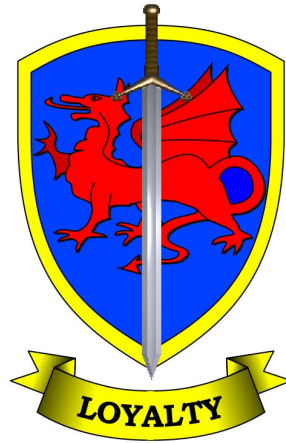


# St George's College of Technology



## Prospectus 2005 – 2006



Specialist Schools Trust  
EXCELLENCE AND DIVERSITY

**A DfES Designated Technology College**

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**Principal: Mr P F Watson BA (Hons) MA NPQH**

**Chairman of Governors: Mr G Arnold**

Welcome to St George's College of Technology, one of the first twelve such Colleges in the whole of the country to be so designated. St George's is an 11-18, mixed, foundation comprehensive College with 1560 students on roll. The College is situated in 30 acres of parkland and contains excellent facilities ie a brand new 12 laboratory science block, two sports halls, a fitness centre, drama studio, five ICT suites and the Brealey Languages Centre, acknowledged by the DfES to be the finest in the country. Most of the classrooms now contain interactive White Boards allowing students to engage in latest teaching and learning strategies. A new English suite is currently being developed and the Humanities department will move into purpose built classrooms as part of the on-going refurbishment of the College for the 21<sup>st</sup> century.

We hope that you will read our Prospectus carefully and please do not hesitate to contact the College if you have any queries or require further information.

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**AIMING HIGH  
to provide  
EXCELLENCE FOR ALL  
in  
THE COLLEGE OF THE FUTURE  
FOR THE STUDENT OF TODAY**

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## **Ethos & Values**

### ***Our Mission***

St George's College has a mission to provide an excellent education for all students. We strive to work in partnership with parents and the local community to prepare students to take an active and positive role in a technological society. We wish to develop innovative and effective teaching and learning methods that encourage the students to strive for excellence: the very best each individual can achieve. The College takes a lead in providing the resources for learning in the local community.

The College has a mission summary statement:

**"Aiming High"**

**to achieve**

**"Excellence for All"**

**in**

***"The College of the Future for the Student of Today"***

Our mission summary statement indicates what the College would like to achieve. We want the College staff and students to have high expectations: to aim high. In an education age it is important that the expectation is for all students to give of their best and to expect to be educated throughout their lives. The College wants to achieve an excellent education for all of its students: only the very best practice will serve to equip students for a rapidly changing world. Each key aspect of College life from teaching and learning to pastoral work and the shape of curriculum documentation will have "Quality Statements" indicating what excellence means to St George's College. We are preparing students for the future: to play an active and positive role in a technological society. We are looking to develop innovative and effective teaching and learning methods so that our students will leave the College equipped to play a productive role in their community. By involving other schools and the wider community in the work being undertaken at St George's the College will become a focal point for education and training for both the young and the mature.



### ***Technology College Status***

St George's is fortunate in being designated a Technology College. This means that we strive to raise standards in technology, ICT, science and maths. We encourage students to pursue a vocational route as well as an academic one. We encourage students to stay in school post 16, to increase their skill level. As a well resourced College we take a lead in providing learning opportunities for the local community. We are committed to raising standards, becoming a centre of excellence and sharing our resources and expertise.

## **Our Aims**

We expect all our students to be AIMING HIGH and to facilitate this

We seek to create a secure, lively and outward looking community, continuously developing for the benefit of all its members. In the context of our community and regardless of gender, race or religion, we aim:-

- i) To encourage all students to develop intellectually, physically, emotionally, morally and spiritually and in so doing evolve lively, enquiring minds.
- ii) To encourage in all our students, self-awareness, independence, self-discipline and appreciation of achievement.
- iii) To encourage all our students to seek to achieve an excellent standard in all that they do.
- iv) To encourage in all students an awareness of their responsibility to society through being able to establish good relationships with their peers and behaviour which is acceptable whatever situations occur.
- v) To work in partnership with parents, business and the local community to prepare students to take a responsible and active role within a technological society.
- vi) To utilise a wide range of technology to enhance the learning experience of each and every one of our students.
- vii) To develop simultaneously vocational and academic routes in order to prepare students for the challenges that lie ahead in their adult lives.
- viii) To encourage an understanding of the aesthetic, artistic and cultural features of our own and other societies.



## **Our Values**

The College values hard work, self-discipline, enterprise, a willingness to take responsibility, to care for other people and to be involved in the life of the wider community. We value the wider community in helping to extend the learning opportunities at the College and wish to involve a wide range of people in educating our students.

## **School Discipline**

For each student to achieve all that they can, the College creates a calm, orderly environment that encourages students to focus on their work.

Positive encouragement through praise and reward helps students to engage with the College and be self-disciplined. Interesting and challenging lessons encourage students to work with the College rather than against it. There are many opportunities in each year group for the students to take on responsibility in the College. Through a positive approach it is hoped that students will see the value of self-discipline.

Each student is given a 'Code of Conduct' which outlines the expected behaviour. On entry to the College parents and students sign a 'home-school agreement' which outlines the expectations the College has of students and parents and which shows the expectations parents can have of the College.

Parents are expected to support the College if disciplinary action is required. The College operates a range of sanctions from firm guidance, detention, removal from peer group, fixed period exclusions and expulsion from the College. It is rare that the more extremes of these measures are used.



## **Admissions to St George's College**

The College holds an Open Evening and has an Open Day during the autumn term to allow prospective parents the opportunity to view the College and meet with staff. These events are publicised in the locality and all Y6 children are invited through their primary school. Parents are welcome to visit the College on an individual basis and should contact the College to make appropriate arrangements.

Students are also admitted to the Sleaford Joint Sixth Form from the age of 16.

In September 2005, the half-year student count, the College was full in all year groups.

## **Number of Places Available**

The College has an approved admission number of 251.

The number of applications received for places at the College was 338.

There were 337 first preferences, 1 second preference and 0 third preferences expressed by parents whose children entered in September 2005.

## Admission Policy for September 2005

St George's College of Technology is a mixed 11-18 specialist comprehensive school, with Technology College status. Students are admitted to the College at the age of 11 and 16. The published admission number is 251.

In the event of the College receiving more than the relevant number of applications for admission in any one year, preference will be given to applicants who have placed the College as their first choice.

In the event of the number of such applicants for the College exceeding the number of places available, the following criteria will apply, in the order given:

- (i) Children who are deemed "looked after".
- (ii) Governors will admit up to 10% of the total number of planned admissions number on the basis of aptitude in Technology. Aptitude will be measured by a test administered at a test centre. Further details of the dates of the test and the location of the test centre are available from the College.
- (iii) Medical reasons for admission. Medical reasons should be supported by a doctor's note.
- (iv) Sibling:
  - a. A full brother or full sister, whether or not resident in the same household.
  - b. Another child normally resident for the majority of term time in the same household, for whom an adult in the household has parental responsibility as defined in the Children Act 1989.
  - c. In the case of twins (or two siblings in the same age cohort) and where there is only one place available in the school, both will be considered together as one application. The school will be authorised to exceed its Admission Number by one.
- (v) Convenience of access: This criteria firstly takes into account the distance from the College as measured in a straight line. If the distance is the same, the nearness of other schools is considered. The home address is that at which the applicant normally resides.

A waiting list is kept by the College, with applicants remaining on the list until they indicate they do not wish to be on the list. The length of time on the list is not relevant as ranking will be according to the oversubscription criteria.

Late applications will be considered. They will be placed on the waiting list as above.

Students are admitted to the Sleaford Joint Sixth form from the age of 16. Details are available from the Director of the Joint Sixth Form.

All parents have the right to appeal to an Independent Appeal Panel in the event of a refusal to admit a child to the College.



## **Sleaford Joint Sixth Form**

St George's Sixth Form is part of the Sleaford Joint Sixth Form, which consists of students who are based at any of the three secondary schools in Sleaford. Students who wish to join the Joint Sixth Form and who have not previously attended one of the Sleaford schools are made very welcome and are based at the most suitable school. The Sixth Form courses run by the individual schools are open to all students provided they meet course entry requirements. The Joint Sixth Form is managed by the Director who can be contacted directly on 01529 307013 or through St George's, or by email (gkay@btconnect.com).

The Joint Sixth Form offers a huge choice of courses at Advanced level (A1/A2), Applied A Levels, BTEC and NVQ. In fact the range is the broadest offered by any Sixth Form in the county and far exceeds what most schools in the country can offer.

The results over the last three years have been very good. The average overall pass rate for 'A' levels has been above the national average. The pass rate this year at 'A' level grades A-C has been particularly good. Results on BTEC and Intermediate GNVQ courses have been excellent also, with students achieving merit and distinction in individual units and the whole award. The vast majority of students in the Joint Sixth Form go on to Higher Education and the average 'A' level point score of 290 UCAS points (BBC) this year, enabled nearly all students to take up their first choice of course or their insurance offer. A very wide range of Universities is represented in the student's choices with many being accepted by some of the most prestigious in the country.

The timetable is divided up into 25 lessons per week of 1 hour each. Each AS qualification in Year 12 takes up 4 hours. A double award Applied AS qualification takes up 8 hours. Students, in line with government recommendations, are encouraged to take a broader range of subjects in Year 12 than traditionally, with most students studying four subjects. In addition, students are offered the chance to take General Studies and other enrichment courses. There is provision for students to participate in a wide range of sporting and leisure activities. A tutorial period with the form tutor is also used for careers and general guidance.

Students have access to the excellent careers facilities, which include up to date literature and computer and Internet based information. Students also receive advice from tutors, their Head of Sixth Form and school staff who specialise in careers. They also access, if desired, personal interviews with a careers adviser from Connexions.

The schools are only a few minutes away from each other and the Sixth Form timetable is constructed to allow students time to move between them. Students are allocated tutor groups of about 22 students with form tutors who have responsibility for pastoral oversight of the students, under the guidance of the Head of Sixth Form.

## St George's Sixth Form

Students must meet the minimum entry requirements for the Joint Sixth Form plus any subject specific criteria for their courses.

They are given assistance and guidance with the selection of subjects prior to the commencement of sixth form studies with the help of outside agencies – including the appropriate careers education and guidance. There is opportunity to review their plans before finalising choices for entry to the Sleaford Schools Joint Sixth Form.

An induction programme takes place in September for prospective sixth form students to assist them in the transition from compulsory education to post 16 study. In addition to subjects chosen, students are expected to attend an additional compulsory programme of study, which is designed to broaden their knowledge, raise awareness of topical issues and develop essential personal/social skills. Guidance and pastoral support are provided by personal tutors. Students also have the opportunity to prepare for higher education/employment through visits, speakers and tutorial activities. Students are expected to help in the development of the community life of the College, including the monitoring of younger students through senior student duties, 'In-class support' and 'Buddy' schemes. There is also a Sixth Form Management Team to organise fundraising, social events, charity contributions and the Year Book.

On admission to the Sixth Form, all students are expected to sign a contract and in so doing make a commitment to adhere to a Code of Practice, which has been agreed with the current sixth form students and applies across the Sleaford Schools Joint Sixth Form.

The College sixth form is based in a group of period stone buildings, though students have access to facilities throughout the College. There are a number of common rooms and silent study areas for use during non-teaching time. Sixth formers have access to the College careers room and to the College network via open access areas and dedicated computer facilities.

Students are treated as adults and are expected to conduct themselves accordingly. They are not required to wear College uniform but are expected to appear in smart, casual dress as students are asked to imagine that they are in a working environment, such as an office.

Despite the undoubted additional freedom enjoyed by sixth formers, a smart appearance and regular and punctual attendance at tutorials and lessons is essential. In this way students are encouraged to develop into responsible adults who will readily find a successful place in society.

### ***Details of Routes taken by students aged 16 or over***

135 (59%)	entered the Joint Sixth Form or College
26 (11%)	entered employment
29 (13%)	entered Youth Training
42 (17%)	other

### ***Details of Routes taken by students aged 17 or over***

6 (5%)	entered a course of further education
59 (47%)	entered a course of higher education
25 (20%)	entered employment
35 (28%)	other



## **COLLEGE UNIFORM**

### ***ALL CHILDREN ARE EXPECTED TO WEAR COLLEGE UNIFORM.***

The College has adopted the type of uniform worn in all good educational establishments. It is intended to ensure that a positive image of high standards is presented at all times and we ask for the support of parents in buying the correct items of uniform in the first instance and by ensuring their child wears them for College.

We expect our students to be neat, clean and smartly dressed as would be expected in any place of employment. Hair should be a suitable, neat style and natural colour. Extremes of hair styles and colour, as decided by the College, are not acceptable. Nail varnish is not allowed, whilst make-up should be discreet and acceptable to the Senior Management Team and Heads of Year.

Coats should be dark, waterproof conventional style, NOT fashion garments such as denim jackets, hoodies, sports tops or leather jackets. Coats should **not** be worn inside the College at any time.

The wearing of jewellery apart from a wristwatch, one ring and one stud earring in the lower part of each ear (girls only) is not appropriate for College life and is therefore not acceptable. All other facial piercings are not acceptable for reasons of safety and hygiene.

The College places great emphasis on uniform standards and students arriving improperly dressed may be sent home.

### ***PLEASE ENSURE ALL PERSONAL ITEMS ARE CLEARLY MARKED WITH YOUR CHILD'S NAME***

#### ***BOYS***

Blazer – (obligatory years 7-10). Navy blue blazer with College badge. Year 11 College blazer or College sweatshirt.

Trousers – Dark grey (not black) conventional school style trousers in plain wool material or similar. (Fashion trousers, cords, jeans, cotton trousers, shell suit bottoms etc are not acceptable).

Shirts – White cotton, conventional school style shirt (short or long sleeves) tucked inside trousers. (Fashion shirts, polo shirts are not acceptable).

Tie (Compulsory) – College tie available from College.

Jumper (Optional) – College jumper with badge available from College.

Shoes – Sensible conventional style, flat heeled shoes in black plain leather. Trainers and boots are not acceptable. Socks – Black.

## ***GIRLS***

Blazer – (obligatory years 7-10, optional year 11). Navy blue blazer with College badge. Year 11 College blazer or College sweatshirt.

Skirt – Navy blue pleated or straight skirt in plain wool material or similar. Knee length.

Trousers – Navy blue (NOT black) conventional school style trousers in plain wool material or similar. (Only available through the College.) (Fashion trousers, cords, jeans, cotton trousers, shell suit bottoms etc are not acceptable).

Shirt – White cotton conventional school style shirt (short or long sleeves) tucked inside skirt or trousers. (Fashion blouses, polo shirts not acceptable).

Tie (Compulsory) – College tie available from College.

Jumper (Optional) – College jumper with badge available from College.

Shoes – Sensible conventional style, LOW HEELED, in black plain leather. Trainers and boots are not acceptable.

Socks – White with the skirt. Black socks with the trousers, or Tights – Black tights. (Fashion leggings not acceptable).

## **PE Uniform – Boys (For Years 7-11)**

### ***Outdoor Games***

Navy shorts / Navy/Sky Blue Reversible Rugby top / Sky Blue Socks / Navy Tracksuit (Optional) / Football boots and shin pads. A tracksuit may be worn in extreme weather conditions.

### ***Indoor Games***

Navy shorts / White Polo shirt / White socks / Training shoes or plimsolls, but they must have white or non-marking soles. A Towel must be provided as showers are compulsory. Swimming trunks (not shorts) will be required for Y7. Children can only be excused from games on medical grounds, and a note is required.

## **PE Uniform – Girls (For Years 7-11)**

### ***Outdoor Games***

Navy shorts / White Polo shirt / Red Sweatshirt / Red socks / Navy Tracksuit (Optional). A tracksuit may be worn in extreme conditions. Hockey or football boots and shin guards will be required for hockey.

### ***Indoor Games***

Navy shorts / white polo shirt / white socks. Training shoes must be white soled or non-marking. A towel must be provided as showers are compulsory for years 7 and 8. A swimming costume will be required in the seventh year. Year 7 – swimming only in that year.

Children can only be excused from games on medical grounds and a note must be provided.

Stockist: Trutex: Catalogue available from College.  
Sleaford Clothing, Market Place, Sleaford.



## **Sporting Aims and Provision for Sport in the College**

The aim of the Physical Education Department at St George's is to:

- a. provide all students with opportunities to build an understanding, appreciation and enjoyment of a variety of physical activities, and to encourage their continuation into adult life.
- b. develop in all students a range of physical skills which foster self-esteem, and the desire to improve, along with developing an understanding of maintaining a healthy lifestyle.
- c. encourage an appreciation in students of the concepts of fair play, honest competition, and good sportsmanship.

The provision for Physical Education and sport at St George's can be broken down into 4 areas:

### ***(1) Facilities and Resources***

The extensive College sports field provides areas for football, hockey, rugby, athletics, cross-country, cricket, and rounders. There are two sports halls which can accommodate sport/activities such as Basketball, Badminton, Volleyball, Gymnastics and Dance. There are also eight tennis courts and netball courts. The town swimming pool is used by Year 7 students. We also have a new Health and Fitness suite providing opportunities for individual fitness.

### ***(2) Curriculum and Timetable***

All students receive two hours Physical Education/games each week. Activities taught at Key Stage Three are as follows:

Core element (common to all): Swimming, Gymnastics and Dance/Movement, Health Related Fitness, Hockey, Athletics, Tennis, Cross-Country.

Boys: Football, Cricket, Basketball, Rugby

Girls: Netball, Rounders

Additional activities are offered at Key Stage Four during core curriculum time.

GCSE Physical Education (Games) and Junior Sports Leaders Award are available at Key Stage Four. A Level PE and Sport and Community Sports Leaders Award are taught at VI form level.

### ***(3) Extra Curricular Sports Provision***

Activities and sports clubs operate at lunch times and after College, and are available to all students. There are opportunities to represent the College in the majority of activities taught within the curriculum. Students are also encouraged to represent their House in the College Inter-House sports competitions.

### ***(4) Extra-curricular Activities***

The College provides an excellent range of extra-curricular activities and all students are encouraged to participate. Listed below are some of our activities that take place after the normal day.

Aerobics	Fitness
Athletics	Basketball
Cricket	Gymnastics
Softball	Tennis
Soccer	Hockey
Netball	Badminton
Golf	Volleyball
Rugby	Brass Band
String Group	Chess
Science Club	Drama
Environment Club	Computer Club
Skiing	Modern Languages Club
Foreign Exchanges	Travel
Educational visits	Duke of Edinburgh Award Scheme
Street Dance	
Pilates	
Yoga	
Cardio-funk	
Various Leadership and Coaching Awards for Sport	

## **Attendance**

The College seeks to encourage high attendance rates through careful monitoring of individual student attendance. Telephone calls will be made to parents on the first day of absence if the College has not already been notified of reasons for absence. Annual holidays should not be taken during term time. The College involves the Educational Welfare Officer if attendance rates are unsatisfactory.

### ***Rates of Authorised and Unauthorised Absence***

In the academic year 2004/05 there were 1281 students on roll aged 15 years or younger. The percentage of half days (sessions) missed through authorised absence was 5.4% and the percentage of half days (sessions) missed through unauthorised absence was 0.3%.

## **Rules of Conduct**

Aim high: nothing but your best will do

THINK before you speak or act and always be polite and courteous to everyone; never use bad language

Always attend College: try not to miss a day

Arrive punctually and properly prepared for all College activities

Maintain high standards of personal appearance and always wear the correct College uniform

Move around the College site quietly and remove all outside coats in buildings

Try your best in every lesson and listen carefully to all instructions

To answer a question or ask for help in a lesson always put your hand up

Record all homework carefully in your student planner and hand all work in on time

Respect the College environment and do not drop litter

Only eat food or have a drink in the designated areas during morning break or lunch time

Do not bring chewing gum onto the College site

Respect other people's possessions

Do not bring Mobile Phones, Personal Stereos or similar items onto the College site

Do not smoke on the College site

Do not bring drugs or alcohol onto the College site

Do not bring any dangerous articles or anything that may frighten others onto the College site

***If everyone follows this code of conduct the College will be a special place where  
YOU  
can do well***



## **Home School Agreement - Between St George's College of Technology and our Parents and Children**

St George's College encourages all of its students to "aim high": to have high expectations of themselves.

We have a mission to provide excellence for all who attend the College and we strive to use innovative and effective teaching and learning methods. We value hard work, a sense of caring and a willingness to make a contribution to the wider community. A fuller statement of the College's ethos and aims can be found in the College prospectus.

The College can only achieve its aims and instil its values by *working in partnership with parents*. This agreement forms the cornerstone of that partnership.

### ***The College will:***

- Encourage your child to "aim high" at all times
- Try to meet the individual needs of your child
- Provide a broad and balanced curriculum
- Assess your child's progress at regular intervals and inform your child of that progress
- Set homework regularly
- Monitor attendance
- Provide a written report on your child's progress
- Arrange Parents' Evenings during which progress will be discussed
- Develop high standards of work and behaviour
- Communicate regularly with parents through newsletters
- Be open and welcoming at all times

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### ***As a Parent I will:***

- See that my child goes to school regularly and on time
- Encourage my child to attend for all examinations
- Notify the College of any absence, avoid holidays during term time wherever possible
- See that my child has the correct uniform and equipment
- Support the College's policies on behaviour and discipline
- Make the College aware of any concerns or problems that might affect my child's work
- Support my child in completing homework
- Attend Parents' Evenings to discuss the progress my child is making
- Help my child to review his/her progress and set targets for the future.
- Allow my child to participate in College sporting activities after normal hours.
- Allow my child to be photographed or shown on video in College activities for College use only.
- Ensure that College is informed of any medical conditions that may affect my child.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### ***As a Student I will appreciate my place at the College and:***

- Attend College regularly and on time
- Try my best at all times and "aim high"
- Complete all homework and classwork set on time
- Bring any equipment needed for College
- Be co-operative, helpful and polite to staff and other students
- Follow the College's codes of conduct on discipline and the use of IT
- Wear College uniform and be tidy in appearance
- Keep the school free from litter and graffiti and respect the College environment
- Set targets for improvement
- Catch up on any work missed through absence.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*Together* we will create an excellent College

If you wish to discuss any aspect of the Home-School agreement or have any complaints concerning the College do please contact the Principal, Mr Paul Watson, at the College, in the first instance.

## College Day

Registration & Assembly	8.45 am – 09.05 am
Period 1	09.05 am – 10.05 am
Period 2	10.10 am – 11.10 am
Break	11.10 am – 11.30 am
Period 3	11.30 am – 12.30 pm
Lunch	12.30 pm – 13.20 pm
Period 4	13.20 pm – 14.20 pm
Period 5	14.25 pm – 15.25 pm



## Pastoral Arrangements

To support the students, on entry to the College, all students are allocated to a mixed ability form group. This group of students stay together for pastoral support from years 7 to 11. All year groups have their own base within the College. Responsibility for each year group lies with a Head of Year who has at least one assistant as well as a team of form tutors. The tutor's role is to monitor the progress of the students to ensure they achieve their personal best. Parents are encouraged to be actively involved with their child's learning and a comprehensive student planner contains much useful information, particularly homework details. Parents are invited to contact the tutor or the Year Head if there are any concerns.

	<b><i>Head of Year</i></b>	<b><i>Assistant Head of Year</i></b>
Year 7	Miss S Hodgson	Miss L Thompson Mr K Vaughan
Year 8	Miss M Addison	
Year 9	Miss A Claffey	Mr D Cammack
Year 10	Mrs C Adams	Mrs J Brunt Mrs N Desmond
Year 11	Mr R Farmery	Mrs E Thorley Mrs V Wace
Year 12/13	Mr M Bamford	Mrs C Scriven
Head of Social Inclusion	Mr R Stocks	
Student Support Co-ordinator	Miss C Wright	

## **Examinations**

National Curriculum tests and examinations for Y9 will take place in the period 2 – 12 May and Y10 examinations will start on 22 June. External examinations will commence in May and continue until June (many Y10 students and all of Y11 will be taking external exams.) Y7 tests will begin on 27 Feb and Y8 examinations will take place between 2 – 14 May. Mock examinations will take place from 13 December. Module tests take place throughout the year – please check with your subject tutor for details of these dates.



## **Religious Education**

St George's has no affiliations to any particular religion or denomination. However, we enjoy a link with St Deny's parish church for the annual Carol Service. The local clergy are invited to offer assemblies throughout the year. Speakers from a variety of religious traditions are utilised where appropriate in RE lessons.

St George's uses the framework of the Lincolnshire Agreed Syllabus for Religious Education at present.

Collective worship is of a broadly Christian nature. Reference is made to other faiths and a conscious effort is made that the prayers should be general enough not to offend the other faiths present in the College.

Parents have a right to withdraw their children from R.E. lessons and Collective Worship and should discuss this in the first instance with the Head of R.E.

For any students who are withdrawn the parents should provide them with alternative work to be completed in class or in another suitable room in the school. If students do not have alternative work provided then they should join the RE lesson.



## **Special Educational Needs**

The College caters for the needs of all students with Special Educational Needs. The College has adopted the Special Educational Needs Code of Practice.

All staff share responsibility for students with Special Educational Needs in their classes. Individual subject teachers provide the support required for both the more and less able students, largely by the provision of differentiated material. Learning Support assistants provide some in-class support and where appropriate some students may be withdrawn for more individual support.

The College has a department of teachers and Learning Support Assistants who have additional qualifications and expertise in teaching and caring for students with Special Educational Needs.

## Learning Support Department

We regard every student as having individual needs. Each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the College community and we are committed to combating discrimination of any sort including racial discrimination.

The College caters for the needs of all students with special educational needs. The aim of our special educational needs provision is to improve the learning and raise the achievements of students with special educational needs by promoting and developing student independence in order to best prepare them for life beyond College.

All staff share responsibility for students with special educational needs in their classes. Individual subject teachers provide the support required for both the more and less able students, largely by the provision of differentiated material. Learning Support Assistants provide some in-class support and, where appropriate, some students may be withdrawn for more individual support.

The College employs Learning Support Assistants and Teaching Assistants to support students and their teachers. We believe there are considerable benefits for all students in catering for special educational needs in the mainstream class. Where in-class support is provided, teachers are better able to focus on the differing levels of ability within the group. Some students with special educational needs, however, may at times require more specialised teaching which can better be provided within a small group situation away from the main classroom.

### Learning Support Department

The College has a department of teachers and Learning Support Assistants who have additional qualifications and expertise in teaching and caring for students with special educational needs.

Students with Special Educational Needs are placed on the Special Educational Needs Register and each student is allocated a named LSA who oversees their provision, monitors their progress and liaises with staff. If an Individual Education Plan (IEP) is appropriate, a copy will be given to the student, all staff involved and parents. IEPs will be reviewed at least twice a year.

### The priority for support

Led by Learning Support Assistants, a team of trained Y11/6<sup>th</sup> form volunteer peer mentors assist some students, who need help with organisation, homework, basic literacy/numeracy skills, language development, revision, catch-up work and social skills. Learning Support Assistants also supervise a daily Breaktime and Lunchtime Club and a Homework Club which takes place every day after College. Typing tuition is provided for identified students.

## **A summary of the principles guiding our SEN work**

All students in our College study the National Curriculum. Our College seeks to develop an inclusive curriculum and thereby reduce the need for aspects of the National Curriculum to be disapplied for a student by applying the following three principles as set out in the 1999 DfEE National Curriculum for England document:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

We aim to meet students' learning difficulties by:

- identifying students with special educational needs;
- enabling all staff to meet identified student needs and keep up with developments in the area of special educational needs;
- making the curriculum accessible to all students through recognising the need for differentiation and employing a range of teaching styles;
- by working closely with parents and outside agencies.

Students with learning difficulties will benefit from:

- being taught within a smaller group supported by LSAs;
- a structured framework;
- a variety of teaching methods including whole class and group sessions;
- differentiated activities;
- regular and systematic assessment of their progress.

We try to ensure that all students have access to the full curriculum by adjusting:

- teaching style
- presentation of task
- the difficulty of the tasks given
- the amount of initial teacher input
- the amount of adult support
- the ways in which our students can respond and give evidence for their learning, e.g. use of tape recorder, more structured worksheets, etc
- the groupings within the classroom.

Our College believes in a partnership between teachers and parents in the education of its students. Teachers notify and involve parents when the College becomes concerned about a student's learning development and keep them updated throughout the various stages of review.

## **The Library Information Resource Centre**

We hope that many students will use the Library Information Resource Centre (LIRC) to extend their studies and to learn to study on their own. The library is supervised and is open from 8.35am until 5.00pm each school day.

The Library is available for class and individual research (with permission from teacher) at all times.

It is also available at lunchtime and after College use for students (although when busy, numbers may be restricted for reasons of safety). A supervised homework club is open from 3.30 – 5.00pm each school day.

### ***Resources***

**Multi-media stock** – books, videos, DVD's, audio-tapes, CD-Roms, fact files, newspapers and magazines.

### ***Technology in the Library***

- 6 computers for student use
- computer catalogue - resources easily accessible available on College network
- word-processing and printing facilities
- photocopying

### ***Library Skills***

Development of library skills is, wherever possible, encouraged as a natural part of students' studies. In addition, the English Department foster use of the Library in the development of wider reading.

**Staffing** Mrs M Pearson (College Librarian)  
Mrs B Riseborough (Library Assistant)

The staff are always available to help students locate appropriate resources.

## **The Learning Centre**

Many students use the computer and laser printer facilities, at lunchtime and after school until 5.00pm, to improve and complete their schoolwork.

20 computers are available, with Internet connection. Each computer can provide the students with many facilities including: Desktop Publishing, Word Processing, Spreadsheet and Database. Help and guidance is always available from a member of staff. This is particularly useful for students who need help with on-line research for Homework and with their GCSE Coursework.

## College Dates and Holidays – 2005/06

**Term 1 2005**  
(36 days)  
Thursday 1 September 2005 (Training Day)  
Friday 2 September 2005 (First Day of Term)  
Friday 21 October 2005 (Last Day of Term)

**Term 2 2005**  
(35 days)  
Monday 7 November 2005 (First Day of Term)  
Friday 23 December 2005 (Last Day of Term)

**Term 3 2006**  
(30 days)  
Thursday 5 January 2006 (Training Day)  
Friday 6 January 2006 (Training Day)  
Monday 9 January 2006 (First Day of Term)  
Friday 17 February 2006 (Last Day of Term)

**Term 4 2006**  
(30 days)  
Monday 27 February 2006 (First Day of Term)  
Friday 7 April 2006 (Last Day of Term)

**Term 5 2006**  
(24 days)  
Monday 24 April 2006 (First Day of Term)  
Friday 26 May 2006 (Last Day of Term)

**May Day Holiday: Monday 1 May**




**Term 6 2006**  
(35 days)  
Monday 5 June 2006 (First Day of Term)  
Friday 21 July 2006 (Last Day of Term)  
Monday 24 July 2006 (Training Day)  
Tuesday 25 July 2006 (Training Day)



## Parents' Evenings

Year 7 Parents with Form tutors	Wednesday 28 <sup>th</sup> September 2005
Year 7 Parents' Evening	Wednesday 8 <sup>th</sup> February 2006
Year 8 Parents' Evening	Wednesday 14 <sup>th</sup> December 2005
Year 9 Curriculum & Advice Evening	Wednesday 8 <sup>th</sup> March 2006
Year 9 Parents' Evening	Wednesday 22 <sup>th</sup> March 2006
Year 10 Parents' Evening	Wednesday 18 <sup>th</sup> January 2006
Year 11 Parents' Evening	Wednesday 19 <sup>th</sup> October 2005
Year 12 Parents with Form tutors	Wednesday 16 <sup>th</sup> November 2005
Year 12 Parents' Evening	Wednesday 15 <sup>nd</sup> February 2006
Year 13 Parents' Evening	Wednesday 9 <sup>th</sup> November 2005

## Technology College Status 1994-2007

<p><b>TSI (Technology School Initiative)</b></p>	<p>The Technology School Initiative prepared St George's for its rapid transition to a comprehensive College of Technology.</p> <p>Having been in the forefront of computer assisted language learning (CALL) in the Brealey Languages Centre since 1985, St George's started to enhance other subject areas, Technology in particular, and to foster vocational education (TVEI). To provide the necessary modern teaching accommodation, a new building was erected, the Science &amp; Technology Block, which was officially opened in 1995.</p>
<p><b>Technology College</b></p>	<p>In 1994, St George's set out to become <b>The College of the Future for the Student of Today</b>. St George's was one of the first 12 schools designated as Technology Colleges in 1994 and this award had a major impact on the curriculum: particular emphasis was now given to Mathematics, Science and Technology, and a vocational pathway was introduced in Key Stage 4 and post-16. A whole College computer network with industry standard hardware and software was installed, the school day was changed and extended, new teaching and learning styles were developed – these and other changes all contributed to raise standards and levels of achievement.</p>
 <p>TECHNOLOGY COLLEGE 1994 - 2000</p>	<p>The progress made and success achieved by St George's staff and students in Phase 1 were recognised in 1997 with the extension of Technology College status until the year 2000. For Phase 2, St George's has again set itself ambitious targets. Visitors and former students frequently comment on how much the site has expanded. The changes underway, however, go much deeper: there is a new ethos with <b>excellence for all</b> at its heart. In partnership with parents, St George's governors and staff are working hard to achieve just this.</p> <p>Reaching beyond the College site, St George's is working closely with the TC Trust, the LEA, other schools and the local community to share expertise and experience. Of particular local interest is the development of NETLinc, Lincolnshire's realisation of the National Grid for Learning. St George's plays a leading role and helps to train staff from schools in and around Sleaford.</p>
 <p>2000 – 2003</p>	<p>St George's is extremely proud to have been awarded phase 3 status as a Technology College. This also coincides with St George's being named as the tenth most improved school since specialist status was awarded. Our main aims for the new phase are to develop the electronic curriculum and to be at the forefront of education in our wider community.</p>
 <p>Specialist Schools Trust EXCELLENCE AND DIVERSITY</p>	<p>St George's has been awarded phase 4 status (2003-2007) as a Technology College. Our main aims for the new phase are to raise achievement and to work with the wider community. The annual review for 2004/05 showed that almost all targets had been met or exceeded.</p>



## Curriculum

St George's offers a fully comprehensive balanced education for students aged 11 to 19. As a College of Technology, St George's delivers the National Curriculum with particular emphasis on Mathematics, Science and Technology. In addition, Information and Communications Technology (ICT) and Modern Languages have a long tradition at St George's, going back to 1985 when the Brealey Languages Centre was officially opened. Since then, more specialist accommodation has been added, providing a welcoming and technically up-to-date learning environment for all students.

St George's is proud of its very high teaching and learning standards in the classroom; in addition, students develop their own study skills by working independently in the College's Library or self-access computer rooms. In years 7 to 11, students' progress is monitored regularly by awarding termly attainment and effort grades which are used for target setting. Every year, parents receive a comprehensive written report.

Students are set by ability and follow differentiated programmes of study. In Key Stage 3, all students follow courses in English, Mathematics, Science, Technology, French, Art, ICT, Geography, History, Religious Education (RE), Physical Education (PE), and Personal, Social and Moral Education (PSME), which incorporates Citizenship. Information and Communications Technology (ICT) is used extensively across the curriculum to enhance learning and to develop and apply students' ICT skills and capability. In Years 8 and 9, students in the top ability groups take German or Spanish as their second language. In Year 9, parents and students are invited to an Options Evening to discuss their choices for Key Stage 4.

Whilst maintaining a broad and balanced curriculum for all in Years 10 and 11, St George's offers each student the opportunity to select academic and vocational courses that best suit his/her ability, aptitude and interest. At the end of Year 11, students can gain up to 12 qualifications: GCSEs or equivalent qualifications. It is our target that all students should leave St George's with a qualification in ICT.

In Key Stage 4, students currently have choices in both the 'core' curriculum (English, Mathematics, Science, Technology, Physical Education, RE/Careers Education and Guidance/Citizenship) and two option blocks. Most students also continue to study a modern language, although some students can choose a vocational or technological alternative. In 'core' Technology, students can opt for either Food Technology, Resistant Materials, Graphics, Textiles or Electronic Products. Based on their achievements in Key Stage 3, students are advised by their teachers to aim for single or double award Science. An increasing number of students are given the opportunity to take their GCSE in Maths, Science and Technology in Y10, opening the door for more advanced study in Y11. Outside the core curriculum, St George's is able to offer its students a very wide range of courses including Art, ICT, History, Geography, Drama, Expressive Arts, Music, RE, PE, Child Development, Business Studies, Vocational Studies, Catering, as well as double award GCSEs in Art and Design and Leisure and Tourism, the chance to study a second language or technology subject, and a more substantial course in ICT worth the equivalent of up to four GCSEs. (Diploma in Digital Applications.)

The opening of the brand new Construction Academy at St George's means that BTEC Construction is now offered to 14-16 year olds.

St George's regards Key Stage 4 and Sixth Form as a continuum with a progressive 11 to 19 curriculum: students are encouraged to stay on at St George's which is part of the Sleaford Joint Sixth Form. Whilst St George's remains their 'home school' students are free to attend any appropriate course on offer within the Sleaford Joint Sixth Form. St George's contributes advanced level courses in all major curriculum areas and in new subjects such as Psychology, Communication Studies and Sociology as well as Advanced Vocational courses in Business, IT, Health & Social Care and Travel & Tourism. Vocational courses are also offered in Electronics

and Construction. Students can also enrol on courses run by the Sleaford Adult Education Service.

Specialist staff are available to support students with learning difficulties or dyslexia throughout the school.

All St George's students are encouraged to take full advantage of the many extra curricular activities and to become actively involved in the life of the College

## **Careers**

The aim of the Careers department is to provide students with a view of the wider world, and of the opportunities that exist beyond College life. We encourage students to be more self-aware. By learning about themselves and their preferences, well-informed decisions and career choices can be made. Through career exploration students learn about the opportunities that exist in the wider world, and through career management plan how to realise their ambitions. Through careers we aim to encourage and motivate our students to achieve and be successful in life.

Our objectives are achieved in a variety of different ways including: visits from speakers, arranging trips to careers events, delivering careers lessons, arranging work experience, liaising with the Connexions service, etc. All students visit the Careers Centre on a regular basis and are encouraged to use this staffed facility during break times and lunch times. The Careers Centre contains extensive up to date information on training, occupations, apprenticeships, Colleges, Further Education and Higher Education and boasts an extensive range of IT packages, books, pamphlets and leaflets, which all students from Years 7 to 13 can benefit from and are encouraged to use.

## **Work Related Learning**

One of the ways in which young people are encouraged to find out about life in the work place is our well-established work experience programme. It forms an integral part of the curriculum for our Year 10 students, taking place in July and lasting for two weeks. In order to make the most of opportunities offered, students work through a schedule of planning, preparation, briefing and de-briefing in their careers lessons.

Work experience aims to help students to:

- develop personal and social skills and qualities by working with new adult contacts
- understand some of the demands, responsibilities and routines of working life
- apply some of the skills they have learned at College
- compare career ideas with actual experiences.

Some students are asked to complete assignments for course work while on placement. All students use a diary to record feelings, experiences and skills gained or practised. This may be assessed as part of a GCSE or GNVQ course. Students' and employers' observations contained in the diary can be included in the students' Progress File.

For students that complete their Work Experience a Certificate of Achievement is awarded, with the opportunity to gain a distinction for recognition of outstanding achievement.

All students are involved in a Mini Enterprise scheme. This enables them to gain an understanding of the running of a business. Students also learn ways to help them prepare for a whole range of Post 16 opportunities.

## Courses for Year 7 – 2005/2006

The course descriptions on the following pages are designed to provide parents and students with basic details of course content, the type of work involved, homework, assessment, facilities and staffing, in relation to each subject on the curriculum.

The week is divided into 25 teaching periods of 60 minutes.

This table shows the number of teaching periods assigned to each subject.

Art	1
Design & Technology	3
English/Drama	3
Geography	1
History	2
IT	1
Mathematics	3
Modern Foreign Language	3
Music	1
PSE/Citizenship	1
Religious Education	1
Physical Education	2
Science	3
Total	25

For more details of any of the courses in this booklet, please contact any of the members of staff named at the bottom of each Course Description page.

For visits taking place as an enhancement to the curriculum a voluntary payment is requested.

Students are placed into a variety of teaching groups based mainly on previous attainment, as reported by primary schools. Students will find themselves in different groups for the following:

- Science groups
- Mathematics groups
- Technology
- English & Humanities groups
- Languages+ groups: Art, Music, French
- PE groups (mixed ability)
- PSE/Tutor groups (mixed ability)
- ICT groups

## Key Stage 3 Year 7

# ART

### TIMETABLE

1 x 60 minute lesson per week.

### TEACHING GROUPS

Students are grouped on previous attainment and taught in the same groups for Art, French and Music.

**Ave. class size: 24**

### COURSE CONTENT

This course follows on from Key Stage 2. It develops students' ability to understand how to look at the visual world of Art Craft and Design. Students will learn how to investigate and make Art and Art objects.

### TYPE OF WORK INVOLVED

Students will undertake a wide variety of activities in Two and Three dimensions and looking at the world around them, including the work of other artists and cultures. They will draw, paint, print, construct, use clay and make collages.

### HOMEWORK

Homework is set as preparation work and should take 30 minutes to complete every week.

### ASSESSMENT

From work produced in class, at home and from the annual drawing examination.

### RESOURCES/FACILITIES

Four Art rooms with facilities for drawing, painting, textiles, three dimensional studies, printmaking and ceramics.

### STAFFING

Mrs V Wace (HOD)  
Mr S Cummings  
Mrs C Fowkes  
Ms C Rawlings

## Key Stage 3 Year 7

# DESIGN TECHNOLOGY

### TIMETABLE

3 x 1 hour period each week

### TEACHING GROUPS

The year is taught in ability based groups of approximately 20 students.

### COURSE CONTENT

**Areas covered are:** Resistant Materials, Food, Electronics, Textiles, Pneumatics and Graphics set in a variety of themes.

Students will be encouraged to develop a range of skills and knowledge through engaging in a variety of design and problem solving activities. Skills include designing, communicating, working with resistant materials coupled with scientific, technological knowledge and understanding.

### TYPE OF WORK INVOLVED

Students will experience a range of activities through design, working with resistant and semi-resistant materials, food, graphics, electronics and use of colour. The Design Process is used throughout the Key Stage and this includes investigation, analysis, research, and generation of ideas and evaluation of their work.

### HOMEWORK

This will be geared to the requirements of the project in hand and normally consists of research and investigation, information gathering and three-dimensional graphics, preparatory design work or preparation of ingredients.

### ASSESSMENT

According to levels of achievement within the National Curriculum and scales for Attainment (A-E) and Effort (1-5).

### RESOURCES/FACILITIES

Students work in specialist and multi media areas which contain all basic hand tools, equipment and machinery. The electronics equipment is industrial standard and PCB production will be covered. Technical drawing tables and CAD are used in Graphics.

### STAFFING

Mrs S Roberts (HOD)

Mrs C Adams  
Miss A Boas  
Ms C Bowles  
Mr P Broker  
Mr K Crampton

Mrs B Czopowyj  
Mr C Edwards  
Miss E Fox  
Mrs K Howell  
Mr J James

Mrs S Jones  
Mr R Martino  
Mr A Ruskin  
Mr J Webster  
Mr R White

# Key Stage 3 Year 7

# ENGLISH

## TIMETABLE

Three 60 minute lessons per week

## TEACHING GROUPS – Average size 24

Students are taught English in the same group as they are taught Geography, History and RE, based on previous attainment, as reported from Primary schools.

## COURSE CONTENT

**Text-book/published course used:** OXFORD ENGLISH ONE pub. Oxford English University Press MYSELF pub. Nate English Framework 1. (Collins) Oxford Literacy Objectives 1.

**Themes include:** Myself, The Novel, Media, Folk Tales, Non-Fiction and Plays. Introduction to poetry and Shakespeare, Myths and Legends.

**Range of Fiction includes:** The Goalkeeper's Revenge, The Iron Man, Danny Champion of the World, Silver Sword, A Northern Childhood, Demon Headmaster, Me and My Million, Beowulf, Daydreamer, Room 13. Eighteenth Emergency, Ghost of Thomas Kempe, Skellig, Fire Bed and Bone,

## TYPE OF WORK INVOLVED

The work is in accordance with the Programme of Study established for the delivery of the National Curriculum and includes elements of drama. Throughout the 7<sup>th</sup> Year the department stresses the importance of acquiring a confident grasp of language skills: grammar, spelling, punctuation and sentence marking. Students are encouraged to write in various modes for various purposes and audiences. Students are introduced to a wide range of literature and non-fiction.

## HOMework

Two units of up to 30 minutes are set each week, the details of which are entered up in a student's homework diary. Homework tasks may include: written work, private reading, research, planning or redrafting.

## ASSESSMENT

- 1) Written work is at present graded A–E for achievement and 1-5 for effort.
- 2) A record card is available for each student affording details of progress in the National Curriculum.
- 3) Each student has a formal annual assessment.
- 4) Students' best work folders contain self-assessment sheets.
- 5) Certificates are awarded for effort and work of a high standard.

## RESOURCES/FACILITIES

- 1) There is a new purpose-built English Block and a Library in the main building.
- 2) The department is well resourced in terms of T.V's, Videos, OHP's and Audio equipment. There is a wide selection of subject-related videos.
- 3) The department has access to the facilities of the Brealey Centre.
- 4) New computers recently installed.

## STAFFING

Mr N Watte (HOD)	Miss A Claffey (2i/c)	
Mrs N Desmond	Mrs R Harding-White	Mr J Parry
Mr T Ginn	Mrs H Maidment	Mrs F Stocks
Mrs P Knowles	Mrs C McMain	Mrs C Wilkinson

## Key Stage 3 Year 7

# GEOGRAPHY

### TIMETABLE

1 x 1 hour lesson per week.

### TEACHING GROUPS

Students are grouped roughly on previous attainment and taught in the same group for RE, History, Geography and English.

**Ave. class size: 24**

### COURSE CONTENT

**Text-book/published course used:** KEY GEOGRAPHY: FOUNDATIONS, David Waugh and Tony Bushell pub. Stanley Thornes.

**Autumn term:** Settlement and geographical skills.

**Spring term:** The development of geographical skills.

**Summer term:** Weather/climate and rivers.

### TYPE OF WORK INVOLVED

Students will work with a wide range of stimulus material – textbooks, video, IT packages, maps, satellite and aerial photographs – to develop various geographical skills. Field work will take place within the school grounds and in the locality, subject to the restrictions of Health and Safety criteria relating to student-teacher ratios.

### HOMEWORK

One 30 minute homework per week is set covering a wide range of learning styles, to extend the students learning beyond that achieved in class.

### ASSESSMENT

- 1) Observation of practical and oral work in the classroom.
- 2) Work in exercise books and worksheets which will be regularly marked.
- 3) Each unit of work will have built-in assessment tasks which will be recorded.
- 4) A test will be set in the spring term.

### RESOURCES/FACILITIES

Foundations: Teacher's Resource Guide.

- 1) There are three dedicated teaching rooms which have black-out facilities.
- 2) Video recorders are available in all three rooms.
- 3) The department has a number of computers available in each teaching room.
- 4) A wide range of differentiated textbooks.

### STAFFING

Mr M Scott (Head of Humanities)

Miss N Calvert

Mrs J Lowder (IT specialist)

Miss L Kershaw

Miss C Strong

## Key Stage 3 Year 7

# HISTORY

### TIMETABLE

2 x 60 minute lessons per week.

### TEACHING GROUPS

Students are grouped roughly on previous attainment and taught in the same group for RE, History, Geography and English.

**Ave. class size: 24**

### COURSE CONTENT

**Text –book/published course used:** A variety, but in particular: SHP CONTRASTS AND CONNECTIONS.

The Heinemann Series: THE ROMAN EMPIRE, MEDIEVAL REALMS, CASTLES AND CATHEDRALS.

The Oxford Access to History series: ROME THE EMPIRE, MEDIEVAL BRITAIN.

**Autumn term:** The Roman Empire

**Spring term:** Medieval Realms: Britain 1066-1500

**Summer term:** Medieval Realms: Britain 1066-1500

### TYPE OF WORK INVOLVED

Evidence based enquiry  
Empathy and role play  
Reading, Summary, Comprehension and Recall  
Computer Technology  
Craftwork and illustrative display work  
Written assessments  
Extended writing, map work

### HOMEWORK

Written answers, research, learning and illustrative work may be given for homework, which should take approximately 30 minutes to complete.

### ASSESSMENT

Assessment is an integral part of delivering National Curriculum History. All aspects of students' work may be assessed. There is a formal test in the spring term.

### RESOURCES/FACILITIES

- 1) Most lessons are taught in the History suite.
- 2) TV, cassette recorders, slide/film projectors are available.
- 3) Use is made of computer materials.
- 4) Art and craft materials are stocked.
- 5) Visits to historic sites, museums, etc may be arranged.

### STAFFING

Mr C Senior (HOD)

Mr S Done  
Miss J Irvine  
Mr N Quinton  
Miss C Strong  
Mr P Watson



## Key Stage 3 Year 7

# INFORMATION TECHNOLOGY

### TIMETABLE

One 60 minute lesson per week

### TEACHING GROUPS

Students are taught in the same group for IT and Design Technology.

**Ave. class size: 18**

### COURSE CONTENT

Building on skills developed in primary schools, the course is designed to improve students' understanding, knowledge and practical ICT skills.

During the year students are taught how to use the College network, how to improve keyboard skills using either an integrated package or Microsoft Word, how to find/extract information from the internet, how to produce a Powerpoint presentation, how to use a desk top publishing package, how to produce computer models using a spreadsheet. The College follows the national strategy for KS3 ICT.

### TYPE OF WORK INVOLVED

The course is mainly 'hands on', using Microsoft Word, Explorer, Powerpoint and Photo Plus. Some written work may be done to enable students sharing computers to develop individual skills. Students may also use independent learning software, which organises a programme of work for each individual student.

### HOMEWORK

Some research homework is set occasionally.

Students are encouraged to develop their skills during lunch or after College.

### ASSESSMENT

Students' software skills are assessed as well as their National Curriculum level.

Both an end of year examination and a formative assessment are used.

### RESOURCES/FACILITIES

The College has several suites of networked computers.

Students work on the College network. They have access to space on the network where they can save their work.

The internet is used for research.

The course uses Microsoft Word, Explorer, Powerpoint, Excel, Publisher and Page Plus 7.

### STAFFING

Mr K Rushby (HOD)

Mr M Caldwell

Mr C Close

Miss L Corrie

Mrs J Crow

Mrs C Howat

Mr S Cummings

Mrs K Gugliotta

Mrs J Newton

Miss A Wood

## Key Stage 3 Year 7

# MATHEMATICS

### TIMETABLE

3 x 60 minute lessons per week.

### TEACHING GROUPS

Students are set on their KS2 results.

**Ave. class size: 25**

### COURSE CONTENT

The course follows the Key Stage 3 Strategy which continues on from the Key Stage 2 Numeracy Strategy.

### TYPE OF WORK INVOLVED

Students will undertake a wide variety of activities including:  
Number: the four rules, fractions, decimals, percentages ratio and  
Algebra: patters, finding a rule, solving equations  
Shape and Space: symmetry, area, perimeter, volume, angles, polygons  
Data Handling: statistical diagrams, averages, probability

### HOMEWORK

Homework is set at least once per week.

### ASSESSMENT

Students are assessed at the end of each half term on the work completed during that time.  
There is an end of year exam based on KS3 SATs during June.

### RESOURCES/FACILITIES

There is a suite of mathematics classrooms, and a dedicated mathematics ICT room with 15 PC's.

### STAFFING

Miss A Bristow (HOD)	Miss L Thompson (Joint second in Department)	
	Mr N Vickers (Joint second in Department)	
Mr D Cammack	Mr A Ross	Miss L Taperell (Teaching Assistant)
Mrs L Colley	Mr R Stoner	Mr K Vaughan
Mr T Crawshaw	Miss C Swinney	Miss S White

## Key Stage 3 Year 7

# MODERN LANGUAGES FRENCH

### TIMETABLE

3 x 1 hour lessons per week  
(2 hours only for three groups requiring additional literacy support)

### TEACHING GROUPS

Students are taught French in the same group as they are taught Art and Music, based roughly on previous achievements as reported from Primary School.

**Average size: 24**

### COURSE CONTENT

**Text-book/published course used:** Métro 1 accompanied by a wide range of supplementary materials designed to develop all 4 skills.

**Topics covered include:** Basic Socialising; Introducing Yourself; Family; Pets; Describing people; School; Freetime; house and home and places in town

The scheme of work incorporates a variety of teaching materials, including audio, desk-top published and computer based.

### TYPE OF WORK INVOLVED

Work encompasses the four attainment target areas: listening, speaking, reading and writing. Students will work individually, in pairs and in groups and will have contact with the foreign language assistant. They will have access to the excellent facilities of the Brealey Languages Centre.

### HOMEWORK

One 20-30 minute skill-based or learning homework per week. The acquisition and practice of vocabulary play a vital role in language learning and students are expected to make every effort to learn words and to do homework to the best of their ability.

### ASSESSMENT

Students follow the National Curriculum in Modern Foreign Languages.

Students will be continuously assessed in all four skills through homework, classwork, short classroom checks and end-of-unit tests. There will also be an annual test covering all 4 skills.

### RESOURCES/FACILITIES

Students will have access to the Brealey Centre facilities whenever appropriate, but most lessons will take place in the adjoining classrooms. There is a French language assistant. The department has a wide range of specialist equipment and has built up a large resource library of commercial and in-house produced materials.

### STAFFING

Mrs C Collier (HOD)

Miss C Becton

Mr R Farmery

Miss C Knoepffler

Miss J Patch

Miss J Purse

Mrs L Smiles

Mrs S Trow

## Key Stage 3 Year 7

# MUSIC

### TIMETABLE

One 60 minute lesson per week.

### TEACHING GROUPS

Students are grouped roughly on previous attainment and taught in the same group for Art, French and Music.

**Ave. class size: 24**

### COURSE CONTENT

The course is structured in modules which combine aspects of performing, composing, listening and appraising. Work covered includes:

- 1) Rhythm and Melody:** clapping and playing simple rhythms; repeating word patterns to rhythm; composition and notation of short rhythms and melodies; singing and performance on keyboards of simple melodies including Christmas carols.
- 2) Principal elements of music theory:** musical alphabet; the staves; main rhythm notes, bars, time signatures, names of notes on a keyboard.
- 3) Appreciation:** Musical structure: style and instrumentation – through appropriate musical examples including listening to the music of Susato, Peter and the Wolf, Elvis Presley. The Beatles, Bartok, Britten and Villa-Lobos.

### TYPE OF WORK INVOLVED

- 1)** Performing songs, vocal exercises, rhythm exercises and melodies using traditional and graphic notation as appropriate.
- 2)** Composing – individually and in groups of varying size – music for keyboard, percussion, hands/bodies and voices.
- 3)** Listening to performances by other groups in the class and performances of recorded music.

### HOMEWORK

Homework is set as and when required. It is expected to take approximately 20 minutes to complete.

### ASSESSMENT

An on-going series of assessments are made over the academic year on all students.

### RESOURCES/FACILITIES

Lessons are taught in either of the designated music rooms. Both music rooms are equipped with a variety of instruments. The department has facilities for students to use computers and other items of information technology to aid and enhance composing, performing and listening. The department offers a range of extra curricular activities and the opportunity to learn an orchestral instrument.

### STAFFING

Mr B Wilson (HOD)

Mr K Brewster

## Key Stage 3 Year 7

# PERSONAL AND SOCIAL EDUCATION

### TIMETABLE

1 x 60 minute lesson per week.

### TEACHING GROUPS

This is the only lesson in the week when the group is taught together.

**Average size: 26**

### COURSE CONTENT

#### 4 Modules:

- |                    |   |  |
|--------------------|---|--|
| 1) Settling in     | - | Organisation - standards   |
| 2) Citizenship     | - | British Government – voting procedures<br>Rights and Responsibilities - customs and beliefs – charities<br>Relationships – family – friends – bullying<br>Media in society |
| 3) Study skills    | - | How to study – revision skills   |
| 4) Careers         | - | Progress files – key skills – diet & fitness – safety first  |
| 5) Drugs awareness | - | Medicines – alcohol – smoking – illegal drugs<br>Safety First  |

### TYPE OF WORK INVOLVED

The work involves elements from the Key stage 3 Citizenship syllabus and the National Curriculum's Cross-Curricular themes. The development of personal and interpersonal skills, the acquisition of appropriate and relevant knowledge, and the development of positive attitudes are the main objectives of the work. These underpin the development of a healthy lifestyle, in a personal and social context.

The process of personal and social development should be facilitated by the use of a wide range of teaching and learning styles, including individual and group work, writing, debating, role play and

### HOMEWORK

There may be homework set occasionally. This may take the form of investigation/research, writing or reading activities to be completed outside lesson time both in and out of College.

### ASSESSMENT

Much of the course content cannot be formally assessed in the same way that other subjects are assessed, but the students will regularly assess their own skills, abilities, etc.

### RESOURCES/FACILITIES

The course will be delivered in students' form rooms as far as this is possible. Groups will have access to the College library used for key skills and resources held in the PSE department.

### STAFFING

Miss S Hodgson (HOY)	Miss L Thompson (AHOY)	Mr K Vaughan (AHOY)
Miss C Becton	Mr J James	Mr N Vickers
Miss A Bristow	Miss C Knoepffler	Mr R Wilk
Mrs C Collier	Mrs J Newton	
Mrs J Dearden	Miss R Tongue	

**Key Stage 3  
Year 7**

***PHYSICAL EDUCATION***

**TIMETABLE**

Two 1 hour lessons per week.

**TEACHING GROUPS**

Classes are taught in mixed achievement groups.

**Average size: 24.**

**COURSE CONTENT**

**Core elements (common to all):** Swimming, Gymnastics and Dance/Movement. Health and Skill Related Fitness.

**Boys:** Football skills, Hockey skills, Cricket skills, Athletics, Introduction to Badminton, Rugby skills, Tennis skills. Cross Country.

**Girls:** Hockey skills, Netball skills, Tennis/Short tennis skills, Rounders, Athletics, Cross Country, Badminton. Football skills.

Note: Improving swimmers will have a 12 week course at local pool.

**TYPE OF WORK INVOLVED**

Practical, some discussion but no written theory – except for non-participants. Individual, group and team work.

**HOMEWORK**

Very little set in Year 7.

**ASSESSMENT**

Continuous assessment/recording takes place all the time. Reports based on this are written once a year.

1 – 5 Effort

A – E Achievement

**RESOURCES/FACILITIES**

Sports fields, Sportshall, Westholme hall, Town swimming pool, Netball courts, Tennis courts. Use made of video camera and television to analyse performance.

**STAFFING**

Mr S Burrows (Head of PE)

Mrs J Wright (Head of girls' PE)

Mr C Milnes

Miss M Addison

Mr P Stanley

Miss N Calvert

Mr M Wallington

Mrs J Steward

## Key Stage 3 Year 7

# RELIGIOUS EDUCATION

### TIMETABLE

One 60 minute lesson per week

### TEACHING GROUPS

Students are grouped roughly on previous attainment and taught in the same group for RE, History, Geography and English.

**Ave. class size: 24**

### COURSE CONTENT

The course follows the Lincolnshire agreed syllabus.

After a basic introduction to the six major world religions, the course investigates:

- What is religion all about?
- Christianity
- What is worship?

A variety of text books are used as well as suitable videos

### TYPE OF WORK INVOLVED

- Written material
- Diagrammatic presentations
- Class and individual discussion
- Worksheets
- Craft work
- Video material
- Visits (if applicable)
- Role play

### HOMEWORK

One homework (when required) of approximately 30 minutes duration is set for most groups.

### ASSESSMENT

- Homework is marked on a regular basis
- Assessment work is marked with comments and feedback
- An assessment is set twice a year and levels given to each student based on the Lincolnshire Agreed Syllabus
- A formal test on the contents of the year's course is set in the spring term.

### RESOURCES/FACILITIES

- There are two specialist RE rooms in constant use
- The department has video equipment, slide projector, computers, OHP and stereos
- The department has a wide range of new and stimulating text books and videos
- Artefacts are used to facilitate a better understanding of the subject

### STAFFING

Mr D Franks (HOD)

Miss J Irvine  
Miss C Strong

# Key Stage 3 Year 7

# SCIENCE

## TIMETABLE

3 x 60 minute lessons per week.

## TEACHING GROUPS

Grouped according to achievement in Science and Maths at KS 2 and entry test.

**Ave class size: 20**

## COURSE CONTENT

**Text-book/published course used:** QCA scheme and selected materials from standard texts, plus teacher generated material, television programmes and videos.

Induction course: Transition Project. Cells; Reproduction; Environment; Acids & Alkalis; Particles; Solutions; Reactions; Forces; Energy Resources; Solar system.

National Curriculum levels 2 – 7 possible in all modules.

## TYPE OF WORK INVOLVED

Differentiated tasks and exercises which may include discussion, brainstorming sessions, teacher demonstrations, student demonstrative and investigative practical work as individual, pair or group, writing exercises; presentation of data using diagrams, tables, bar charts, graphs, making conclusions; research from secondary resources; learning exercises; poster making; computer assisted learning; model making; reading; quizzes; role play; didactic teaching. Students are involved in self-assessment and target-setting.

## HOMEWORK

30 minutes per week. Written, learning, research, model-making or reading, or a combination of these, or other activities as appropriate.

## ASSESSMENT

- 1) Continuous.
- 2) Formal test at the end of each module, result given as percent.
- 3) Self-assessment and Target Setting exercises after each module of work.
- 4) Records kept of students' achievement and effort in each module.
- 5) End of year written examination (1 hour).
- 6) Investigative work: Ability to plan, observe, record, conclude and evaluate.

## RESOURCES/FACILITIES

- 1) Lessons are taught in Science laboratories with gas, water, mains and low voltage electrical supply, and standard equipment.
- 2) There are laboratory technicians to assist in supplying equipment for classes.
- 3) There is access to TV/video equipment and some computers, College library, greenhouse, and extensive College grounds.

## STAFFING

Mrs M Webley (HOD)

Miss L Corrie  
Ms J Dearden  
Miss S Hodgson  
Mrs K Jewell

Mrs C Peck  
Mrs S Scriven  
Dr M Souter

Mr R Stocks  
Mrs E Thorley  
Miss R Tongue

Mr C White  
Mr R Wilk  
Mr A Wright



## **EXAMINATION RESULTS 2005**

***St. George's students achieved many outstanding examination results in the year 2005. These results compare very favourably with national standards.***

Full details of all the examination results are included in this booklet but the following provide key performance indicators.

### ***KEY STAGE 3 (STUDENTS AGED 13 YEARS achieving Level 5 or above)***

English	76%	-	5% above the national average
Mathematics	83%	-	10% above the national average
Science	84%	-	18% above the national average
Design & Technology	80%	-	9% above the national average
Information Technology	76%	-	9% above the national average

Other subjects performed at approximately the national standard for Level 5 or above

### ***KEY STAGE 4 (STUDENTS AGED 15 YEARS)***

Achieving 5 or more A* to C GCSE passes	69%
Achieving 5 or more A* to G GCSE passes	98%
Achieving 1 or more A* to G GCSE pass	99%

### ***POST 16 (ST. GEORGE'S STUDENTS ONLY)***

Pass rate at AVCE or Advanced VCE	95%
Pass rate at Advanced GCE	92%
Average point score per student	208 points

## Key Stage 3 Assessment

### TASK AND TEST RESULTS: PERCENTAGE AT EACH LEVEL

		Di	Ab	B	N	2	3	4	5	6	7	8	EP	5+
<b>English</b>	<b>Boys</b>	0	2	0	1	0	2	25	2	8	0			70
	<b>Girls</b>	0	2	0	3	0	2	11	75	7	0			83
	<b>B/G</b>	0	2	0	2	0	2	18	68	8	0			76
<b>National: Boys/girls combined</b>		<b>1</b>	<b>4</b>		<b>10</b>			<b>15</b>	<b>37</b>	<b>24</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>71</b>
<b>Mathematics</b>	<b>Boys</b>	0	2	0	0	1	3	9	26	43	15	2		85
	<b>Girls</b>	0	1	0	0	1	6	12	31	31	16	2		80
	<b>B/G</b>	0	1	0	0	1	4	11	29	37	15	2		83
<b>National: Boys/girls combined</b>		<b>0</b>	<b>3</b>		<b>3</b>		<b>7</b>	<b>14</b>	<b>21</b>	<b>29</b>	<b>19</b>	<b>4</b>	<b>0</b>	<b>73</b>
<b>Science</b>	<b>Boys</b>	0	2	0	0	0	3	8	34	43	11			88
	<b>Girls</b>	0	2	0	0	0	3	15	31	40	8			79
	<b>B/G</b>	0	2	0	0	0	3	11	33	41	10			84
<b>National: Boys/girls combined</b>		<b>0</b>	<b>4</b>		<b>3</b>		<b>6</b>	<b>21</b>	<b>32</b>	<b>24</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>67</b>

### TEACHER ASSESSMENT: PERCENTAGE AT EACH LEVEL

		W	1	2	3	4	5	6	7	8	EP	Di	Ab	4+	5+
<b>D &amp; T</b>	<b>Boys</b>	0	0	0	4	20	39	36	2	0	0	0	0		78
	<b>Girls</b>	0	0	0	2	15	34	43	6	0	0	0	0		83
	<b>B/G</b>	0	0	0	2	18	37	40	4	0	0	0	0		80
<b>National: Boys/girls combined</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>56</b>	<b>21</b>	<b>41</b>	<b>24</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>		<b>71</b>
<b>Geography</b>	<b>Boys</b>	0	0	0	4	22	62	12	0	0	0	0	0		75
	<b>Girls</b>	0	0	0	3	15	59	18	4	0	0	0	0		82
	<b>B/G</b>	0	0	0	4	18	61	15	2	0	0	0	0		78
<b>National: Boys/girls combined</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>22</b>	<b>35</b>	<b>23</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>		<b>69</b>
<b>History</b>	<b>Boys</b>	0	0	0	3	40	35	21	2	0	0	0	0		57
	<b>Girls</b>	0	0	0	6	29	41	24	0	0	0	0	0		65
	<b>B/G</b>	0	0	0	4	43	30	22	1	0	0	0	0		61
<b>National: Boys/girls combined</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>22</b>	<b>35</b>	<b>23</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>		<b>68</b>
<b>I.T.</b>	<b>Boys</b>	0	0	0	3	32	47	16	2	0	0	0	0		65
	<b>Girls</b>	0	0	0	2	12	64	23	0	0	0	0	0		87
	<b>B/G</b>	0	0	0	2	22	55	19	1	0	0	0	0		76
<b>National: Boys/girls combined</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>24</b>	<b>43</b>	<b>20</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>		<b>67</b>
<b>MFL</b>	<b>Boys</b>	0	0	10	10	43	32	5	1	0	0	0	0	80	37
	<b>Girls</b>	0	0	2	19	39	31	4	3	0	1	0	0	79	40
	<b>B/G</b>	0	0	6	21	42	24	4	2	0	0	0	0	73	31
<b>National: Boys/girls combined</b>		<b>1</b>	<b>1</b>	<b>5</b>	<b>15</b>	<b>26</b>	<b>30</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>73</b>	<b>50</b>

\* National results are for 2004 (2005 results available later in the year)

**TEACHER ASSESSMENT: PERCENTAGE AT EACH LEVEL**

		W	1	2	3	4	5	6	7	8	Di	Ab	4+	5+
<b>Art</b>	<b>Boys</b>	0	0	0	8	30	32	18	7	5	0	0		<b>62</b>
	<b>Girls</b>	0	0	0	0	10	25	28	26	11	0	0		<b>90</b>
	<b>B/G</b>	0	0	0	4	20	29	23	16	8	0	0		<b>75</b>
<b>Music</b>	<b>Boys</b>	0	0	0	8	51	37	5	0	0	0	0		<b>42</b>
	<b>Girls</b>	0	0	0	2	37	55	5	2	0	0	0		<b>62</b>
	<b>B/G</b>	0	0	0	5	44	46	5	1	0	0	0		<b>51</b>
<b>P.E.</b>	<b>Boys</b>	0	0	0	2	12	58	25	4	0	0	0		<b>87</b>
	<b>Girls</b>	0	0	0	1	22	52	22	3	0	2	0		<b>76</b>
	<b>B/G</b>	0	0	0	1	16	55	24	3	0	1	0		<b>82</b>
<b>R.E.</b>	<b>Boys</b>	0	0	0	5	16	24	32	20	2	0	0		<b>78</b>
	<b>Girls</b>	0	0	1	6	10	18	33	31	2	0	0		<b>83</b>
	<b>B/G</b>	0	0	0	6	13	21	32	25	2	0	0		<b>81</b>

- Di - disapplied under sections 364 and 365 of the Education Act 1996  
 Ab - absent  
 B - represents students who were not entered because they were working below level 3 in Mathematics or Science and below level 4 in English  
 N - no level awarded  
 EP - exceptional performance

## RESULTS ACHIEVED BY STUDENTS AGED 15 YEARS

Number of students in College aged 15 years:

### ***GCSE (NUMBERS OF STUDENTS ACHIEVING EACH GRADE)***

Subject	Number achieving each grade								
---------	-----------------------------	--	--	--	--	--	--	--	--

	A*	A	B	C	D	E	F	G	U
Art & Design (Voc)	0	4	2	2	2	10	0	2	0
Leisure & Tourism	0	0	8	12	4	0	2	0	0
Information Technology (Voc)	0	0	4	0	6	6	4	6	0
Science: Rural	0	0	0	0	5	2	0	1	0
Mathematics	4	11	50	71	48	24	5	2	2
Statistics	1	7	15	82	48	14	1	0	1
Information Technology	2	7	12	20	7	7	6	2	3
Business Studies	0	5	15	13	12	16	2	2	0
Home Economics: Child Development	2	7	6	15	4	0	0	0	0
Art & Design	0	14	14	23	9	4	1	0	0
Geography	2	4	18	22	7	7	3	0	1
History	1	4	11	4	2	5	2	0	0
Religious Studies	5	8	5	1	1	0	0	0	0
English Language & Literature	3	9	50	100	50	11	3	2	0
English Literature	12	12	41	87	51	15	3	2	0
Drama	0	0	3	9	6	3	4	0	0
Expressive Arts	0	0	1	3	4	2	0	0	0
French	5	15	17	10	11	11	3	0	0
German	2	6	25	16	7	7	0	1	0
Music	0	0	2	2	5	0	3	0	1
Sport/PE Studies	0	3	11	20	17	7	0	0	0
Catering Studies	0	1	1	4	5	1	1	1	0
D&T Electronic Products	0	1	8	20	8	0	1	0	0
D&T Food Technology	0	8	20	23	11	2	0	0	0
D&T Graphic Products	2	7	6	29	9	3	6	0	1
Resistant Materials	1	6	7	9	6	3	0	1	0
Textiles Technology	0	7	9	12	4	0	0	0	0

### **GCSE SHORT COURSE**

Religious Studies	1	8	42	44	42	35	17	2	2
Citizenship	0	8	59	92	44	15	4	2	2

In addition students achieved excellent results in entry level examinations.

### **GCE/GCE AS**

	A	B	C	D	E	U
Science Single Award	2	4	9	15	13	4

## **SIXTH FORM RESULTS (ST. GEORGE'S STUDENTS ONLY)**

### ***GCE A LEVEL RESULTS***

<b>Subject</b>	<b>Number achieving each grade</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
Art	1		3	1		
Biology		1		3	1	
Business (AS)			1			
Business (AVCE)	1	4	3	4		
Chemistry	1	1	1			5
Comm. Studies	1		1		2	1
D&T : Food		1	1	2		
D&T : Graphics	1	1	1	2		
Drama		1	5	2	4	
Electronics	2	3	3	2	2	
English Lit				1		
English Lang & Lit		3	6	6	3	
General Studies		4	2	6	8	2
Geography		4	1	2	1	
History		1	5	2	2	1
ICT (A)						1
ICT (AVCE)			2	2	2	
Law				1	3	
Mathematics (incl FM)		1	1	3		
Media			2		2	
Music	1		1			
Physics		1	1	1	2	2
Psychology	1	2	1	2	3	1
Sociology		1	4	2		
Sports Studies		1	1	4	2	
Travel & Tourism		4	3	7		
Health & Soc. Care		1	4	4		2