

**NEWPORT GIRLS' HIGH SCHOOL
ACADEMY TRUST**

**MATHS, COMPUTING & SCIENCE
SPECIALIST COLLEGE**



PROSPECTUS FOR SIXTH FORM

2012/2013

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WELCOME TO POST 16 EDUCATION

This guide is an introduction to the opportunities available to sixth form students choosing to study in Newport Girls' High School. You will, however, only be able to assess the true value of what is on offer by a personal visit - meeting the staff, the students and viewing the facilities. Prospective students are always welcome. If you are unable to attend our Sixth Form Forum or Open Day, please make an appointment for a guided tour by telephoning the school office.

The grades achieved by our students at A level are outstanding - a result of the commitment shown by all concerned. We have an excellent record of entry to Higher Education, including Oxbridge and the Russell Group, and the majority of students go on to attend their first choice university. However, we offer far more than a traditional education. You will have many chances to develop organisational and leadership skills. You will also learn about yourself, become involved with others and grow in wisdom and understanding. The atmosphere in the school is relaxed and friendly with the students happy and cheerful. You will quickly be known as an individual - with all your strengths and areas for development. There is a strong tutorial programme as we aim to support your education whilst moving you from the rigour of school to the freedom of Higher Education. There is an informality and flexibility in the system which encourages you to make your mark and leave Newport Girls' High School well prepared to be independent and able to manage future learning. You will enjoy the two years!

The main buildings are red brick dating from the 1920s but have been added to over the years. Facilities have been, and continue to be, developed to meet the changing needs of education. In Summer 2011, a new food technology room, music room and recording studio and a languages suite were completed to a high specification. Four additional classrooms and a new multipurpose hall are to be constructed this year in readiness for September 2012.

Transport may be available in conjunction with other providers from Telford, Market Drayton and Wolverhampton. Public service buses run from Stafford, Telford, Market Drayton, Stone and Shrewsbury. A number of local arrangements are also coordinated by parents. A leaflet detailing bus routes and times is available from the school.

Applications are welcome from Year 11 pupils at any school. The entry criterion is six GCSEs at grades A* - B including English Language and mathematics, 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 or residence.

A small school based Sixth Form has many advantages. You will be able to separate your social life and academic studies whilst continuing to develop both.

The Sixth Form has:

- a wide, challenging curriculum delivered in small teaching groups
- an outstanding record of academic success
- highly qualified, committed and enthusiastic staff
- opportunities for leadership and whole school improvement
- purpose-built common room and study area
- a well stocked library and resource centres
- good access to ICT and resources
- research facilities for careers and higher education
- work shadowing
- cultural weekends
- assertiveness training
- self-defence lessons
- visits to the Arts
- Engineering in Education Scheme
- music recording studio
- Arkwright Scholarship
- mentoring training
- detailed induction programme

"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)

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 CURRICULUM

Most institutions can offer a full range of A levels, but not all with our outstanding academic success. When choosing where to study you must also consider what else is available. At Newport Girls' High School the curriculum is further enriched by access to a range of entitlements which develop complementary strengths. All Year 12 students are offered a varied core PSHE programme, enabling the development and accreditation of personal and social skills in a variety of educational and community contexts.

The entitlement courses start with an introduction to the Sixth Form and also include:

- Careers Education
- industrial experience
- Personal & Social Education (PSHE)
- community service
- Information Technology (IT) skills
- aspects of science and technology
- cultural and aesthetic awareness
- communication and linguistic skills (including Critical Thinking)
- physical education and healthy living
- an Extended Project linked to Higher Education courses
- student leadership
- driver safety training

The emphasis is upon student centred approaches to teaching, learning and study skills.

All students who accept a place at Newport Girls' High School are invited to sample lessons during an Induction Day held after their GCSE examinations. They are able to meet other students, subject tutors and find out more about the subjects they are interested in.

CAREERS EDUCATION, EXPERIENCE OF WORK

Throughout your time here you will be encouraged to look forward and set realistic targets. You will be guided in your investigations into career options and paths by personal tutors and specialist staff. The following events and experiences are specifically directed towards this:

- i) Each student in Year 12 undertakes a two-day period of Work Shadowing in a chosen career area. You will be expected to carry out a project in some work-related task during this time. This is seen as a valuable contribution to later choices and decisions. Considerable student involvement is expected in the preparatory phase of this shadowing.
- ii) A Looking Ahead event is organised in the Spring term, where the emphasis is upon career paths and Higher Education applications. A university representative gives a talk on applications to Higher Education.
- iii) Online software resources are available providing advice on an aptitude for careers and Higher Education courses. Visits are arranged to Careers Fairs.
- iv) Engineering in Education is a scheme for aspiring scientists and mathematicians. It is linked to real life study briefs supported by our business partner GKN Sankey. Students involved in this have the opportunity to spend a week at Birmingham University during Year 12.
- v) The Higher Education Fair gives students the opportunity to talk to representatives from universities about specific courses of study.

PERSONAL AND SOCIAL EDUCATION

This course responds to the particular needs of students and is delivered during enrichment time as well as off timetable days. There is an emphasis on personal effectiveness and social skills - addressed through short courses in, for example, assertiveness, self-defence, personal finance and interview techniques.

THE TUTOR SYSTEM

Under the guidance of the Sixth Form Team, you will be offered a comprehensive programme which is operated through the tutor system. You will meet your tutor regularly and receive information and guidance on your progress and possible career and Higher Education pathways.

The Student Progress Record is an integral part of the procedures for assessment and reporting to parents. It constitutes the basis of all discussion between students and tutors. You will also be given the opportunity to reflect upon your performance as well as to record achievements which are other than academic.

COMMUNITY SERVICE

An element of community service is encouraged but this can range from collecting waste paper to helping at local junior schools. This enables students to play a role in the local community and gives a realisation that this is a responsibility for all. Personal interests are catered for.

THE CULTURAL WEEKEND

Although an extra-curricular provision, the cultural weekend constitutes an important dimension of the Core Course. Originally organised for students following Arts and Literature courses, the cultural weekend has been extended to all students in Year 12 who wish to participate. It comprises opportunities for a range of cultural activities which includes visits to art galleries and museums, a major theatrical production, an overnight stay in a city and opportunities for shopping and sightseeing. The weekend has proved an invaluable cultural and social experience which is repeated in different locations.

PHYSICAL EDUCATION AND SPORT

Sixth form students have opportunities to take part in physical education. There is a wide variety of activities. In school these include hockey, netball, volleyball, badminton, jogging, aerobics, zumba, trampolining, yoga/relaxation, tennis, rounders/softball and athletics. Locally there are the swimming pool and fitness centre in Newport and the facilities at Lilleshall Sports Centre. The school has been designated as a secondary hub in a Local Schools Sports Partnership which will extend opportunities significantly.

There are many opportunities for you to be involved in helping to run the PE department eg. helping with clubs, teams and even lessons for the younger pupils.

Students also have the opportunity to take on responsibility. The House games captains work closely with the PE staff helping to administer sport within the school. The school has a House system with three Houses. Each has a games captain and a deputy games captain, who are responsible for selecting and helping to prepare teams for House sport competitions.

You also have the chance to represent school and county in several sporting activities. The importance of committing themselves to regular exercise is emphasised to all students.

GENERAL MATTERS

Post 16 Facilities

A designated large, comfortable common room equipped with a kitchen area, is available. The Higher Education reference library is here. Study time can be spent informally here or in the adjacent private study area. The library and resources centres in the main school have open access to post 16 students.

The resources centres and library comprise a combination of essential areas which greatly enhance study facilities and students' access to resources. These include a comfortable and quiet study and reference area, a well stocked careers section IT networks with internet access and reprographics facilities. You will have access to all of these as an important support to your studies and interests. The centre is invaluable for those students for who independent research is part of an A level course.

MONEY MATTERS

Education is free at Newport Girls' High School but we ask that post 16 students pay £20 per annum into the School Fund. The money is used to finance the minibus, which is often used for post 16 activities. It is appreciated if parents agree to pay the £20 and forms for standing order payments and gift aid contributions are available from the office.

For those on low incomes, the school will assist where it can through our 16-19 Bursary Fund. Please contact the school for more information.

CHOOSING A COURSE OF STUDY

There are **five** option blocks for subjects, and students are encouraged to choose **four** to study in the first year at A or AS level. In the second year, they will generally reduce to three of those and complete the full A level through A2 courses. In addition, everyone will follow a course in Critical Thinking, achieving an AS level award, and an Extended Project in Year 13.

Students seeking a university place will be expected to achieve four or five awards at AS and three at A2. Different grades will be allocated a point score, and offers from universities will be made on a points, or grade, basis.

Your choice of AS subjects will ideally combine interest with aptitude, and will cover a broad range of subject areas.

You will probably know from the beginning of the Sixth Form which ones you wish to take through to A2, keeping in mind any restrictions dependent on career aspirations.

ADVANTAGE OF THE HIGH SCHOOL EDUCATION

The pursuit of post 16 education in a centre attached to a school offers many opportunities not available in a sixth form college. It is also in complete contrast to Year 11. The Sixth Form has its own uniform, and many students in Year 13 are granted one morning or afternoon home study in their free time. There is a strong musical tradition both within the school and we have a thriving orchestra and choir made up of students from all year groups. Sport has a high profile, and students help to organise and play in House and school teams.

Furthermore, the school's House system provides opportunities for interested students to use their initiative in organising money-raising events for charity, and for House contributions in other areas, such as to the drama competition. There are opportunities to run extra-curricular clubs and to attend them.

'Relationships in the school are based on mutual respect. It is evident that most pupils respect their teachers and recognise their efforts in helping them to succeed. In turn it is equally evident that teachers respect the pupils they are teaching and enjoy the intellectual challenge of stretching pupils to their full potential.'

'It is undeniably that the average attainment of students entering the Sixth Form is high but each year students gain results at A level which are significantly above those predicted by their prior attainment. In comparison with other grammar schools students' results are very high. There are many factors which account for this. Students are very well motivated to achieve highly. Students work hard in their lessons and are conscientious in the assignments. In lessons students are fully challenged. Teachers are very knowledgeable about their subjects and of what students need to do to gain the higher marks. The quality of teaching and learning is very good. The level of intellectual challenge in lessons is high and the pace of working is fast. Students have well-developed skills for working independently. They are interested in their lessons and have a fierce determination to succeed. Retention rates are very high for all courses.'

'Sixth form provision is outstanding. 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.'

OFSTED Report

Results consistently rank Newport Girls' High School as one of the top performing schools nationally at A level.

UNIFORM POLICY FOR SIXTH FORM

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.

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.

UNIFORM

We expect you to observe a **smart dress code** with a high standard of tidiness and smartness. Although we wish you to be able to exercise some personal choice, **the code of dress is one suitable for a working environment, avoiding items which are too casual.**

The current list is as follows:

- Plain black smart jacket
- Smart black trousers (extreme styles such as denim, cropped trousers, hipsters and leggings are not permitted)
- OR
- Smart black skirt, not tight, worn close to the knees (no tube styles)
- Traditional style white blouse with a collar and sleeves (long or short)
- Black plain long sleeved cardigan or jumper if required
- Belt - should be discrete and self coloured
- No trainers
- Plain coat, macintosh or plain fleece in navy, black or dark grey (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
- Subtle jewellery and make-up
- 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
- One single small stud in each ear is permitted; the stud must be worn in the lower part of the earlobe; students wearing studs in their ears, other than in their lobes, will be expected to remove them
- Other body piercings are not permitted
- 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 black

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
TOTAL	185	247	100	13	2	0	0	0	0	545	547	602	--	--	--	--
<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

GCSE	% 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%

A LEVEL	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 31st 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 th 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 3rd September

Tuesday 4th September - Friday 19th October

Half Term: Monday 22nd - Friday 26th October

Monday 29th October - Friday 21st December

Christmas: Monday 24th December - Friday 4th January 2013

SPRING TERM 2013

PD Day: Monday 7th January

Tuesday 8th January - Friday 15th February

Half Term: Monday 18th - Friday 22nd February

Monday 25th February - Thursday 28th March

Easter: Friday 29th March - Friday 12th April

SUMMER TERM 2013

PD Day: Monday 15th April

Tuesday 16th April - Friday 24th May

Bank Holiday Monday 6th May

Half Term: Monday 27th - Friday 31st May

Monday 3rd June - Friday 19th July

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

UNAUTHORISED ABSENCE STATISTICS YEARS 7 - 11 FOR 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

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.

Sixth Form Forum

**Thursday 26th January 2012
7.00 pm**

If you are interested in finding out more about what is on offer in the Sixth Form at Newport Girls' High School, please come to the above event or telephone the school office for further information

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.

**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

Website: www.nghs.co.uk