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Hope SENTAMU
LEARNING TRUST

Head of School: **Mrs Anouska Gardner**

BARLBY HIGH SCHOOL

Prospectus 2022-23





Hope SENTAMU
LEARNING TRUST

Life in all its fullness, a place to thrive...



Barlby High School is one of our schools within the Hope Sentamu Learning Trust family. As a Trust we have a simple motto which is 'Life in all its fullness, a place to thrive.' Living out this motto every day is crucial to the success of the Trust. All of our schools in the Trust are committed to supporting each other and working together for the benefit of our children.

Barlby High School has many strengths and much to share

with others and in turn, the school benefits from shared practice from other schools in the Trust. We are a big family, and we look after each other so that all of our pupils have the opportunity to thrive in a warm and welcoming learning environment. We are relentless in raising academic standards, whilst making sure that we develop the whole young person.

The team at Barlby High School is passionate about enabling every young person to flourish

academically, as creative and moral young people and as citizens who can make our community a better place to live.

We want every young person and their family to believe that if they choose a Hope Sentamu Learning Trust school, they have the best and most exciting education available.

Helen Winn
Chief Executive Officer,
Hope Sentamu Learning Trust

KEY PEOPLE AT BARLBY HIGH SCHOOL



Anouska Gardner
Head of School



Fiona Lee
Vice Principal:
Staffing, Teaching
and Learning



Karly Wallace
Vice Principal:
Curriculum and
Achievement



Terence Cartmail
Assistant Vice
Principal:
Student Welfare



Richard Anderson
Assistant Principal:
SENCO



Sarah Denham
Assistant Vice
Principal:
Safeguarding

Welcome to Barlby High School

I am delighted to welcome you to our school. Our prospectus provides an insight into what makes Barlby High School such a special place and I hope you enjoy reading it.

With support from Hope Sentamu Learning Trust, we are working to develop our school to be a safe, open and welcoming place where students can thrive. We are looking forward to continuing working with all our parents, carers and staff to develop a strong community school that nurtures kindness, respect and teamwork.

Our vision is to create a school where every child has the opportunity to reach their full potential. We want children to flourish and develop a love for learning, developing their interests both in and out of school. We are going to achieve

this with our innovative and creative team of teaching and support staff within the school.

We look forward to major improvements that are due to take place over the coming year at Barlby High. All of the changes and the investment in the physical building, the resources available to students, along with the development of staff will bring a much improved, stable environment that the students, staff and our community can be proud of. We want to ensure that all members of our school community can live life to the full.

We maintain an open-door policy, where the staff and I will always

welcome any questions, queries or concerns that you may have.

We are delighted to have achieved the Bronze Rights Respecting Schools Award with UNICEF. This is something that we are keen to develop in this new academic years and work towards the Silver Award. Alongside this we are working towards quality marks for SEND provision, inclusion and a recognised diversity award.



Anouska Gardner
Head of School



At Barlby High School, our students are the embodiment of our motto: 'Living life to the full'

Our school



OUR VISION

Life in all its fullness – a place to thrive

Our ambition is that all our learners should experience 'Life in all its fullness' and that we provide 'a place to thrive.'

Of course this includes the aspiration that our students will achieve outstanding educational outcomes, but our vision goes deeper than this. We want our young people to find their own pathway, follow their dreams and aspirations and ultimately live their lives as fully as possible to achieve their own personal success.

OUR VALUES

KINDNESS

RESPECT

TEAMWORK

The school has a warm and caring ethos and students are supported by excellent professional relationships developed between staff and students. The welfare of our students is at the very centre of everything that we do.

Students are supported by form tutors and Heads of House who ensure that students quickly settle into the life of the school and any concerns raised are quickly dealt with.

We have high expectations of all our students in every area of school life, including uniform and behaviour, which leads to an atmosphere of purposeful learning. Our behaviour policy seeks to reward students and encourage a positive and supportive environment.

Academic achievement is, of course, hugely important

to us and we always expect Barlby High students to give their best, whilst recognising that our students are all unique. Not only do they have individual needs, circumstances and interests, they have their own ambitions. We provide an education which goes wider than the classroom, giving our young people the chance to carve out their own pathway towards achieving their goals and ultimately being the best they can be.

We strive to develop close relationships with parents and carers and encourage you to take a close interest in the progress of your children through regular communication with school. We regularly use text and email to ensure parents are fully informed and best able to support the individual needs of students to achieve the best possible learning outcomes for them.

ENRICHING EXPERIENCES

Each term we offer a wide range of extra-curricular activities including Enterprise, Duke of Edinburgh, STEM, LGBTQ+, beginner Spanish or German, sculpture and The Media Circle. Many students use the Library at lunch time to read or to play board games and the Library is also use for Homework Club. Students have the opportunity to take part in the yearly school production with contributions in acting, music production, set design and directing.

We offer various sporting clubs ranging from Basketball, rounders, rugby, athletics and football where students may have the opportunity to represent the school.

Our school is an exciting place to learn. It creates opportunities to broaden the range of experiences available to our students, helping to build confidence and self-esteem.

THE SCHOOL DAY

Students are required to be on site by 8.45am, ready to start the school day at 8.50am. The pattern of the school day is as follows:

08.50 – 09.15	Registration
09.15 – 10.15	Lesson 1
10.15 – 11.15	Lesson 2
11.15 – 11.30	Break
11.30 – 12.30	Lesson 3
12.30 – 13.15	Lunch
13.15 – 14.15	Lesson 4
14.15 – 15.15	Lesson 5





We have high expectations and reward students for their efforts

Upholding our values



EXPECTED BEHAVIOUR

In order for our school to run smoothly on a day to day basis and to give everyone at Barlby High School the best chance, we have a Behaviour for Learning policy. This sets out the rules to make sure over 600 people can work together happily on a daily basis.

We place emphasis on our rewards system and each term awards are issued to students within each year group. These rewards are given to students that have been nominated by staff in school for their outstanding contribution to school life. On a daily basis rewards are issued by staff in school through praise, postcards home, letters and phone calls home. These all contribute to merit totals.

The main aims of our school Behaviour for Learning policy:

- To promote a positive environment in both teaching areas and around the school site where learning can be effective, where both staff and students feel safe and respected.
- To minimise low level disruption so we can maximise the amount of time available for learning.
- To encourage and develop a

sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour.

- To ensure that students are rewarded for positive contributions that they make.
- To communicate with parents/carers quickly where significant positive and negative intervention has taken place.

HOMEWORK

Homework is an essential part of every child's working week. It develops the skills of independent learning, self-sufficiency and determination.

Homework will consolidate skills learned, or prepare students for their next lessons or support revision. It often provides the opportunity for the child to spend extended time on their learning and dig

deeper into broader contexts. It will be set daily as per the homework timetable on our online tool called EduLink.



GETTING TO GRIPS WITH EDULINK

Our online tool, EduLink helps parents to keep track of their child's homework and play an active roll in helping to ensure they get the best from their time at Barlby High School. EduLink allows you to see the details of the tasks your child has been set, as well as their submission status and grades. EduLink lets you:

- Log in at any time (24-hour access).
- View the quality and quantity of homework.
- See everything via a free app available for smartphones or via a web version.



A uniform to unite us all

All students at Barlby High School are required to wear school uniform. It is important that the standard of uniform reflects a pride and sense of belonging in the school and presents our students

in the best possible light to visitors and the wider community. School uniform is available from: **Classroom Clothing, 25 Finkle Street, Selby. Tel: 01757 700577** Uniform can also be

purchased or ordered at the Transition evening held at the school in July. **Pre-owned uniform** can also be purchased from the Friends of Barlby High School Uniform Shop (on selected days).

SCHOOL UNIFORM

- **Navy Blazer** with school logo
- **Slipover** with school logo in navy (optional)
- **White shirt**, loose fitting with stiff pointed collar to be worn with the top button fastened with a tie
- **Tie** with maroon/navy stripe
- **Trousers** must be formal style in either grey or black (not skin tight, jeans/denim/cargo/chino/legging-style)
- **Socks** must be black
- **Shoes** must be plain black leather-look flat shoes. (Trainers, canvas or branded shoes are not permitted). Ankle boots may be worn under school trousers
- **Kilt** (optional)
- **Tights**, if wearing the kilt must be black

● **Coat** (optional) Students have been asked not to wear hoodies and non-uniform jumpers in school and instead to wear a coat over their blazers to keep them warm as they are walking around the school site

PE UNIFORM

- **Polo shirt** with school logo
- **Track suit bottoms/leggings** must be in plain navy or black
- **Shorts** must be in plain navy or black (optional)
- **PE Hoodie** with school logo (optional)
- **Socks** in navy
- **Trainers**
- **Base layer** in navy (optional)
- **Gum shield** are highly recommended for certain sporting activities eg rugby/ hockey, in line with sporting guidance.

UNIFORM CHECKLIST

- **Hair** must be a natural colour and style
- **Make-up**, if worn should be discreet
- **Nails**, must be natural with no nail varnish or false nails of any type
- **Jewellery**, earrings if worn are restricted to stud style, one plain watch may be worn. No other forms of jewellery will be allowed apart from in exceptional circumstances for example medical jewellery
- **Essential valuables**, such as money and keys, should never be left unattended
- **Medical exceptions** eg trainers or other footwear worn due to a foot/ankle injury require a medical note





Succeeding together

EXPECTATIONS FOR LESSONS – WE MUST:

- arrive on time, fully equipped, in correct school uniform, and ready to start the lesson in silence.
- follow instructions the first time they are given.
- concentrate and participate.
- speak and act towards others with both courtesy and respect.
- not distract others – allow teachers to teach and others to learn.
- complete class and homework to the best of our ability and meet all deadlines.
- take pride in our work and keep books, including planners, in good condition.

EXPECTATIONS AROUND SCHOOL – WE MUST:

- be in morning Registration/ Assembly before 8.50am and in Period 4 by 1.00pm
- wear full and correct school uniform in class and when moving around school (no jewellery, no noticeable make-up and top button fastened).
- avoid confrontation and do as we are told first time, every time.
- move calmly and quietly about the school.
- be polite, use inoffensive language and respect the feelings of others.
- understand that all forms of bullying are unacceptable.
- eat only in designated areas and place litter in the bins provided (no chewing gum).
- stay on the premises at all times.
- treat all property (whoever it belongs to) and the school premises with respect.
- ensure that mobile phones and music players are not seen or heard in the building at all, or outside the building at break, lunchtimes or before or after school.

A STUDENT CHARTER

All students at Barlby High School have certain basic rights and responsibilities:

- I have the right to learn and the responsibility to behave in a way that allows staff to teach and other students to learn.
- I have the right to be and feel safe and have a responsibility to act in a way that allows other students to be and feel safe.
- I have the right to expect that my property remains safe and have a responsibility to act in a way that allows my property and that of others to remain safe.
- I have the right to be treated fairly and with respect and a responsibility to treat others fairly and with respect.
- I have the right to have my efforts recognised and have a responsibility to recognise the efforts of others.
- I have the right to attend a pleasant school and the responsibility to keep it pleasant.
- I have the right to benefit from the good name of Barlby High School and have a responsibility to dress and behave in a way that builds upon this reputation.

HOME SCHOOL AGREEMENT

The School expects that you **(as a student)**:

- are punctual and attend regularly.
- take responsibility for your own learning, organisation and behaviour.
- work to the best of your ability, complete your homework on time and meet deadlines.
- participate to the best of your ability in school/form activities.
- follow the school rules and uniform requirements.
- are honest, polite and exhibit good behaviour at all times.
- show respect for others, their possessions and the school environment.
- share any problems with a teacher and parents/carers.

The School expects that you **(as a parent/carer)**:

- support the School's Behaviour Policy.
- ensure regular and punctual attendance by your child, and avoid holidays in term time.
- support your son/daughter in homework and other opportunities for learning.
- have positive and realistic expectations of your child's ability.



- ensure your child comes to school with the appropriate uniform and equipment.
- attend parents' evenings and discussions about your son/ daughter's progress.
- advise the school of problems/ achievements/issues concerning your child.
- reply to school communications and notify the school on first day of absence.
- when contacting the school please be polite and respectful to members of staff.

We **(as a school)** will:

- provide effective teaching.

- provide a happy and caring school environment.
- set appropriate homework for your child.
- effectively monitor your child's progress.
- praise your child for their achievements.
- approach problems in a professional, fair and consistent manner.
- communicate our concerns and problems concerning your child.
- provide a wide range of extra-curricular activities.
- communicate up-to-date and timely information about school events.





A place to flourish

WHAT TO EXPECT

Prior to joining Barlby High, your child will hopefully have taken some of the opportunities to visit us. Some of our students will have visited your child's

school on a number of occasions along with key staff to build relationships, answer questions and provide peace of mind.

In July of Year 6, your son or daughter will visit the school at least twice to take part in induction activities and to start to form relationships with new friends and staff. As a parent you will be invited to the school to meet your child's tutor, buy uniform and formally register. On joining school, your child will be placed into a tutor group with a fixed form room, alongside at least one other nominated friend from their primary school. Each child will be issued with a planner in which

they store their daily timetable and homework and staff will use this to communicate directly with parents. In turn this will be your first port of call should you wish to contact school.

Students are able to buy lunch using a cashless, fingerprint system which can be topped up from home or they can bring a packed lunch. After school there are a multitude of sporting activities and other clubs, including homework club.

Each term parents receive a report about their child's progress and Year 7 parents have the opportunity to attend two parents' evenings throughout the year.

PASTORAL CARE

The school has a warm and caring ethos and students are supported by excellent professional relationships developed between staff and students. Students are supported by their form tutor and their Year Leader who ensure that they quickly settle into school life and any concerns raised are dealt with quickly.

We do not accept any form of bullying and have clear anti-bullying procedures as part of our Behaviour Policy. If you suspect

your child is being bullied please inform their Form tutor and Year Leader.

Try and give as much information as possible. Your child can report bullying to any member of staff in school and all students can post information into the school 'Worry Box' which is based in student support.



Food and drink

HEALTHY MINDS: HEALTHY BODIES

At Barlby High we are delighted to offer healthy balanced meals for our students, staff and visitors through our catering provider, Hutchison's Catering. Nutritional food is available at breakfast club, break and lunch. The Hutchison's team are keen to hear from students about what they like to eat and they modify their menus in response to the student voice. Locally sourced produce, from a variety of suppliers is also used to ensure quality.

We ensure value for money by keeping costs to a minimum, freshly preparing a variety of dishes including:

The Best of British, Peckish Chicken, Street Kitchen, Prego Pizza & Pasta, Picnic, Dessert and drinks. More information can be found at www.hutchisoncatering.co.uk

Free water supplies are also available around school for students to fill up their own water bottles. All food and drink is paid for using ParentPay, a secure online cashless system.

Any students with allergies or specific dietary requirements can be catered for. Parents are encouraged to share this information with us as soon as possible so that we can ensure students are able to dine with their peers.

Students can also bring in a packed-lunch.





Living life to the full

We aim to engage our students in learning that captures their imagination and work hard to ensure that our curriculum meets their needs and helps them to become independent learners. Providing a host of additional opportunities for our young people is of equal importance so that they really can live life to the full.

Our hope is that students make the most of the wealth of opportunity offered to them and develop as young people who are kind, loyal, patient, just, gracious, forgiving and compassionate. These are values that have stood the test of time and will be as relevant in years to come.

LEADING THE WAY

Students take part in



the Archbishop of York Young Leaders Award at Barlby; the Young Leaders Award empowers young people to make a difference in their local community, by educating them in leadership, community and the role of charities. The award encourages students to take on personal, school and wider community volunteering challenges, offering an exciting opportunity for young people to engage in new learning experiences and discover the benefits of volunteering; students are taught leadership, character, and key life skills.

ARCHBISHOP OF YORK PILGRIMAGE TO TAIZÉ

Some of our Year 10 and 11 students have visited Taizé, a monastery in southern France, which welcomes young adults from a wide variety

of backgrounds for a week of discussion, reflection and building community. They joined students from a number of other UK schools and young people from all over Europe. **MATHS CHALLENGE** Students in Years 7 and 8 regularly take part in the Junior Mathematical Challenge competition organised by the UK Mathematics Trust.

SPORTS LEADERS

BTEC Sport students get involved in running various sports events and activities, including inflatable football, wheelchair rugby, archery, a climbing wall, martial arts, cricket, hockey, dance, tennis and cycling amongst others. Working alongside professionals, they gain leadership skills, as well as teamwork, communication and problem-solving skills.

EUROFEST

The MFL department has taken part in Eurofest for the last twelve years. Eurofest is a simulated international trade fair where students have the opportunity to showcase products they have designed, answer questions and have conversations in French.

Eurofest gives our students a fantastic opportunity to develop their confidence in French in a simulated business context. Barlby High were proud winners in 2018 and runners-up in 2019.

CHARITABLE AND COMMUNITY WORK

Thinking of others is an integral part of our school life. We often hold activities and raise funds for charity and causes in our local community. We send Christmas shoesboxes to Romania and a group have climbed the Yorkshire Three Peaks for epilepsy charity, The Daisy Garland. We have also sent stationery to Nepal, one of the poorest countries in the world.

ROOTS TO SUCCESS PARTNER

Roots to Success is a collaborative project between the University of York, York St John University, York College and Askham Bryan. The scheme (formerly know as Green Apples) has been in place since 1998 and its aim is to engage with pupils over an extended period of time to raise aspirations about higher education. As a partner school our students visit the universities, take part in workshops and other opportunities within the partnership, raising aspirations for our young people.

ISSP

Barlby High School is part of the York Independent State School Partnership (ISSP), a collaborative of 12 secondary schools based in York, including St Peters, The Mount and Bootham School. Through this partnership we are able to offer some amazing



opportunities to our most able students such as a termly lecture series for students in Years 7 and 8 and a Maths Excellence Club for gifted mathematicians in Years 8 and 9. Both of these are delivered with the help of the University of York.

OVERSEAS TRIPS

Our students have enjoyed trips to Berlin, the Battlefields, Italy, France and Poland. We continue to offer opportunities abroad as an important part of education.

MUSIC AND PERFORMANCE

Our performing arts team provide a wealth of opportunities for our students to get involved and put on a show – it could be a concert, a play, a musical or a poetry reading!





We have a wide range of sporting activities on offer at Barlby High School

A sporting chance for all

GREAT FACILITIES

This is a school with excellent sports facilities which means we can offer a wide range of activities and lessons.

We have extensive playing fields, an astro turf, dance studio, gymnasium, sports hall and a weights room.

A WIDE RANGE OF ACTIVITIES

There are so many sports available and we will try very hard to find a sport for all students to be good at. We regularly teach the following sports: athletics, football, badminton, rugby, netball, hockey, gymnastics, fitness, table tennis, orienteering, basketball and trampolining.

We also offer taster courses in the following sports: judo, archery, fencing, triathlon, shooting, pursuit cycling,



volleyball, handball, skiing and snowboarding. We genuinely want all students to find a sport to be good at and clubs are open to all.

LEARNING NEW SKILLS

You will be learning skills through many sports at Barlby High. In addition to learning practical skills you will also learn

BARLBY SPORT ON TWITTER

Follow all of our sports news on Twitter @BarlbySport

the theory behind the sports that help to improve performance. Our aim is to develop your knowledge, skills and most importantly a love of sport that means you will continue to participate for the rest of your lives.

GOING EVEN FURTHER

Students could have the chance to play for school teams, some of which have been very successful or join the Ski Trip and enjoy another fantastic sport in the beautiful mountains of Italy. Some students may wish to become coaches, referees and sports leaders and we will help them work towards these ambitions.



WE GENUINELY WANT STUDENTS TO FIND A SPORT TO BE GOOD AT AND CLUBS ARE OPEN TO ALL. STUDENTS ARE ENCOURAGED TO HAVE A GO – YOU NEVER KNOW WHO WILL BE THE NEXT OLYMPIC CHAMPION!

Our students leave with the confidence and maturity for the next stage in their lives.

An extensive curriculum

OUR APPROACH

We are committed to ensuring that all students fulfil their potential, are well prepared for adult life and the world of work and are able to make a positive contribution to the society in which they live.

We offer a broad and balanced curriculum, which strives to meet the needs of students of all abilities. We believe that learning should be stimulating and enjoyable and staff employ a wide range of teaching strategies to engage and inspire students.

The progress of students is constantly monitored to ensure continued high standards of achievement and expectations in terms of the quality of work produced. Students can access additional support through specialist teaching and a dedicated team of teaching assistants who focus on developing skills such as literacy and numeracy. For more able students, there are extra opportunities within and beyond the curriculum especially due to our links with the York ISSP (Independent of state school partnership).

Special educational needs provision is located right at the



heart of the school within the library. We work with students with a wide range of additional needs including dyslexia, physical difficulties, speech, language and communication difficulties, autistic spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders.

The Learning Support Team works alongside each subject faculty and the Pastoral team. Support is tailored as far as possible to each

individual student's need and is usually a combination of in-class support and access to appropriate intervention groups. Developing close, positive links with parents is vital to our successful working. We also liaise with a range of external agencies to utilise their further expertise and to help us to overcome a student's particular barriers to learning. The Team welcome enquiries and are more than happy to meet with you to answer any questions you may have. At all stages, the curriculum carefully considers progression routes and ensures close links with both our primary partner schools and post-16 providers to support and enhance transition arrangements.

Our students leave with the confidence and maturity for the next stage in their lives.

WE BELIEVE THAT LEARNING SHOULD BE STIMULATING AND ENJOYABLE AND STAFF EMPLOY A WIDE RANGE OF TEACHING STRATEGIES TO ENGAGE AND INSPIRE STUDENTS.

ART

CURRICULUM AIM

Within a supportive framework, students are given the opportunity to create a range of different artwork, based on a diverse range of artists and themes. Our aim is to build students' creative confidence and give them the tools to express themselves and create artwork they can be proud of. In a calm and supportive environment, students are encouraged to be creative and develop a 'give it a go' attitude.

KS3 CURRICULUM OVERVIEW

At Key Stage 3, students will develop the fundamental skills they need to progress in art and design. From drawing and painting, to colour theory and abstract art. Students are exposed to a diverse range of artists and mediums which will prepare them for the next stages of their creative education. Students will initially practise the key skills in drawing and painting, before exploring topics such as Surrealism, Cubism, 3D Drawing and Portraiture. They will find out about a diverse range of artists from all over the world, whose artwork has been inspired by and shaped the world around us.

GCSE ART AND DESIGN

At GCSE students will continue to develop and refine their creative skills, as well as be given the opportunity to create more of their own, personal artworks. Taught skills and ideas are inserted into the courses to strengthen the student's creative abilities. All young artists copy. Moving students from copying

to creating their own work is one of our central focuses. Preparing students to move into post-16 creative courses with the ability to think and develop projects creatively is at the heart of all we do. Currently the Art department follows the AQA GCSE Art and Design course. Here is how the marks are awarded:

Component 1 – 60% of the final mark.

Throughout component 1, students will be given the opportunity to create their own personalised outcomes, based on the artist or theme they are studying, as well as learn, develop and refine a range of drawing and painting skills. They will also learn and develop their presenting abilities in order to create a sketchbook that really shows off their artwork to the highest standard possible.

Component 2 – 40% of the final mark.

For component 2, students will be presented with a number of questions and artists that will be used as a starting point for their own personal creative project. This project begins at the start of the spring term in Year 11, and runs until the end of the course. Students will be expected to create a range of different artwork, and explore different materials and themes as their project develops. The course will finish with a controlled test for ten hours at the end of the course where students will produce a piece of artwork based on their work from component 2.



COMPUTING + COMPUTER SCIENCE



CURRICULUM AIM

The Computing Department educates students to become enthusiastic, confident and independent computer users who are then able to use their skills in a real context, thus preparing them for computing in the real world.

The subject is always delivered with a 1:1 computer to student ratio.

Formal departmental assessment takes place throughout the year at regular intervals to inform students and staff of progress made and highlight areas for further intervention.

KEY STAGE 3 CURRICULUM OVERVIEW

We use a range of software throughout Key Stage 3 to ensure that our students are happy, confident users of computers with an increased awareness of e-safety.

The curriculum is planned so that students develop skills in various applications, have a good understanding of how computing can help their work in other subjects, and become increasingly independent users of computer tools and information sources.

KEY STAGE 3 PROGRAMME OF STUDY

Year 7

- Using Computers Safely, Effectively and Responsibly
- Spreadsheet Modelling
- Control Systems with Flowol
- Scratch Graphics

Year 8

- HTML and Website Development
- Computer Crime & Cyber Security
- Computational Thinking and Logic
- Introduction to Python programming

Year 9

- Understanding Computers
- Python: Next Steps
- Database Development
- AI and Machine Learning
- Networks

KEY STAGE 4 GCSE COMPUTER SCIENCE

At Key Stage 4, students have the option of choosing the AQA GCSE in Computer Science. This is a challenging course run over two years. Students work with real-world practical programming techniques which give them a good understanding of what makes technology work, moving them from being an end user of software applications to becoming a developer of computer software. Students will learn to develop their software solutions using the coding language Python and the qualification culminates with two single tier exams:

- Paper 1** - Computational Thinking and Programming Skills
- Paper 2** - Computing Concepts

DESIGN, TECHNOLOGY + ENGINEERING



CURRICULUM AIM

Design and Technology is important because it gives us an understanding of the world around us and of the many things we take for granted. It offers an opportunity to explore the processes and materials involved in making a vast range of objects. It allows young people to develop hands on practical skills and develop a life-long love of building and making. Underpinning all that happens is the design process, a journey through ideas on paper or computers. Students will often find themselves in design situations. Encouraging students to think for themselves using physical materials, in several workshops and disciplines, is central to our studies.

KEY STAGE 3 CURRICULUM OVERVIEW

Students are encouraged to develop skills across all Design and Technology subjects in KS3 that will steer them towards specialising in certain areas at KS4.

In the Design and Technology workshops students undertake practical activities using wood, metal and plastic, helping them to develop practical skills using physical materials. There is an electronics component where ideas are explored using circuit boards. Specialist equipment and well equipped workshops help students to explore their full potential within a highly-structured environment. The design

process that will help individuals become the next generation of artisans is never far away.

FOOD AND NUTRITION

The facilities give students a great opportunity to explore their culinary talents. Major topics to explore in KS3 and KS4 include:

- ♥ Food Safety
- ♥ Food Hygiene
- ♥ Functions of Ingredients
- ♥ Principles of Nutrition
- ♥ Diet and Good Health
- ♥ The Science of Cooking Food
- ♥ Food Spoilage
- ♥ Food Provenance and Food Waste
- ♥ Cultures and Cuisines
- ♥ Technological Developments
- ♥ Factors Affecting Food Choice
- ♥ Product Design & Development

KEY STAGE 4 - GCSE FOOD PREPARATION & NUTRITION

Our students will study for GCSE Food Preparation & Nutrition (EDUQAS) which is assessed in three parts:

1. **Food Science Investigation** (8hrs, 15% of GCSE)
2. **Food Preparation Assessment** (12hrs, including a 3hr practical assessment, 35% of GCSE)
3. **Written Exam Paper** (1hr 45m, 50% of GCSE)

BTEC FIRST IN ENGINEERING

Students will produce four units over three years, roughly one per term for the whole course. They will work on practical Engineering objects and will make things that run alongside theory work. Students who pass will gain either a Pass, Merit or Distinction and will know their final result before they leave school.

DRAMA

CURRICULUM AIM

The Drama curriculum at Barlby, whilst equipping students to perform with excellence, is also focused on helping students to build essential key skills such as creative thinking and expression, empathy, communication, independent learning, leadership and working with others. These skills help students to develop into young adults who will be increasingly effective in the modern world.

KEY STAGE 3 CURRICULUM OVERVIEW

The Drama course challenges students to consider other views and opinions about the world in which they live, exploring many social and global issues. This work is taught in a variety of ways using contemporary texts, devised work and creative games and exercises. The lessons strive to stretch and strengthen the physical and vocal capabilities of our students, as well as deepening their knowledge, understanding and appreciation of theatre and performance.

GCSE DRAMA

At Key Stage 4, students undertake the AQA GCSE Drama course. The course aims to provide students with a solid foundation in creative, practical

and performance skills. Students will develop their knowledge and understanding of style, genre and social context and have numerous opportunities to attend live theatre events in the UK. The subject content for GCSE Drama is divided into three components:

1. UNDERSTANDING DRAMA

This component assesses a student's knowledge and understanding of drama and theatre, the study of one set play from a choice of six and analysis and evaluation of the work of live theatre makers. It is assessed through a written exam.

2. DEVISING DRAMA

This practical component will guide students through the process of creating devised drama, a performance of devised drama and analysis and evaluation of their own work.

3. TEXTS IN PRACTICE

This practical component will assess a student's contribution to the performance of two extracts from one play for an external examiner. With the focus on working imaginatively, collaborating creatively and communicating effectively, GCSE Drama provides a solid foundation for further Drama studies and vocational opportunities.



ENGLISH LANGUAGE + LITERATURE



CURRICULUM AIM

English at Barlby encompasses all the skills students need to succeed in their studies and to be culturally aware, global citizens. From Year 7, our students study a range of literature including titles from literary heritage and contemporary authors. Students are encouraged to read widely at every opportunity. We enhance the curriculum by taking part in trips and events to showcase our pupils' achievements and dedication to learning.

Students study Shakespeare, modern plays, seminal literature, poetry, 19th century texts and non-fiction. The focus of study is not only on the analysis of language, structure and form but also challenges students to think critically and draw comparisons between issues in the texts and the wider world. Writing is taught and assessed regularly, with an emphasis on shaping texts to purpose, audience and context.

GCSE ENGLISH LANGUAGE & LITERATURE

At KS4, students study for AQA GCSE English Language and English Literature. The course is 100% examination. The specification is designed to inspire students, while providing appropriate challenge as well as support to access the material where needed. Students develop the skills they need to read, understand and analyse a wide range of different texts and write clearly. The language exam comprises two equally-balanced papers, each assessing reading and writing in an integrated way: **Paper 1:** Explorations in creative reading and writing. **Paper 2:** Writers' viewpoints and perspectives.

The literature exam also comprises two papers, but focuses on different genres of texts, ranging from modern plays to poems from our literary heritage.

FRENCH

CURRICULUM AIM

Language skills are vital for our country and particularly for our students who are destined to become our future workforce. However, learning a language is not only important for the world of work, it is also a wonderful life-enriching skill which gives you confidence to travel and explore the world.

Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures.' (DFE Sept 2013).

Language teaching at Barlby focuses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. (National Curriculum). A key priority for us is to develop an enjoyment and love of learning language in all students as well as striving for positive academic results at GCSE.

In Year 7, students build on their grammatical skills from the most basic knowledge of opinions to more complex tenses and verb conjugations.

Grammar points are threaded through themed topics (back to school, free time, in town) and most key grammar points are revisited throughout the year.

In Year 8, students will develop their present and future tenses and will also master perfect tense with the aim of using all three together. Once again thematic and grammar points (holidays, festivals, home) underpin this learning. Throughout this journey we have pit stops where we pause the curriculum to learn about the French culture.

Students are encouraged to participate in all four of the skills of listening, speaking, reading and writing based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

GCSE FRENCH

At GCSE we follow the AQA specification.





GEOGRAPHY

CURRICULUM AIM

Geography at Barlby High School is about the six 'c's: **change, challenges, connections, complexities, consequences** and **contrasts**, and how these concepts never stop work together to create the world around us.

KEY STAGE 3 CURRICULUM OVERVIEW

Students at Key Stage 3 cover a wide range of challenging knowledge about a range of geographical concepts and processes. Knowledge is at the heart of our curriculum, focussing on a range of human and physical processes, and crucially how the two of them interact. We aim to develop a deep knowledge and understanding of global processes and challenges, and where humans fit into this. We teach a modern and accurate view of the world, teaching knowledge of faraway places which challenges perceptions and outdated assumptions which may exist in our community.

Our Year 7 curriculum - *A Changing Planet* - is bound in the concept

of Change. The world is constantly changing. We want our students in Year 7 to develop a love and appreciation for the changing world around them. We achieve this through a study of Weather and Climate, Urbanisation, Glaciation, Hydrology and Population Change. This includes a field trip to Malham Cove.

Change though, is messy and we explore the challenges, complexities and connections that a changing world creates in Year 8 and 9 Geography. Through the study of topics like Natural Hazards, Globalisation, Shifting Coastlines, International Development and World Biomes we explore the interconnections and interactions that make the world such a complex and contrasting place, and shape the challenges of our futures. We undertake fieldwork on the East Coast as part of this.

Through this journey, we develop the geographical skills of our students so they are equipped with the transferable skills - data analysis and manipulation, working with maps, GIS, evaluation, analysis etc. - that makes Geography a facilitating subject at colleges and universities.

GCSE GEOGRAPHY

At GCSE, we follow the AQA specification.

HEALTH + SOCIAL CARE

CURRICULUM AIM

This course gives students the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life-changing events like marriage or parenthood.

Students will learn how people adapt to these changes as well as the types of support available to help them. Students also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. Skills will be developed in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.

BTEC LEVEL 1/LEVEL 2 TECH AWARD IN HEALTH AND SOCIAL CARE

This qualification is the same size and level as a GCSE, and is aimed at everyone who wants to find out more about health and social care. This course gives the opportunity to develop skills, knowledge and techniques and to review

performance in demonstrating 'care values'. Assessment is carried out at specific times of year set out by the examination board. Work for the assessment can only be carried out in school time. Two components are internally moderated and the third component is an external examination.

On completion of this qualification, students will have developed a practical understanding of the health and social care sector. Building upon useful skills not generally covered in GCSE courses, students gain a better understanding of whether this is an area that they want to continue to study. This course also helps to develop transferable skills and knowledge, such as self-evaluation and research skills, which will be of benefit when students leave school.

This course prepares students for careers in the health and care services, nursing and midwifery, social work and social management careers and further study in health and social care and childcare at level 3 and beyond.



HISTORY



CURRICULUM AIM

History at Barlby High School is knowing how and why we are all part of an evolving history, because a 'people without knowledge of their past, history, origin and culture is like a tree without roots.' (Marcus Garvey)

At Barlby High School, we intend to build a sense of time and place through a rigorous and challenging History curriculum. History is a critical discipline and learning about the past should be exciting, progressive and worthwhile. Our students will encounter experiences with the past through enquiry-based learning, the 'big' questions that underpin themes and ideas that become more complex over time. They will become critical thinkers as we challenge them to consider how and why interpretations of the past might differ by comparing the contrasting views of historians.

It is with these skills that students studying history will be able to analyse, explain and understand the past, whilst developing transferable skills that will prepare them for a range of aspirational careers such as those in the field of law or politics. Abstract themes such as power, monarchy, democracy and diversity underpin significant

events that have shaped our global community. We want to bring History to life to demonstrate to students that they are part of a continuing story.

Naturally, our Key Stage 3 History curriculum follows a chronological path, using links to our local and regional history where possible. Historical 'threads' underpin these topics. Our Year 7 journey picks up in the years before 1066 and the impact of pre-1066 migrations on York before continuing through a study of Norman and Tudor England as well as the Crusades. In Year 8 the development of Church, State and Society underpin a journey through the Stuart period before Revolution, Empire and Industry underpin studies on Industrial Britain and Slavery. By Year 9 we use a series of modern conflicts (World Wars, Cold War, Holocaust) to broaden out into European and World History.

In previous years a range of trips have taken place as part of the History curriculum, from local trips to Barlby Cemetery right through to residential trips to the Battlefields, Berlin, Krakow and Auschwitz.

GCSE HISTORY

At Key Stage 4 we follow the Eduqas specification.

MATHEMATICS

CURRICULUM AIM

The aim of the mathematics curriculum at Barlby High is to ensure fluency building blocks are present and developed upon, in a creative and highly interconnected scheme of learning. Students will take the skills of fluency and apply these to reasoning and problem solving. We deliver the National Curriculum for KS3 and KS4 following the Edexcel Pearson five-year model. Our curriculum goes beyond the National Curriculum in order to challenge all students, providing them with depth of mathematical knowledge. Throughout the process there is support for all, including SEND, PP and higher ability.

The maths curriculum will allow students to develop key skills for life: being open to new ideas; being happy to investigate or be inquisitive; knowing that mistakes are OK and they can be learnt from; developing independence over time; being hardworking and resilient. These are the characteristics of a successful maths student at all levels.

The curriculum will expose students to the mindset that maths is all around, intertwined with other subjects (particularly Science, Geography, Computing and Technology) and real life (financial literacy and employment).

Mathematics is taught by a team of well-qualified and experienced professionals in a suite of classrooms. There are projectors and whiteboards in each room and students have access to Chromebooks as appropriate to further their learning experience.

A variety of teaching and learning methods are used to challenge and motivate students. Formal departmental unit assessments take place throughout the year at regular intervals to inform students and staff of progress made, highlight areas for further support and intervention and to help allocate students to the appropriate set.

We are becoming increasingly involved with providers of mathematical enrichment, such as AMSP (Advanced Mathematics Support Programme) and UKMT. Our high

achieving students are entered for the United Kingdom Mathematical Challenge at Junior (Years 7 and 8) and Intermediate (Years 9, 10 and 11) level with many rewarded with Bronze, Silver or Gold certificates.

KEY STAGE 3 CURRICULUM OVERVIEW (YEARS 7 - 9)

Our Key Stage 3 Programme of Study covers all six major strands of mathematics - Number, Algebra, Shape and Space, Geometry, Proportional Reasoning and Data Handling. We build on these strands throughout KS3 preparing the key building blocks for KS4.

MATHEMATICS KEY STAGE 4 GCSE COURSE (YEARS 10+11)

There are two tiers of entry, Higher or Foundation, with students being graded using a number instead of a letter. Higher Tier students are graded from 4 to 9 (9 being the highest grade) and Foundation students are graded from 1 to 5 (1 being the lowest grade).

Some traditionally 'higher' tier topics are now also included in the Foundation scheme of work (grade 5), making the Foundation course more challenging to attain the highest possible grades.

There is now a greater emphasis placed on problem solving, often using multi stages of reasoning and the integration of topics.

Those students who have difficulty accessing the GCSE course are able to follow and complete a qualification in functional skills.

Students are assessed by three examination papers which are sat on three separate days.

- ♥ **Paper 1** (non-calculator) 1 hour 30 minutes
- ♥ **Paper 2** (calculator allowed) 1 hour 30 minutes
- ♥ **Paper 3** (calculator allowed) 1 hour 30 minutes

Mathematics is a key subject for everyone and provides skills that are beneficial on a daily basis as well playing a crucial role in the world of work. We encourage all our students to maximise their potential in this subject so they can leave us as confident and competent mathematicians.



MUSIC



CURRICULUM AIM

Our music curriculum is about allowing students to find who they are. We equip students with the creativity, confidence and resilience to maximise their future achievements and cope with challenges they meet along the way. Lessons are carefully sequenced, designed and differentiated to support the progress of individual students, regardless of prior experience or attainment. This allows all to succeed and feel proud and confident in their achievements.

KEY STAGE 3

The KS3 curriculum provides a broad range of topics designed to help students develop both their appreciation of music but also the technical skills and understanding to perform and compose music confidently and reflect on their practice. We explore a range of musical styles (classical, pop and world music) in order to provide a broad and balanced musical experience and help students become aware of how music has helped narrate, shape and change the world.

GCSE MUSIC

GCSE Music brings together music performance, composition and appraising music. These skills are honed and developed through in-depth study of four key areas of music. These include the Western Classical Tradition 1650 - 1910, Popular Music, Traditional Music and the Western Classical Tradition

since 1910. This, mixed with holistic teaching, helps students develop strong emotional intelligence, a love of learning and appreciation of the arts.

WHAT DOES THE COURSE INVOLVE?

Listening: Students will study how to answer questions about unfamiliar music and study a series of set works in great depth.

Performance: Students will perform a solo piece and an ensemble piece and these will be internally assessed.

Composing: Students will compose two pieces of music, one of their own choice and a second from a brief chosen by the exam board.

HOW AM I ASSESSED?

LISTENING

Exam paper with listening exercises and written questions using excerpts of music. The exam is 1 hour and 30 minutes. (40% of the total mark)

PERFORMANCE

Performance 1: Solo performance.

Performance 2 Ensemble performance. A minimum of four minutes of performance in total is required with at least 1 minute as an ensemble. (30% of the total mark)

COMPOSING

Composition 1:

Composition to a brief.

Composition 2 Free composition. A minimum of three minutes of music in total is required. (30% of the total mark)

PHYSICAL EDUCATION

CURRICULUM AIM

Physical Education is all about preparing students for lifelong participation and equipping them with the skills and knowledge to do this. Through participating in a wide range of activities we hope to widen the experience students receive and ultimately foster a sense of enjoyment for sport.

Students will have the opportunity to build on and embed the physical development and skills throughout the key stages, they will become more competent, confident, and expert in their techniques, and apply them across different sports and physical activities. We aim to nurture and improve students' health and wellbeing through a broad and balanced curriculum.

This includes:

▼ **Outwitting an opponent** – activities such as games, football, netball, hockey, rugby, rounders, cricket and softball

▼ **Accurate replication** – activities such as gymnastics, parkour and trampolining

▼ **Exploring and communicating ideas, concepts and emotions** – activities such as dance (extracurricular)

▼ **Performing at a maximum level** – activities using competition and personal bests such as athletics

▼ **Identifying and problem solving** – activities such as orienteering

▼ **Exercising safely and effectively** – including circuit training, boxercise, Pilates and other health related exercise

Year-on-year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well documented research of these benefits including improvements in physical and mental wellbeing, economic development, individual development and social and community development (2020). These contribute significantly to the quality of a person's life and, as such, there is a need to ensure there are sufficient people working in the industry to meet this demand and encourage regular participation in sport and physical activity.

There has never been a better time to study sport. In Year 10, students have the opportunity to select BTEC TECH Award in Sport. This is a vocational course (equivalent to GCSE) The course gives our students the opportunity to build on their knowledge and skills that show an aptitude for learning, both in the sector and more widely. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options



RELIGION AND WORLDVIEWS



CURRICULUM AIM

'Religious Education is like an iceberg. As you unpack ideas, you come to understand a deeper meaning' – Mary Myatt: *Dig deeper, linger longer*

All students study Religion and Worldviews at Key Stage 3 and 4 in line with the North Yorkshire Agreed Syllabus. In Key Stage 4, Religious Studies follows the EDUQAS Short Course for all or students can opt for the EDUQAS Full Course. The Religion and Worldviews curriculum seeks to engage students in systematic inquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop responses of their own.

Over five years, students become equipped with knowledge and understanding of a range of religions and worldviews including Buddhism, Christianity, Hinduism, Islam,

Judaism, Sikhism and non-religious worldviews including Atheism and Humanism. The learning of this knowledge is underpinned by a focus on three disciplines: **Theology, Philosophy and Social Sciences**, or in other words: **Believing, Expressing and Living**. Each topic area will examine different religions and worldviews through these three lenses. This allows a deeper understanding to be made through critical thinking around what it means to be and live as a Buddhist, Humanist, Muslim etc.

It is vital that as part of Religion and Worldviews, students are challenged to be empathetic, can make reasoned arguments but also understand where their own personal beliefs and values fit into the frameworks of different Religions and Worldviews. We achieve this through the study of thematic questions within topics, for example:

- ▼ Should Religious buildings be sold to feed the starving?
- ▼ Should happiness be the meaning of life? and
- ▼ Does religion help people to good?

SCIENCE

CURRICULUM AIM

Science has a huge impact on the world around us and as a subject, it has something to offer every student. Good science involves questioning, investigating, observing, experimenting or testing out ideas and thinking about them. We aim to foster an enthusiasm of science whilst developing knowledge, understanding and the skills needed in a good science student: one who can apply their knowledge to new contexts and use these skills for life in the 21st century. Our science courses also place a high emphasis on cross curricular skills from literacy and numeracy.

KEY STAGE 3 CURRICULUM OVERVIEW

In KS3, Science provides the foundation stone for later Science at KS4 – in fact Science is very much seen as a five-year course. There is a high degree of practical and investigation content and students study a range of topics to further develop their knowledge, understanding and skills from KS2. We follow the AQA Scheme for KS3.

Topics include: Sound and light as waves, energy, particles and matter, chemical reactions, acids and alkalis, plants and photosynthesis, forces,

electricity, interdependence, variation and inheritance, the Earth and Earth structure, magnetism and organ systems.

KEY STAGE 4

We take Science learning to the next level, building on progress made in KS3. The new GCSE Suite in the Sciences includes a higher level of demand from mathematical and literacy skills with an emphasis on data handling. Key ideas for GCSE include:

- ▼ the use of conceptual models and theories to make sense of natural phenomena.
- ▼ Investigative and critical thinking - science progresses through a cycle of hypothesis, experimentation, observation, theory development and review.
- ▼ The aim to develop students' ability to evaluate claims through critical analysis of methodology, evidence and conclusions, both quantitatively and qualitatively.

The three disciplines of Biology, Chemistry and Physics are taught under the umbrella of Combined Science (Trilogy) which will lead to an award of two grades. We presently follow the AQA Specification.

Separate Science/Triple Science is also offered as an option pathway to all students who will gain a grade in each of the three disciplines.





Growing together

We want to give your child every opportunity to get involved with events and activities which provide them with lifelong, employability-enhancing and even life-changing experiences and skills. It is our wish that every student has the chance to 'live life to the full' and to

enable them to do this, we provide numerous opportunities during their five years with us.

One way in which we do this is through our Personal Development Days. We have five Personal Development Days spread across the school year, on which we suspend the normal timetable so that students can take part in a wide variety of activities which enhance their everyday curriculum. Past activities have included:

- ♥ Educational visits to The Thackeray Museum to develop Science and Health & Social Care studies and the National Railway Museum to explore engineering opportunities.
- ♥ Studying a topic in greater depth, for example 'An Inspector Calls' for English Literature studies.

- ♥ Competing in Interform Sports to support a love of sport, develop team work and encourage a healthy lifestyle.
- ♥ Meeting employers, university and college staff and prepare for future careers.
- ♥ Undertaking challenges and competitions including a Stock Market Challenge.
- ♥ Meeting inspirational speakers such as Holocaust survivors and those who have experienced challenges in life.
- ♥ Taking time out to understand and develop self-worth, through the study of compassion and mindfulness.
- ♥ Undertaking charitable activities including sending shoeboxes to Romania through one of our Trust's favoured charities, Cry in the Dark and learning from Malawian charity, The Jali Youth Centre, which supports adults and children with HIV.
- ♥ Exploring the school motto 'Living life to the full' through art, poetry and poster displays.



Through our Personal Development Days we hope to inspire and enthuse our students to make the most of the opportunities available to them. Academic achievement is, of course, hugely important to us and we always expect our young people to give their best, but we also recognise that our young people are all unique. Not only do they have individual needs, circumstances and interests, they have their own ambitions. The enriched curriculum and host of opportunities we can provide at Barlby and across the Hope Sentamu Learning Trust give each child the chance to carve out their own pathway towards achieving their goals and ultimately being the best they can be.

You've got a friend in me...

The Friends of Barlby High School (FoBHS) is an independent voluntary group, consisting of pupils and parents, supported by teachers and the school. Our purpose is to support the school in their efforts to raise funds so as to improving the current facilities. This is achieved by working together as parent/carers and staff, further developing our relationship and organising activities and events which support the school.

FoBHS plays an important role within the school and local community with activities centred on several key areas: fundraising, the provision of second-hand school uniform and communication. It is also a forum for parents to raise suggestions and ideas.

ACTIVITIES

FoBHS have so far been involved in parent/carer evenings and

supporting school productions. There is an end of year celebration planned and various activities for the Autumn term. If you are unable to get involved in these activities, you could donate directly to the school. Money raised will be fed back into the school to purchase new resources, such as library books and other learning equipment which will add value to their learning experience.

GET INVOLVED

As well as organising and running events, FoBHS provides valued support and help at school functions such as providing refreshments for consultation evenings and open days.

If you would like any other information about FoBHS, would like to become a member or have any suggestions or ideas about fund-raising or projects please email hello@bhs.hit.academy



We are delighted to welcome all students within our immediate catchment and those from beyond.

Admissions

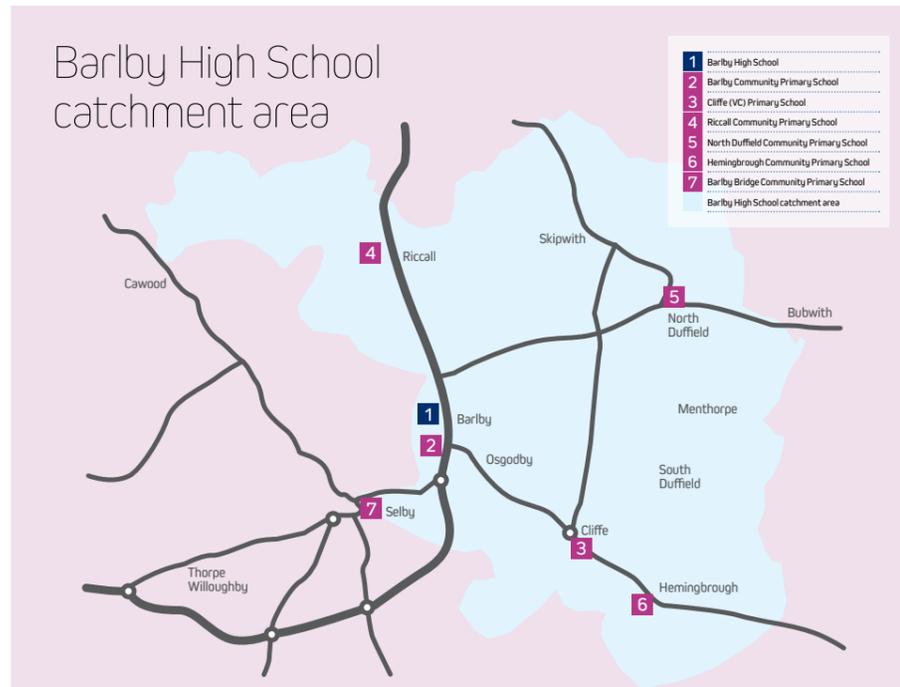
The school has a designated catchment area defined by North Yorkshire County Council.

If you live within North Yorkshire and your child was born between 1 September 2011 and 31 August 2012, your child will be eligible to transfer to secondary school at the start of the academic year 2022-23 and you will need to apply for a secondary school place for September 2023.

You will be able to apply for a secondary school place from 1 September 2022. If you do not live in North Yorkshire you must apply directly to the authority where you live.

We are delighted to welcome all students within our immediate catchment and those from beyond. Students outside this area and when the school is oversubscribed are allocated places according to the county council criteria which can be found at www.northyorks.gov.uk/admissions-policies

Parents need to make an online application or request a paper copy of the secondary common application form and return it to North Yorkshire County Council by 31 October 2022.



Information can be found at www.northyorks.gov.uk/apply-secondary-school-place

Further information is available from the Admissions Team at North Yorkshire County Council where council officers will also be able to offer advice to parents on

low incomes on assistance with uniform purchase and entitlement to free school meals.

A WARM WELCOME

In addition to our formal Open Evening, students and their parents are always welcome to make an appointment to visit us.

