



North Axholme School

A Specialist Media Arts College

PROSPECTUS

2011-2012

Headteacher: J. Sellars, MAEd
Deputy Headteacher: R. Clayton, MAEd
Assistant Headteacher: B. Creasy, BSc.(Hons)

Chair of Governing Body: Mrs. L. Murray

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Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

NUMBER ON ROLL

421 as at 1st September 2010.

SCHOOL CLASSIFICATION: A Community Secondary Co-educational Comprehensive Day School 11-16 with specialist school status in the media arts.

VISITING ARRANGEMENTS/INFORMATION ABOUT ADMISSIONS

North Axholme School operates an “open door” policy for all parents of students, and visits are welcomed at any time, although anyone wishing to tour the school is advised to make an appointment. There are a range of opportunities organised for parents and students to meet staff and discuss progress. An Open Evening (29th September 2010) is held for Years 5 and 6 pupils and parents and for existing students and parents. The Headteacher and Head of Year 7 visit each partner primary school each September to meet prospective parents and pupils.

The school’s current admission arrangements adhere to the published criteria contained in the 2009 North Lincolnshire Schools’ Guide.

The school’s current admission limit is 108 for Year 7, 112 for Years 8,9 and10, 105 for Year 11. The admission limit for Year 7 in September 2011 will be 108.

ETHOS AND VALUES

North Axholme is a small secondary school and this means that our students are very well known to teachers and staff as individuals. As a result we are able to personalize our care and support for every child. Our pastoral system is very strong and we communicate with parents as a whole on a regular basis and with individual parents as frequently as is required when there are particular issues to resolve and support to be provided.

As well as caring for our students we expect high standards of behaviour and work. We aim to create and maintain an environment where we meet the needs of every child and inspire our students so that they are motivated to learn and reach excellent standards in their achievements. We strive continuously to raise standards through providing an appropriate, broad and balanced curriculum that gives all students the opportunity to fulfil their potential. Our offer of more traditional subjects combined with relevant more vocational programmes is proving to be very motivational for our students and they are achieving excellent results.

School Discipline

The school has a written policy on attendance, behaviour and rewards and a Code of Conduct is displayed in every room. Rules are kept to a minimum but those formulated must be observed. A range of sanctions are applied for misbehaviour or anti-social conduct. A report form may be used for short periods to monitor the behaviour of a particular student, should need arise. We expect to work closely with parents to resolve behaviour issues when they arise. The Governing Body receives regular reports on standards of discipline within the school from the Head Teacher.

Pastoral Care

The form teacher is at the centre of the pastoral care of our students. In addition, there is a pastoral leader for Years 7-9 and Years 10-11. They deal with many pastoral care issues including contact with parents and report to the Lead Learner for Years 7-9 or 10-11. The Head, Deputy Head and Assistant Head exercise special responsibility in this sphere. In some cases other agencies such as the Education Support Team, Social Services, Connexions, School Nurse or similar support may be involved. Great importance is placed on pastoral care and the welfare of students.

Extra Curricular Activities

A rich range of extra curricular activities exists that are open to all who wish to take part. Activities in sport and music are numerous and varied.

Our specialist media arts status enables us to provide an extensive range of extra curricular opportunities such as the Film Club, Camera Club, the opportunity to produce and edit short films and the Arts Award Club. As a Creative Partnerships Change School, we are able to employ a number of expert creative practitioners to work with our students in developing creative learning. Visits are organised to theatres and places of interest for educational and social purposes, as are international visits.

School facilities and activities are available to all students through the lunch break and each Thursday evening a free 'late bus' leaves at 4.30p.m. to enable students to participate in a range of after-school activities.

School Uniform

The school shop stocks a full range of polo shirts, sweatshirts, aprons and P.E/Games kit at very reasonable prices. Please note that students are expected to wear polo shirts and sweatshirts embroidered with the school logo and these are only available from school. School trousers and skirts may be purchased from most leading clothes stores.

SCHOOL COAT (Optional)	Black with school logo (showerproof with reversible fleece lining)
TROUSERS	Plain black (no extreme styles)
SKIRT	Plain black (no extreme styles)
SWEATSHIRT	Plain black sweatshirt with school logo
POLO SHIRT	Plain white polo shirt with school logo
SHOES	Strong, sensible, safe black shoes without coloured decoration Training shoes and other black shoes of a similar style are not permitted
HAIR	No extreme styles or colours.

GAMES/P.E. KIT

BOYS

Red football/rugby shirt with PE logo
Black shorts
Plain black football sock
White polo shirt with PE logo
White gym socks
Trainers
Football boots and shin pads
Towel for showers (every lesson)

GIRLS

Maroon long sleeve hockey shirt with PE logo
Maroon shorts
Plain maroon knee-length socks
White polo shirt with PE logo
Trainers
Hockey/football boots and shin pads
Towel for showers (every lesson)

No other kit is acceptable. P.E. kit should be carried in a separate bag. All articles must be named and all jewellery removed for any P.E. activity.

TECHNOLOGY - FOOD - All students require a plain white apron.

JEWELLERY

Jewellery is considered unsuitable for school and the school does not accept responsibility for any such items, including watches, etc. However, the following may be worn:

One pair of gold studs, one per ear.

One plain ring only.

One modest St. Christopher or Cross necklace only.

All jewellery must be removed for activity lessons. Expensive jewellery must never be brought to school.

MAKE-UP

Not allowed in school, including nail varnish.

MOBILE PHONES

Mobile phones are not allowed in school unless special circumstances are agreed.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

The school is not affiliated to a particular religious denomination.

Religious Education Policy

(i) Religious Education is provided for all students following the guidelines of the Authority's Agreed Syllabus. In addition to knowledge of the Christian faith students consider the main beliefs and practices of other religions and the underlying religious and philosophical ideas of religion. The object is to enable students to be informed, to think and form their own opinions. Religious Education is non-denominational but focuses on faith within the local community.

(ii) Parents may exercise their right under the Education Reform Act to withdraw their child from religious worship or instruction on conscience

grounds. This would normally be done after discussion with the Head followed by formal request in writing.

SPECIAL EDUCATIONAL NEEDS

Where particular students have special educational needs these are met or alternative suggestions made. Additional lessons are provided for some students. In-class support is preferred to the withdrawal from class of students with special needs. Other agencies may be consulted.

The name of the governor designated to have oversight of this aspect of the school's work is Ms. P. Johnson.

The name of the senior member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of students is Mrs.G.Taylor.

Special Educational Needs and Disability Provision

North Axholme has an excellent reputation for meeting the needs of SEN and disabled students. Some of the major features of this provision include:

- When we learn that a disabled student may come to North Axholme, our SEN Coordinator, Mrs. Taylor, and the relevant Lead Learner put an induction programme in place. This will include meeting parents, visiting the current school, liaising with staff on all issues that need to be addressed. All of this is over and above that afforded to all students. This work can begin up to two years before the student joins us. Visits to school for familiarization are organised and any specific needs regarding access or movement around the school planned for well in advance.
- Our arrangements for ensuring that disabled students are treated just as favourably as all others are contained in our Disability Discrimination Policy.
- Existing facilities to assist access to the school by students with disabilities include a lift to all floors and ramps to all external entries to the school for wheelchair access.
- We have an Accessibility Plan (required under the Disability Discrimination Act 1995) that contains any current plans for further increasing access to the school by students with disabilities.
- We have a current governing body policy on students with special education needs, the SEN Policy. This is reviewed annually to ensure it is always current. It contains information about how we meet the needs of SEN students.

All policies referred to above are available on request from school.

RATES OF AUTHORISED AND UNAUTHORISED ABSENCE

Unauthorised absences include lateness, all unexplained absences, condoned absences and truancy.

Number of students of compulsory school age on roll for at least one session up to 28.05.2010 (7.09.09-28.05.10)	% of half days missed through authorised absence	% of half days missed through unauthorised absence
448	5.1%	0.3%

STUDENT ROUTES

The students who left North Axholme School in July 2009 went on to the following destinations:

Sixth Form College (typically John Leggott College)	43 students	41.0%
Further Education (typically North Lindsey College and Bishop Burton)	45 students	42.9%
Employment Status with training	14 students	13.3%
Government Training	3 students	2.9%
Employment	0 students	0.0%
Unemployed	0 student	0.0%
Not known	0 students	0.0%

GENERAL INFORMATION

School Holiday Dates 2010-11

Autumn Term	Open 8 th September – close 22 nd December Half-term 25 th – 29 th October
Spring Term	Open 6 th January – close 8 th April Half-term 14 th – 18 th February
Summer Term	Open 27 th April – close 22 nd July May Day 2 nd May Half-term 30 th May – 3 rd June

School Session Times

The session times for the school day are as follows:

Morning session	08.30 – 12.30
Afternoon session	13.30 – 15.15

CAREERS EDUCATION, GUIDANCE AND WORK EXPERIENCE

Careers education begins formally in Year 8 and is continued into Years 9,10 and 11. Close liaison is maintained with the Careers Service / “Connexions”. Visiting speakers are a regular part of the programme in Year 11. We have excellent relations with John Leggott and North Lindsey Colleges as well as many training providers and this aids post-16 transition.

A careers co-ordinator organises this work. He, together with the Head Teacher and Deputy Head will discuss career matters with students and parents at any time by appointment. Any other staff, as may be appropriate, will do the same. The Careers Officer and Service are always available and visit the school regularly. The school can always put a student in touch with people concerned with any particular career.

Work experience week in Year 10 is valuable for students to experience the realities of working life.

CURRICULUM

The curriculum is common to all students and meets fully the requirements of the National Curriculum. The curriculum model will be reviewed again during next academic year.

All students on entry to Year 7 will study English, Mathematics, Science, History, Geography, R.E., Technology, French, Art, Music, P.E. and Complementary Studies (including Citizenship and PSHCEE etc.). This curriculum model is maintained in Years 8 and 9, with some variations in MFL, and especially to meet the needs of the Support Group.

Yr	Eng	Mat	Sci	Tec	CS	PE/G	MFL	Hist	Geog	Mu	Art	RE	Total
7	5	4	4	3	2	2	3	2	2	1	1	1	30
8	5	4	4	3	2	2	3	2	2	1	1	1	30
9	5	4	4	3	2	2	3	2	2	1	1	1	30

In Year 9 the Support Group will follow a more vocational course, in preparation for their chosen Pathway in Year 10.

In Years 10 and 11, students follow a course of study as outlined below: All students will follow courses defined as core and they also follow one of the four pathways as shown in the diagram on the next page.

CORE							PATHWAYS			
4 E N G L I S H	4 M A T H S	5 S C I E N C E	1 R E L I G I O U S E D U C A T I O N	2 P H Y S I C A L E D U C A T I O N	2 G A M E S C O M P L E M E N T A R Y	1 I C T	P1	BTEC 5 Health & Soc Care	3 Resistant Materials	3 French/ Spanish
								BTEC App. Business Stud	Food Textiles	Art
								Physical Education (GCSE Dual)		Music
										Geography
							P2	BTEC PE BTEC Media		History ICT
							P3	L1 BTEC – Introductory Certificate or Diploma in Vocational Studies		Level 1 ICT
							P4	Diplomas		

The development and practice of ICT skills are regarded as an important cross-curricular activity and students are encouraged and enabled to employ their skills independently when a need arises.

We continue to make a major investment in ICT to support students' learning and have interactive whiteboards in all rooms that need them and banks of wireless laptops and netbooks. Five classrooms are fully equipped with computers. Students also have access to a wide range of media technologies including digital SLR cameras, video recorders, Mac Book and Mac Pro computers, digital voice recorders, animation equipment and a range of specialist software.

SEX EDUCATION

The school has a written policy statement on sex education. The governing body has decided that sex education should form part of the secular curriculum of the school but will respect the wishes of parents who for racial, religious or other reasons, choose to exclude their child from certain elements of the sex education programme.

Sex education is not regarded as a separate element of the curriculum, but permeates different subject areas and PHSE provision across all years.

Care is taken to ensure that all contributions are appropriate and that the total provision is balanced and relevant in accordance with guidelines issued by the Department for Children, Schools and Families and other associated documents.

Topics include the responsibilities brought by sexual maturity, the physical and biological aspects of sexual behaviour including sexual reproduction, safeguarding health by an awareness of sexual behaviour and diseases, the stability of family, moral and ethical implications, legal aspects of behaviour, self-discipline and respect, emotional aspects and the responsibility of both sexes in sexual matters, contraception, abortion and patterns of sexual behaviour.

Any matter relating to sex education or material used in school may be discussed by arrangement with the Head.

There are a range of policies that are available to parents and carers. They can be requested by calling or emailing the school or via the school website. These policies are listed below:

- (a) The curriculum policy for the school determined under regulation 8 of the 2000 Regulations – a curriculum statement is included in this prospectus
- (b) Assessment, recording and reporting of student progress – how we monitor student progress throughout the year and report it to parents
- (c) Teaching and learning – our arrangements for grouping students for teaching
- (d) There is a statement on how we wish to work in partnership with parents in this prospectus
- (e) A policy under section 71 of the Race Relations Act 1976 regarding the elimination of unlawful racial discrimination and the promotion of race equality
- (f) The policy for promoting community cohesion
- (g) The Special Educational Needs policy – this is referred to in this prospectus
- (h) The Disability Discrimination policy regarding the elimination of unlawful discrimination and harassment of disabled persons, the promotion of equality, the need to take account of disabilities, the promotion of positive attitudes towards disabled persons and the need to encourage participation by disabled persons
- (i) A policy under section 76A of the Sex Discrimination Act 1975 regarding the elimination of unlawful discrimination and the promotion of equality of opportunity between men and women
- (j) A statement about collective worship
- (k) A policy concerning the support we provide for students who are looked after

- (l) The attendance and behaviour policy
- (m) The uniform policy is contained in this prospectus
- (n) The policy for gifted and talented students

General information about the school, including information about annual school achievement and attainment tables, published reports of recent school inspections and school open days can be requested by calling the school, via email (contact details are included in this prospectus) or through our website.

ARRANGEMENTS FOR DEALING WITH COMPLAINTS

- (i) In the first instance complaints should be addressed to the Head Teacher.
- (ii) The Head Teacher will consult with the parent/carer.
- (iii) If no agreement is reached then the matter may be referred to the Governing Body.

A leaflet is available to parents at the school which explains local arrangements for the consideration of specific complaints regarding the National Curriculum as required under section 409 of the Education Act 1996.

PUBLIC EXAMINATION POLICY.

All students are entered for public examination in subjects where success seems at all possible.

Most students take examinations for the General Certificate of Secondary Education (GCSE) and/or an extensive range of other qualifications according to their individual needs such as a range of BTEC courses and CLAIT+ ICT.

DISCLAIMER

The information given in this leaflet was valid in the summer of 2010. It is possible that there could be changes affecting either the arrangements generally described in this leaflet or any particular part of them before the start of the school year 2010/2011 or in the subsequent years. Parents wishing to contact the individual members of staff or governors named in this leaflet are advised to check the details with the school for any changes beforehand.

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