges, as well as using advanced mathematical skills with a real sense of purpose in the workplace, have also personally developed and inspired individuals to pursue a career in engineering.**

**OFSTED**

# **PRACTICAL MATTERS**

## **PASTORAL CARE OF PUPILS**

Day-to-day responsibility for administration and pastoral care of the students lies with Form Tutors who are supported by the Heads of House and the Pastoral Administrator.

**This academic support and guidance also extends to the girls' personal welfare, and pastoral care too is outstanding. The house system bonds staff and girls together and energises them into joint activities that support their outstanding personal development. Charity events are arranged by the girls themselves and their level of fund raising for Red Nose Day and cancer charities is impressive. A representative from a charity connected with the school said of the girls, 'They have big open hearts and a worldly awareness'. Girls take initiative, become leaders, grow in confidence and are genuinely a pleasure to talk to.**

**OFSTED**

Guidelines to enable the smooth functioning of the school are included in the school behaviour policy, which is given to parents of all pupils entering the school. The emphasis is upon positive procedures and the self-discipline of the girls. Punishments are rare but for default with work, or persistent lateness, a detention system does operate. Twenty-four hours notice will always be given to parents before this sanction is used.

## **INSURANCE**

The LA provides insurance cover to protect the girls should they suffer injury, damage or loss through negligent acts by staff or others engaged on LA business. They do not provide any personal accident (ie. where no-one is negligent or to blame) insurance or cover for personal effects. We have taken out our own policy to provide personal accident for those outings/trips which take place outside the Newport area.

## **CHARGING AND REMISSION POLICY**

Parents are asked to contribute £7 a term or £20 per annum to the School Fund. This money is used to finance the running of the minibus, day trips, and occasionally extra or particularly expensive textbooks.

Activities offered wholly or mainly during normal teaching time will be available to all pupils regardless of their parents' ability or willingness to help meet the cost. Voluntary contributions are invited. Charges may be made for optional activities wholly or mainly out of school hours. Charges are made for individual or small group tuition in playing any musical instruments provided by Shropshire Music Service. The full charges and remissions policy statement is available from the school.

## **POST 16 EDUCATION**

**Sixth Form provision is outstanding. Teaching and learning are good so that students achieve well, sometimes very well. Teachers have excellent subject knowledge and build up a good rapport with their classes. Care, guidance and support are outstanding, and students' personal development is too. Those who join the Sixth Form from other schools speak highly of the induction programme and how welcome they feel in the school. Students say how much they value the personal, social and health education programme as it prepares them for life after school. Careers education is very good and students benefit from three days of work-shadowing in Year 12. Last year all students who wanted to went on to higher education. The school offers an appropriate curriculum for its students, although some say they would like a timetabled physical education slot in the Sixth Form and more talks from adults from different professions. Leadership and management are outstanding. Students consistently express a very positive view of the school.**

**OFSTED**

**Students are welcomed into the Sixth Form from any school.**

The Sixth Form curriculum is rich and stimulating, combining the rigours of A and AS level work with Critical Thinking, and a programme of visits, courses and speakers designed to develop cultural and environmental awareness.

Eighteen subjects are offered at A or AS level and most girls in Year 12 choose a combination of four or five at AS level, plus Critical Thinking. In Year 13 this is normally reduced to three at A2 level. The specifications offered are those from the examination boards OCR, AQA, WJEC and EDEXCEL.

The Extended Project is currently being piloted with a group of Year 13 students.

The majority of Sixth Formers from the High School enter higher education, including Oxford and Cambridge Universities, and a pass rate of 100 per cent at A level is regularly achieved.

**Readers are reminded that this prospectus is aimed at pupils between the ages of 11 and 16. A separate Sixth Form Prospectus is available and you are strongly advised to consult this if your interest lies at this level.**

# UNIFORM POLICY FOR YEARS 7 - 11

Our uniform policy and dress code has been drawn up in consultation with students, parents, staff and members of the local community, including faith groups.

## Aims

A high standard of personal appearance is expected of all students. Through our uniform and dress codes we aim to:

- Encourage pride in the school
- Support teaching and learning
- Enable students to be comfortable, safe and secure
- Ensure that girls of different social, religious and ethnic groups feel welcome
- Encourage a sense of equality and cohesion
- Protect students from social pressures to dress in a particular way

In this way, the uniform and dress codes contribute to the overall aims of the school.

## Uniform

**Regulation** items of uniform should be purchased through the school stockist, Mary's Tots and Teens, Newport (tel. no. 01952 400476). The current list is as follows:

- **Regulation** white reverse collared three quarter lengthed sleeved blouse (no ties).
- **Regulation** v-neck navy blue sweater embroidered with school badge (other jumpers may not be worn).
- **Regulation** navy blue skirt, worn close to the knee.
- **Regulation** navy blue trousers, waist fitting, straight leg or with small bootleg (ie not covering footwear) flare.
- Navy blue blazer with school badge (school badge available from the office). A navy blue blazer with embroidered school crest is also available from the school stockist.
- Navy blue reversible fleece/waterproof also available from school stockist.
- Plain black, navy or white socks or black, navy or flesh coloured tights.
- Dark coloured flat/low heeled shoes suitable for wearing during the day and to and from school.
- Plain blue or black coat (denim, leather and suede jackets are not permitted).
- Outdoor clothing, including coats, hats and scarves, must be removed on arrival at school.
- Hair should be tied back using a scrunchie, hairband, clip or ribbon that is plain blue, black or in a colour that naturally blends with the hair.
- Beading and unnatural hair colouring are not permitted, the interpretation of 'unnatural' is as follows:
  - a colour that is not found within the natural hair colour spectrum, ie bright, extreme or vivid colour
  - a combination of colours that is easily visible or stark in contrast.

- Jewellery is not permitted; however, a lightweight gold or silver chain with a small religious symbols is permissible.
- One single small stud in each ear is permitted; the stud must be worn in the lower part of the earlobe and should be removed for PE and games; students wearing studs in their ears, other than in their lobes, will be expected to remove them.
- Other body piercings are not permitted.
- Make up and nail varnish are not permitted.
- Fingernails must be short and nail extensions of any kind may not be worn.
- Garments covering the face or whole body are not permitted.
- Muslim students who wish to wear the hijab (headscarf) may do so, provided that the fabric is plain, lightweight and dark blue or black.

### **Cost of Uniform**

We want to ensure that the cost of uniform does not deter any girl from applying to the school, nor leads to students feeling socially excluded or unable to afford other necessities. All regulation items provided by the school stockist compare **very favourably** with other providers. Parents who are unable to provide their daughter with the required items of school uniform should contact the school. Such approaches will be handled with discretion and sensitivity. The uniform suppliers, costs and quality of the uniform are reviewed annually to ensure that parents are provided with good quality clothing at an affordable price.

### **Enforcement of the Uniform Policy**

It is the responsibility of parents to ensure that their daughter comes to school in the correct uniform (see the Home School Agreement). Form tutors are responsible for monitoring uniform; all staff have a responsibility for ensuring that students are correctly dressed in class and elsewhere on the school site.

A student wearing non-uniform clothing will be sent to the office to change into uniform clothing for the remainder of the day. In the event of repeated uniform infringements parents will be contacted and the student will risk being sent home. In the case of jewellery and other accessories, the student will be asked to remove the item, which may be confiscated.

The Headteacher is the final arbiter in all matters of uniform and dress.

### **Issues Arising from the Policy**

Parents should raise any issues relating to school uniform, dress codes or other aspects of appearance with the Headteacher. Requests to vary the uniform requirements for particular reasons, such as medical needs, will always be carefully considered.

Students should raise issues with their tutor and Head of House; they may also request that uniform matters, including proposals for change, be put onto the agenda of Year and School Council meetings.

## Policy Reviews

Our uniform regulations are reviewed annually; the review includes consideration of uniform items, supply, cost and value for money. Parents, students and staff are consulted regularly and no less frequently than every two years.

## PE & GAMES KIT

All items are available from Newport Sports, High Street, Newport, (opposite the Post Office in Newport), tel. no. 01952 272722.

School white short sleeved polo shirt

School navy shorts

School tracksuit top

School tracksuit jogging pants

Navy games skirt (optional)

Trainers

Hockey boots

Change of socks, navy or white

Gym shoes or pumps (only for use if problem with bare feet)

**ALL ITEMS OF CLOTHING AND EQUIPMENT MUST BE MARKED WITH THE  
STUDENT'S NAME**

# APPENDIX

We are required by law to publish certain information and statistical data, which is contained within this appendix.

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A level results 2009

GCSE results 2009

National A level and GCSE Statistics  
(published when available from DCFS)

Destinations of pupils

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Arrangements for Making a Complaint

# A LEVEL RESULTS 2009

	Pass Grades					Fail		Total passes		Total entries		% pass rate		% at A/B grade	
	A	B	C	D	E	N	U	2009	2008	2009	2008	2009	2008	2009	2008
Art/Design	4	0	0	0	0	0	0	4	7	4	7	100	100	100.0	100.0
Biology	2	1	4	1	1	0	1	9	14	10	14	90	100	30.0	78.6
Business Studies	0	2	3	0	1	0	0	6	5	6	5	100	100	33.3	80.0
Chemistry	2	2	2	1	1	0	1	8	13	9	13	88.9	100	44.4	61.5
Design and Technology	1	0	0	0	0	0	0	1	4	1	4	100	100	100.0	75.0
English	5	12	4	0	0	0	0	21	15	21	15	100	100	81.0	80.0
French	7	2	0	1	0	0	0	10	5	10	5	100	100	90.0	60.0
Further Mathematics	0	0	0	0	0	0	0	0	2	0	2	-	100	-	100.0
General Studies	5	11	11	7	5	0	0	39	50	39	50	100	100	41.0	74.0
Geography	2	1	1	0	0	0	0	4	13	4	13	100	100	75.0	61.5
German	2	2	0	0	0	0	0	4	6	4	6	100	100	100.0	100.0
Government and Politics	0	4	0	0	0	0	0	4	8	4	8	100	100	100.0	87.5
History	6	8	3	0	0	0	0	17	16	17	16	100	100	82.4	87.5
Information Technology	1	1	1	1	0	0	0	4	8	4	8	100	100	50.0	62.5
Mathematics	6	3	4	1	0	0	0	14	13	14	13	100	100	64.3	84.6
New College	1	2	1	1	0	0	0	5	7	5	7	100	100	60.0	57.1
Physics	0	3	1	1	0	0	0	5	1	5	1	100	100	60.0	100.0
Psychology	2	0	4	1	3	0	0	10	13	10	13	100	100	20.0	46.2
<b>TOTALS</b>	<b>46</b>	<b>54</b>	<b>39</b>	<b>15</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>165</b>	<b>200</b>	<b>167</b>	<b>200</b>	<b>98.8</b>	<b>100</b>	<b>59.9</b>	<b>74.5</b>
<b>TOTAL exc Gen Studies</b>	<b>41</b>	<b>43</b>	<b>28</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>126</b>	<b>150</b>	<b>128</b>	<b>150</b>	<b>98.4</b>	<b>100</b>	<b>65.6</b>	<b>74.7</b>

Year	2009	2008
Average points score per candidate with General studies	410	436
Average points score per candidate without General studies (Including cashed in AS levels)	333	339

## Previous A Level Results Summary

Year	Cands	Percentage passes at each grade								Total Passes	Total Entries	% at A-E	% at A/B
		A	B	C	D	E	N	U					
2009	43	34.3	36.2	20	6.7	2.9	0	0	165	167	99	66	
2008	50	50.5	24	11.5	10	4	0	0	200	200	100	74.5	
2007	49	41.2	26.2	19.8	6.4	4.8	0	1.6	184	187	98.4	67.9	
2006	31	48.8	21.7	14.0	10.9	4.7	0	0	129	129	100	70.5	
2005	34	28.4	24.8	26.2	12.1	7.8	0.7	0	140	141	99.3	53.2	

# GCSE EXAMINATION RESULTS 2009

	A*	A	B	C	D	E	F	G	U	Passes	Total entries		Percent A*-C		Percent A*-A	
										A*-C	2009	2008	2009	2008	2009	2008
Art & Design	5	11	3	1	0	0	0	0	0	20	20	21	100.0	100.0	80.0	76.2
Business Studies	12	7	8	1	0	0	0	0	0	28	28	-	100.0	-	67.9	-
Biology	15	10	3	0	0	0	0	0	0	28	28	28	100.0	100.0	89.3	85.7
Chemistry	12	12	2	2	0	0	0	0	0	28	28	27	100.0	100.0	85.7	81.5
English Lang	38	18	0	0	0	0	0	0	0	56	56	56	100.0	100.0	100.0	91.1
English Lit	7	20	23	6	0	0	0	0	0	56	56	56	100.0	100.0	48.2	75.0
French	13	8	4	1	1	0	0	0	0	26	27	37	96.3	100.0	77.8	62.2
Geography	8	5	5	0	0	0	0	0	0	18	18	23	100.0	100.0	72.2	82.6
German	8	11	9	4	2	0	0	0	0	32	34	31	94.1	100.0	55.9	71.0
History	12	13	8	3	0	0	0	0	0	36	36	49	100.0	100.0	69.4	85.7
IT	7	8	12	7	0	0	0	0	0	34	34	29	100.0	100.0	44.1	65.5
Maths	22	23	5	1	0	0	0	0	0	51	51	41	100.0	100.0	88.2	82.9
Physics	15	9	3	1	0	0	0	0	0	28	28	27	100.0	96.3	85.7	70.4
Science	3	11	8	6	0	0	0	0	0	28	28	28	100.0	100.0	50.0	57.1
Additional Science	5	6	10	6	1	0	0	0	0	27	28	-	96.4	-	39.3	-
Citizenship (Short course)	18	24	13	1	0	0	0	0	0	56	56	53	100.0	100.0	75.0	67.9
Statistics	3	10	21	3	0	0	0	0	0	37	37	41	100.0	97.6	35.1	61.0
Technology	6	2	1	0	0	0	0	0	0	9	9	10	100.0	100.0	88.9	100.0
<b>TOTAL</b>	<b>209</b>	<b>208</b>	<b>138</b>	<b>43</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>598</b>	<b>602</b>	<b>560</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<i>Percentage of entries</i>	<i>34.7</i>	<i>34.6</i>	<i>22.9</i>	<i>7.1</i>	<i>0.7</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>99.3</i>	<i>--</i>	<i>--</i>	<i>99.3</i>	<i>99.6</i>	<i>69.3</i>	<i>75.5</i>

Additional courses	A*	A	B	C	D	E	F	G	U
AS Maths	N/A	18	0	0	0	0	0	0	0
AS level IT	N/A	10	7	3	2	0	0	0	0
RE (Short course) taken in Year 10	39	14	3	0	0	0	0	0	0

Pass rate	99.3	
Average passes per pupil (A*-C) (including additional courses)	12.4	
Average GCSE points per pupil (including additional courses)	649	
Number/Percentage of pupils with 5 or more passes at A* to C	56	100
Number/Percentage of pupils with 5 or more passes at A* to A	47	83.9
Number/Percentage of pupils with 10 or more passes at A* to C	56	100.0

## Past GCSE Results Summary

Year	Cands	Percentage passes at each grade				Pass Rate (A*-C)	5+ A*-C grades %	Average passes per pupil	Percent A*-A grades
		A*	A	B	C				
2009	56	34.7	34.6	22.9	7.1	99	100	12.4	71
2008	56	32.2	43.3	19.3	4.8	100	100	11.6	75.5
2007	33	31.0	43.5	18.3	6.1	99	100	11.7	74.5
2006	36	40.3	32.7	22.2	4.3	100	100	11.0	73.0
2005	34	28.6	43.9	20.4	5.7	99	100	10.1	72.5

## NATIONAL GCSE & A LEVEL STATISTICS 2008

<b>GCSE</b>	% of pupils at the end of KS4	5 or more grades A*-C including English and Maths
LA Average		44.5%
England Average		47.3%
Newport Girls' High School	100%	100%

<b>A LEVEL</b>	average QCA point score per student	average QCA point score per examination entry
LSC Average	739.5	208.1
England Average	740.0	209.4
Newport Girls' High School	1050.9	238.2

Information taken from the DCSF website.

## DESTINATIONS OF PUPILS

Pupils aged 15,16 or 17 on 31<sup>st</sup> August 2008

	FE/School	Employment	Gap Year followed by HE	HE
Aged 15	56 (100%)			
Aged 16	80 (100%)			
Aged 17			8 (18%)	35 (82%)

### Year 13: 2009

Emma Cannell	Molecular Biology	Oxford
Rebecca Lawrence	History	Cambridge
Lucy R Edwards	French & German	Warwick
Helen Curry	History	Durham
Laura Kettlewell	Modern Languages	Durham
Rebecca Newton	Modern Languages	Durham
Hannah Roman	Medicine	Leicester
Rebecca Gough	Architecture & Environmental Design	Nottingham
Bethany Austin	English Literature & History	Birmingham
Charlotte Foxall	Geography	Birmingham
Lynsey Gale	Geography & Geology	Birmingham
Emma Judd	Biological Sciences	Birmingham
Rebecca Thomas	History of Art	Birmingham
Lauren Haynes	Earth Sciences	Manchester
Eleanor Ford	Graphic Design	Leeds
Rebecca Hardy	Environmental Studies	Leeds
Hannah Kowalski	English & German	Liverpool
Alicia Waite	Business	Liverpool
Hope Johnson	English & History	Exeter
Alexandra Rowley	History & Archaeology	Exeter
Chloe Smith	Modern Languages	Bath
Rebecca Jones	Accountancy	Aston
Vongai Mazorodze	Law	Reading
Victoria Sarling	English & French	Queen Mary, London
Rebecca Butler	Politics	Kent
Sian Workman	Zoology	Bangor
Jessica Kataria	Sociology	Nottingham Trent
Elise Wilkes-Brand	Architecture	Plymouth

Ananya Saha	Finance	De Montfort
Samantha Round	Business	Brighton
Chloe Walker	Events Management	Brighton
Louise Wright	Physiotherapy	Leeds Metropolitan
Fiona Brown	Nursing	Manchester
Aaisha Rafiq	Dental Hygiene	Liverpool
Paula King	Events Management	Wolverhampton

<b>GAP YEAR</b>		
Sarah-Louise Chatterley	English	Birmingham, Applying 2010
Kate Davis	Gap Year in Italy	History - Sheffield Hallam 2010
Clare Roberts	Work Experience - Special Needs	Primary Education - Chester 2010
Holly Hiscoe-James	Biomedical Sciences	Applying 2010
Lucy E Edwards	Gap Year in Spain	Business - applying 2010
Katie Delamere	Gap Year in Africa	Applying 2010
Nadiya Ahmad	Business	Applying 2010
Rochelle Till	Gap Year	Nursing (Mental Health) - applying 2010

<b>2008 LEAVERS FOLLOWING FOUNDATION COURSE OR GAP YEAR</b>		
Carla Baylis	Marketing & Advertising	Lancaster
Kim Baylis	Marketing & Advertising	Lancaster
Sallie Humphreys	Illustration	Loughborough
Hannah Unwin	History	Warwick

# THE SCHOOL DAY

The time allocated for lessons is 25 hours per week. The morning session is from 08.50 to 12.35 and the afternoon session is from 13.45 to 15.45.

## SCHOOL TERM/HOLIDAY DATES 2010/2011

### AUTUMN TERM 2010

*PD Day: Friday 3<sup>rd</sup> September*

*Monday 6<sup>th</sup> September - Friday 22<sup>nd</sup> October*

*Half Term: Monday 25<sup>th</sup> - Friday 29<sup>th</sup> October*

*Monday 1<sup>st</sup> November - Friday 17<sup>th</sup> December*

*Christmas: Monday 20<sup>th</sup> December - Monday 3<sup>rd</sup> January 2011*

### SPRING TERM 2011

*PD Day: Tuesday 4<sup>th</sup> January*

*Wednesday 5<sup>th</sup> January - Friday 18<sup>th</sup> February*

*Half Term: Monday 21<sup>st</sup> - Friday 25<sup>th</sup> February*

*Monday 28<sup>th</sup> February - Friday 8<sup>th</sup> April*

*Easter: Monday 11<sup>th</sup> - Monday 25<sup>th</sup> April*

### SUMMER TERM 2011

*PD Day: Tuesday 26<sup>th</sup> April*

*Wednesday 27<sup>th</sup> April - Friday 27<sup>th</sup> May*

*Bank Holiday Monday 2<sup>nd</sup> May*

*Half Term: Monday 30<sup>th</sup> May - Friday 3<sup>rd</sup> June*

*Monday 6<sup>th</sup> June - Friday 22<sup>nd</sup> July*

**NB.** The above dates are a guideline and may be subject to change.

## UNAUTHORISED ABSENCE STATISTICS - 2008/2009

"Attendance levels are high throughout the school and have a positive effect on attainment."

OFSTED

Total number of pupils on roll of compulsory age:	282
Percentage of pupil sessions (half days) missed through authorised absence:	7.19
Percentage of pupil sessions (half days) missed through unauthorised absence:	0

# NEWPORT HIGH SCHOOL ADMISSIONS POLICY

## Year 7 - 56 places available

1. Names of candidates are to be registered during the autumn term prior to the year of admission. All candidates need to do this by putting the High School as one of their preferences on the secondary transfer form obtained from their home LA normally through their current primary schools unless they attend a school out of their home authority when it may be sent to the home address. Parents Information Booklets on Secondary Education in the Borough of Telford & Wrekin are available from Mrs B Pocock at The Civic Offices, Telford (Telephone: 01952 380904). The entrance test will be held at the High School on Saturday 27<sup>th</sup> November from 9.00am - 12.00pm. An example paper is available on the website ([www.nghs.co.uk](http://www.nghs.co.uk)).
2. A selection panel meets in January. This panel consists of the Headteacher of NGHS, the Headteacher of Burton Borough School, LA representatives and Primary Headteachers from another part of Shropshire.
3. **NEWPORT AREA GIRLS ARE CONSIDERED FIRST**  
Consideration is given to the existing primary Headteacher's report and the standardized reasoning test scores. There is the opportunity to look at current work of the girls and/or a piece of free writing. Places are allocated to all girls whom the panel assesses as being of the required ability. **If 56 places are allocated, the procedure stops here.** If there are more Newport area girls considered suitable for a place at Newport Girls' High School than there are places available, the 56 places will be allocated to those girls considered to be most suitable, in the opinion of the selection panel.
4. If there are spare places at the end of step 3, consideration is given to out-of-area candidates. Here, the decision is taken after examining the existing Headteacher's report and the standardised reasoning test scores. Places are allocated up to a total of 56. If there are more out-of area girls considered suitable for a place at NGHS than there are places available, after the Newport area girls have been considered, then the remaining places will be given to those out-of-area girls considered most suitable, in the opinion of the selection panel.
5. If appropriate, a waiting list of suitable out of area candidates, in priority order, is kept in case one or more of the original 56 girls rejects the offer.
6. The decisions for all candidates are issued on the same day, by first class post sent on 1<sup>st</sup> March.

## Year 7 - 11, after the original entry procedures:

If there are vacant places in the appropriate year then each case is considered separately.

1. Initial contact is through Mrs Pocock at The Civic Offices, Telford (01952 380904).
2. Mrs Pocock arranges for a report from the current Headteacher.

3. If the report is favourable the girls are asked to attend the High School for a Verbal Reasoning test. Candidates are asked to bring with them their most recent school report and examples of their current work, for examination by senior members of Newport Girls' High School staff. SATs results are also taken into consideration.
4. The decision is communicated via the LA.

**POST 16 Entry:**

The admission criterion is six GCSEs at grades A\* - C, preferably with a minimum of grade A in the subjects to be studied at A level. We will always consider special circumstances. Entry to the Sixth Form is not restricted by area of residence.

Please contact the Headteacher at the school for further details and a Post 16 prospectus.

## **SEN ARRANGEMENTS**

The Special Educational Needs code of practice ensures that the special educational needs of all students are identified, assessed and provision made to meet such needs. The curriculum, teaching methodology and extra-curricular provision are all devised with the aim of providing our pupils with a learning environment that allows each to extend herself to the limit of her capacity whilst encouraging her to explore ideas and issues that may lie outside the prescribed scheme.

## **HOW TO MAKE A COMPLAINT**

### **Arrangements for Making Complaints about the Curriculum and Religious Worship**

Under Section 409 of the Education Reform Act 1996 the Local Education Authority has established arrangements, approved by the Secretary of State, for dealing with formal complaints about the curriculum, or any related matter, to the Governing Body, the LA or both. Parents, and others, who want to find out more about this matter should contact the Head in the first instance, who will be able to let them see a copy of the LA's approved arrangements.

### **Other Complaints:**

For all other complaints or concerns parents (and others) are encouraged to raise them initially with the Headteacher who will be able to discuss them either there and then or at a mutually agreed time. Should it not be possible to resolve any complaint or concern satisfactorily in this way the complaint should be put in writing and sent or given to the Headteacher. If you would like assistance in setting out your complaint the school will, if asked, help you to do this, facilitating access to translation services where necessary. The school then promises to deal with your complaint as follows:-

- \* formally acknowledge it within five school working days
- \* tell you the name and telephone number of the person looking into your complaint respond to it within twenty school working days or if it is not possible to give you a complete answer telling you what is being done to investigate and how long it is expected to take
- \* tell you if it has to be dealt with under a special procedure.

If you are not satisfied with the outcome of your complaint you can write to the Chairman of Governors, c/o Newport Girls' High School, Wellington Road, Newport, Shropshire TF10 7HL who will arrange to consider what you have to say. Should you still not be satisfied and want to take the matter further you will be told who else you can write to at that stage. A full Statement of the School's Complaints Policy can be obtained from the School Office.

The school is protected by an ADT burglar alarm system. There are only six key holders. All visitors to the school are required to identify themselves to the office staff, sign the visitors' book and wear an ID badge on site.

## COMMENTS FROM STUDENTS

*'My first day at this school was not nearly as bad as I thought it would be! I was really worried about making friends, getting along with the teachers and most importantly trying not to annoy or upset the older pupils who to me seemed rather scary. My first day was actually enjoyable - the teachers were friendly and reassuring and the older pupils were always willing to give directions if I got lost or confused. One school year later I am still happy, I have made many friends both with people in my year and also older pupils. Probably the best thing about this school is its size, you get to know every one by name and there is a real sense of community.'*

*A Year 7 student*

*'We will receive a talk about contemporary German and American Art from the Frohlich Collection which promises to be fascinating as there are many contrasts between the two countries. We also hope to see an exhibition of Figurative Art - as well as Victor Passmore's work, which begins with figurative oil sketches and develops into abstract design. It's sure to be a great experience.'*

*A Year 10 pupil talking about the visit to Liverpool*

*'I remember my first day at The High School like it was only yesterday - a daunting school, new teachers and unfamiliar faces. Six years on and I'm in my final year. The school is no longer daunting but has become a place of security, teachers are full of support, and those unfamiliar faces have become lifelong friends.'*

*Over the last six years I have encountered numerous experiences. Arthog (Year 9) and Work Experience (Years 11 and 12), are two that I have fond memories of. They have enabled me to mature, and increased my self-confidence.*

*I have the honour of being Headgirl, and am proud to represent the school. It is a position of responsibility, involving liaison with Mrs Gleeson and interaction with all pupils.'*

*A former Headgirl*

**Thank you for your interest in  
Newport Girls' High School.**

**Should you require any further  
information please contact:**

**The Headteacher**

**Tel: 01952 386400**

**Fax: 01952 386415**

**E-mail: [A4364@telford.gov.uk](mailto:A4364@telford.gov.uk)**

**Website: [newporthigh.wrekin.sch.uk](http://newporthigh.wrekin.sch.uk)**

All details contained in this prospectus are correct at the date of publication (May 2010). Readers are advised that circumstances may dictate changes after this time. You are invited to contact the school about specific points, which you may wish to verify.