

**NEWPORT GIRLS' HIGH SCHOOL  
ACADEMY TRUST**

**MATHS, COMPUTING & SCIENCE  
SPECIALIST COLLEGE**



**PROSPECTUS FOR YEARS 7 - 11**

**2012/2013**

# CONTENTS

Welcome from the Headteacher	2
Results	4
Admissions Arrangements	5
Aims of the School	6
Curriculum Matters	7
Sport	8
Extended School Curriculum	9
Pastoral Care of Pupils	11
Charging and Remission Policy	12
Post 16 Education	13
Uniform Policy for Years 7 - 11	14
Appendix	17
A Level Results 2011	18
GCSE Results 2011	19
National GCSE and A Level Statistics 2010	20
Destination of Pupils	21
The School Day	23
School Term/Holiday Dates 2012/2013	23
Unauthorised Absence Statistics 2010/2011	23
Admissions Policy	24
SEN Arrangements	26
How to Make a Complaint	26

## WELCOME FROM THE HEADTEACHER

I trust the information in this prospectus will begin to give you an insight into the ethos and values that the school promotes and the first-class education it provides for girls aged 11 to 18. Ofsted has rated the school as 'outstanding' on their last two inspection visits and the school is usually place in the top twenty schools nationally at GCSE and A level. The summer examination results for 2011 were, once again, new school records, more details of which are shown in this prospectus.

The school was founded in 1920 to provide a grammar school education "aiming at the harmonious development of the whole personality" and it continues to fulfil that aim today. The girls at Newport Girls' High School achieve highly academically but are also enthused to take part in the wide range of extra-curricular activities that are offered. The caring and friendly environment is often commented on and our new Year 7 pupils have settled in quickly.

*"I was nervous when I was led through to my classes but the nerves eased off through the day when I realised how friendly the teachers and students are. It was also nice to be able to integrate with students from other years through the vertical tutoring system."*

*(A new Year 7 student)*

Newport Girls' High School became an Academy on 1<sup>st</sup> April 2011 and continues to work closely with the Local Authority. The school has increased in size over the last few years: there are presently 430 pupils on roll, including over 150 in the Sixth Form. It is, however, still small enough to ensure that each pupil is treated as an individual with an appropriately challenging curriculum, in a safe and supportive environment.

*"I am so glad I came to this school. When I went round on the Open Day, I instantly knew I wanted to come here. There is such a friendly, warm atmosphere and all the members of the school, pupils and staff alike, are so supportive and encouraging. I cannot imagine being part of any other school. I can honestly say I am so proud to belong to mine."*

*(A Year 10 student)*

The main school buildings have been added to and facilities continue to be developed, particularly in the area of ICT. In the Summer of 2011, a new food technology room, music suite including a state of the art recording studio and a language room were completed. The next phase of the developments is a multi-purpose hall for performances and sporting activities and four classrooms which are planning to be ready for use in September 2012.

I hope you will take the opportunity to look around the school on Open Day and speak to staff and pupils to see for yourselves what a wonderful school this is. The pupils are by far the best ambassadors for the school and many have volunteered to help at the Open Day events to demonstrate their pride in their school.

If you are unable to visit us on this occasion, please contact the office to make alternative arrangements.

Mrs Ros Garner  
Headteacher

*"To be able to represent the school as Head Girl is an amazing honour, one which I am incredibly proud of. As we progress through school and become more mature, we are given more opportunities to take on a position of responsibility. I think this is extremely important as we learn the importance of responsibility and it provides us with the training to develop into responsible young adults ready for when we go out into the world.*

*(Current Head Girl)*

# **NEWPORT GIRLS' HIGH SCHOOL**

**RESULTS FOR THE ACADEMIC YEAR 2010 - 2011**

## **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 100%**  
**Over 80% of passes at the top grades of A\* - B**  
**Average UCAS point score of 432**  
**Regularly ranked as a top performing state school by the national press**

### **GCSE**

**100% of students gained 5+ grades A\* - C**  
**Pass rate (grades A\* - C) of 100%**  
**79% of the grades at A\* or A**  
**Average number of passes (A\* - C) per student = 11.7**

### **KS3 TEACHER ASSESSMENTS**

**100% achieve at least level 6 in core subjects**  
**91% achieve level 7 and above in English**  
**86% at level 7 and above in Science**  
**68% achieve level 8 in Maths at the end of Year 8**  
**32% achieve GCSE in Maths in Year 9 at top grades of A\* - A**  
**(National average NC level 5)**

## ADMISSION ARRANGEMENTS

Newport Girls' High School (NGHS) is a non fee-paying, 11-18 grammar school in Newport, Shropshire. The school has grown in size and has now reached its full two form entry complement of 56 with approximately 420 girls in total on roll.

**In Year 7** 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 and also available to view on our website. 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 or by completing the online application on the LA's website.

Parents living outside the Borough of Telford & Wrekin can request a Secondary School Information Booklet which gives information about the procedure for applying for the High School. Please contact School Organisation, Admissions & Planning, Telford & Wrekin Council, Civic Offices, Telford, TF3 4HD (telephone 01952 380904 or email: admissions@telford.gov.uk). If you do wish to apply for a place for your daughter at NGHS, you will need to include this as a preference on the secondary transfer form that you receive from your **home LA**. Your LA will then inform Telford & Wrekin LA. The entrance test will take place at the High School on **Saturday 26<sup>th</sup> November at 9.00am**.

The admission number for Years 7 is 56. 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\* - B to include English Language and mathematics, preferably with an A\* or A in the subjects they wish to study at A level. There is a separate Sixth Form prospectus which is available on our website or 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 on 26<sup>th</sup> January 2012.

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.

## 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, Product Design, Electronics and Food Technology). 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/or 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 four 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 DfE 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, volleyball, softball, badminton, pop lacrosse, tag rugby, basketball, ultimate frisbee.

Other areas of activity include: Cross country, orienteering, athletics, fitness (aerobics, zumba, yoga), gymnastics, dance, 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 at lunchtime, before and after school. These include netball, hockey, fitness dance, fencing, badminton, trampolining, athletics, tennis and rounders. Inter and intra competitions also take place. 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, swimming 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

The school offers a rich and diverse range of experiences for students during lunchtimes, afterschool and on numerous school trips. There are opportunities for each and every student to get involved in and contribute to the school community.

Many students are very involved in school life and seek out opportunities to volunteer and make suggestions about activities they would like to take part in. Members of the Sixth Form are key to the range of clubs and societies; the opportunity to demonstrate leadership and take the initiative with these is widely encouraged. Pupil voice is embedded in school life. There is an active Students Council with representatives from all years. This is chaired by the Head Girl. The Sixth Form also have a development group to discuss Sixth Form issues and both groups meet regularly. There is a keen interest and involvement in both.

Clubs and Societies such as, Debating, Drama, English and Science are held on a weekly basis and are attended enthusiastically.

### **Music**

There is an extensive range of music making opportunities in the school. In addition to the opportunity to take private music lessons in a wide range of musical instruments, weekly rehearsals are held for the orchestra, choir, chamber choir and jazz group. To make full use of the new recording studios a music technicians course runs after school for senior students.

There are many opportunities for performance both within the community and at termly music evenings which are hugely popular.

### **House Events and Competitions**

House events and competitions are a key part of school life to which students respond enthusiastically.

These include House Music, House Drama and Sports Day.

### **Curriculum Enrichment Week**

Curriculum Enrichment Week, held in the summer provides additional opportunities for cross curricular work providing the time to extend and enrich learning in such areas as Environmental Education, Engineering and Enterprise activities.

### **Trips and Visits**

There is a wealth of additional opportunities for students. The Duke of Edinburgh Award is a popular activity with many students beginning their Bronze level in Year 9. Silver and Gold awards are also available for students wishing to pursue this further. Some complete the D of E Gold in Year 13.

An annual French exchange takes place to the Ardèche for Year 9 and 10 students. The languages and history departments also provide a residential for Year 8 in Normandy or Berlin.

Visits to art galleries both in London and further abroad are arranged, these have included in recent years; New York, Paris and this year Madrid.

### **Careers Information and Guidance**

Careers education and guidance is embedded within the PSHE programme and begins with the introduction in KS3 to the world of work and making choices.

In KS4 students take part in a one week work experience and receive information and guidance about choices at 16+.

A comprehensive and supportive programme is used with the Sixth Form, including sessions on preparation for higher education, two day work shadow experience, visit to a higher education fair and access to a Sixth Form careers library with information on courses, employment and vocational guidance.

## **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.

The pastoral system is arranged into vertical tutor and House groups. Each student on entry to the school is assigned to a tutor group in which they remain as they progress through the school. The tutor group is made up of students from Year 7 right through to Year 13.

Students are well integrated into these groups through induction activities and they share school experiences with each other. In this way, students gain greater awareness of activities for particular year groups such as Year 9 Options or Year 10 Work Experience. They also learn to communicate with students from all years and as such there is a group support system in each form.

In addition, grouping students into one of three Houses, Roddam, Seacole and Austen, promotes a sense of identity and community within the school. Form groups meet each week for House meetings and assemblies. These involve students in the delivery of assemblies, fund raising events, celebrating achievements etc.

Inter-House activities and competitions are held several times a year including House sports, drama and music.

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 school has a comprehensive insurance policy to protect the girls should they suffer injury, damage or loss through negligent acts by staff or others engaged on school business. They do not provide any personal accident (ie. where no-one is negligent or to blame) insurance or cover for personal effects. Our policy also provides personal accident cover for those outings/trips which take place outside the Newport area.

## **CHARGING AND REMISSION POLICY**

Parents are asked to contribute £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 music lessons.

The full charges and remissions policy statement is available from the school.

## POST 16 EDUCATION

**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, the Extended Project Qualification (EPQ) 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 plus EPQ. The specifications offered are those from the examination boards OCR, AQA, WJEC and EDEXCEL.

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.

**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. Leadership and management are outstanding. Students consistently express a very positive view of the school.**

**OFSTED**

**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 revere 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 only (denim, brightly or multi-coloured coats, 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.

### **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

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 are available from Newport Sports, 99 High Street, Newport, TF10 7AY (tel. no. 01952 272722).

**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.

### **CONTENTS**

*A level results 2011*

*GCSE results 2011*

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

*Destinations of pupils*

*Times of the school day*

*Dates for the Year 2012/2013*

*Admissions Policy Statement*

*Unauthorised Absence Rates*

*Arrangements for Making a Complaint*



## GCSE RESULTS 2011

	A*	A	B	C	D	E	F	G	U	Passes	Total entries		Percent A*-C		Percent A*-A	
										A*-C	2011	2010	2011	2010	2011	2010
Art & Design	1	11	6	0	0	0	0	0	0	18	18	16	100.0	100.0	66.7	75.0
Business Studies	2	2	4	0	0	0	0	0	0	8	8	25	100.0	100.0	50.0	84.0
Biology	24	19	9	2	0	0	0	0	0	54	54	29	100.0	100.0	79.6	82.8
Chemistry	19	19	11	3	2	0	0	0	0	52	54	29	96.3	100.0	70.4	82.8
English Lang	20	29	5	0	0	0	0	0	0	54	54	54	100.0	100.0	90.7	88.9
English Lit	15	38	1	0	0	0	0	0	0	54	54	54	100.0	100.0	98.1	75.9
French	11	8	13	3	0	0	0	0	0	35	35	34	100.0	100.0	54.3	79.4
Geography	6	9	1	0	0	0	0	0	0	16	16	23	100.0	100.0	93.8	91.3
German	5	10	7	2	0	0	0	0	0	24	24	26	100.0	96.2	62.5	76.9
History	19	11	1	0	0	0	0	0	0	31	31	37	100.0	100.0	96.8	89.2
IT	8	26	6	0	0	0	0	0	0	40	40	40	100.0	100.0	85.0	82.5
Maths	23	28	3	0	0	0	0	0	0	54	54	51	100.0	100.0	94.4	88.2
Music	0	1	2	0	0	0	0	0	0	3	3	0	100.0	N/A	33.3	N/A
Physics	22	19	10	2	0	0	0	0	0	53	53	29	100.0	100.0	77.4	82.8
Statistics	1	13	21	1	0	0	0	0	0	36	36	41	100.0	100.0	38.9	56.1
Technology	9	4	0	0	0	0	0	0	0	13	13	14	100.0	100.0	100.0	78.6
<b>TOTAL</b>	<b>185</b>	<b>247</b>	<b>100</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>545</b>	<b>547</b>	<b>602</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<i>Percentage of entries</i>	<i>33.8</i>	<i>45.2</i>	<i>18.3</i>	<i>2.4</i>	<i>0.4</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>	<i>99.6</i>	<i>--</i>	<i>--</i>	<i>99.6</i>	<i>99.3</i>	<i>79.0</i>	<i>78.5</i>

Additional courses	A*	A	B	C	D	E	F	G	U
AS Maths	N/A	16	1	0	0	0	0	0	0
AS level IT	N/A	14	0	0	0	0	0	0	0
RE (Short course) taken in Year 10	19	27	8	0	0	0	0	0	0

Pass rate	99.6
Average passes per pupil (A*-C) (including additional courses)	11.7
Average GCSE points per pupil (including additional courses)	637
Number/Percentage of pupils with 5 or more passes at A* to C	54 100
Number/Percentage of pupils with 5 or more passes at A* to A	49 90.7
Number/Percentage of pupils with 10 or more passes at A* to C	40 74.1

### 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				
2011	54	32.7	46	18.7	2.2	99.6	100	11.4	78.7
2010	54	42.4	36.1	17.9	3.3	99.7	100	12.6	78.5
2009	56	34.7	34.6	22.9	7.1	99.3	100	12.4	69.3
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
2004	36	40.3	32.7	22.2	4.3	100	100	11.0	73.0

## NATIONAL GCSE & A LEVEL STATISTICS 2010

<b>GCSE</b>	% of pupils at the end of KS4	5 or more grades A*-C including English and Maths
LA Average		55.9%
England Average		53.5%
Newport Girls' High School	100%	100%

<b>A LEVEL</b>	average QCA point score per student	average QCA point score per examination entry
LA Average	720.8	212.8
England Average	744.9	214.4
Newport Girls' High School	1085.4	235.8

Information taken from the DfE website.

## DESTINATIONS OF LEAVERS

Pupils aged 15,16 or 17 on 31<sup>st</sup> August 2010

	Further Education/ School	Employment	Gap Year followed by Higher Education	Higher Education
Aged 15	54 (100%)			
Aged 16	74 (100%)			
Aged 17			6 (9.8%)	55 (90.2%)

### Year 13: 2011

Alexander-Whitehead, Claire	University of Manchester	Mathematics
Ashton, Felicity	University of Warwick	Politics with International Studies
Barnes, Kelly	University of Bath	International Management & Modern Languages - French
Boyes, Hannah	University of Leeds	Biology
Brizuela, Samantha	Durham University	Mechanical Engineering
Casa, Loretta	Keele University	Accounting & Finance
Chick, Helen	University of Hull	Physical Geography
Clarke, Jemima	Durham University	Law
Craig, Sophie	University of Greenwich	English Literature
Davies, Charlotte	University of Lincoln	Psychology
Davies, Kathryn	University of Liverpool	Avionic Systems with Pilot Studies
Denman, Elizabeth	University of Manchester	Medicine
Dhulashia, Hema	Nottingham Trent University	Product Design
Farah, Elana	University of Kent	American Studies (History) (4 years)
Fathers, Charlotte	University of Salford	Politics & Arabic
Fleet, Jessica	Lancaster University	History & Politics
Foden, Alexandra	Kings College London (University of London)	Mathematics
Frampton, Sacha	Leeds College of Art	Visual Communications
Gill, Jaskiran	University of Kent	Accounting & Management
Grafton, Lucy	Birmingham City University	Midwifery
Harper, Charlotte	University of Exeter	Renewable Energy (4 years)
Hodgkins, Larissa	University of Hull	20 <sup>th</sup> Century History
Holmes, Rebecca	Bangor University	Psychology
Hunjan, Berleen	University College London (University of London)	Medicine (6 years)
Hutchinson, Laura	Birmingham City University	Business & Management
Johnson, Amber	University of Leeds	Chemistry with Colour Science (4 years)

Kaminski, Emma	University of Birmingham	Business Management (Year in Industry) (4 years)
Kettlewell, Marie	University of Reading	Nutrition & Food Science with Professional Training
Kumar, Radhika	University of Chester	Psychology
Lawrence, Anna	Durham University	History
Lee, Suet	Imperial College London	Mathematics with a Year in Europe
Millar, Amy	Lancaster University	Geography
Munns, Bethany	Aberystwyth University	Mathematics
Mythen, Rachel	Sheffield Hallam University	Human Geography
Partridge, Hannah	University of Nottingham	Veterinary Medicine
Paul, Ella	University of Edinburgh	Ancient & Medieval History
Pearson, Imogen	Nottingham Trent University	Fashion Marketing & Branding
Pike, Frances	Loughborough University	Design Ergonomics
Powell, Sarah	Aston University, Birmingham	Business & Management
Quinn, Shana	University of Birmingham	Law
Richards, Victoria	University of Exeter	English
Roberts, Amanda	Canterbury Christ Church University	Adult Nursing
Ryan, Hazel	University of Sheffield	Mathematics with Study Abroad
Savage, Ashlee	University of Reading	Food Science with Industrial Training
Sharman, Annie	Durham University	Combined Honours in Social Sciences
Slack, Abigail	Loughborough University	Art Foundation
Smith, Gemma	University of Hull	Politics
Stackhouse, Nadine	Keele University	American Studies & History
Vaggers, Sophie	Oxford University	Medicine
Watkins, Harriet	University of Birmingham	Human Biology
Webb, Emily	Coventry University	Physiotherapy
Webb-Dickin, Eleanor	Cardiff University	Religious & Theological Studies
Whild, Hollie	Durham University	Environmental Geoscience
Wilkie, Maxine	Keele University	Medicine
Wills, Emma	Loughborough University	Mathematics

#### **GAP YEAR**

Ball, Rachael	Aberystwyth University (2012)	English Literature & Creative Writing
Blackburn, Katherine	University of Westminster (2012)	Marketing Management
Curry, Anna	Gap Year	Applying 2012
Goodall, Rebecca	Cardiff University (2012)	Nursing (Adult)
Newman, Bethan	University of Bath (2012)	Pharmacy
Wheat, Emily	Gap Year	Applying 2012

## 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 2012/2013

#### AUTUMN TERM 2012

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

*Tuesday 4<sup>th</sup> September - Friday 19<sup>th</sup> October*

*Half Term: Monday 22<sup>nd</sup> - Friday 26<sup>th</sup> October*

*Monday 29<sup>th</sup> October - Friday 21<sup>st</sup> December*

*Christmas: Monday 24<sup>th</sup> December - Friday 4<sup>th</sup> January 2013*

#### SPRING TERM 2013

*PD Day: Monday 7<sup>th</sup> January*

*Tuesday 8<sup>th</sup> January - Friday 15<sup>th</sup> February*

*Half Term: Monday 18<sup>th</sup> - Friday 22<sup>nd</sup> February*

*Monday 25<sup>th</sup> February - Thursday 28<sup>th</sup> March*

*Easter: Friday 29<sup>th</sup> March - Friday 12<sup>th</sup> April*

#### SUMMER TERM 2013

*PD Day: Monday 15<sup>th</sup> April*

*Tuesday 16<sup>th</sup> April - Friday 24<sup>th</sup> May*

*Bank Holiday Monday 6<sup>th</sup> May*

*Half Term: Monday 27<sup>th</sup> - Friday 31<sup>st</sup> May*

*Monday 3<sup>rd</sup> June - Friday 19<sup>th</sup> July*

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

### UNAUTHORISED ABSENCE STATISTICS - 2010/2011

Total number of pupils on roll of compulsory age:	278
Percentage of pupil sessions (half days) missed through authorised absence:	4.00
Percentage of pupil sessions (half days) missed through unauthorised absence:	0.01

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

**OFSTED**

# 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 26<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.
4. The decision is communicated via the LA.

**POST 16 Entry:**

The admission criterion is six GCSEs at grades A\* - B including English and mathematics, with preferably 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.

**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: [www.nghs.co.uk](http://www.nghs.co.uk)**

**All details contained in this prospectus are correct at the date of publication (September 2011). 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.**