

Lordswood Girls' School



School
Prospectus

Welcome

Welcome to our prospectus which we hope will give you a flavour of life at Lordswood Girls' School.

Lordswood Girls' School is a school that does not stand still! We are constantly striving to improve on our best, be it with regard to school facilities and the educational opportunities that we offer students, or in the range of innovative projects in which the school is involved and which enable Lordswood Girls' School to remain at the cutting edge of education.

We are very proud of our position as one of the top schools, both in the city and nationally. Our average national percentile ranking for student progress over the last 10 years is in the top 4% of all schools nationally, based on examination performance at Key Stage 4, and the school enjoys an excellent reputation for its academic, sporting, and artistic achievements.

So what are the factors that make us successful? We believe that the high expectations we have of all our students, the great importance placed on standards of behaviour, and the quality of teaching and learning, together with a strong partnership with parents and carers, are key contributors to our success. Similarly, a differentiated and varied curriculum which takes account of the needs and interests of learners enables all students to progress onto meaningful pathways, be it Post 16 or Post 18. At the end of Year 11, the majority of students progress to the Lordswood Sixth Form Centre, which also has a proven track record in examination success and in ensuring that students achieve qualifications which enable progression to training, higher education, or employment.

Extra-curricular activities, trips and visits, and involvement in community projects all form an integral part of the Lordswood Girls' School experience and all students are encouraged to participate. Through our Applied Learning afternoon on a Wednesday, we want our students to take more responsibility for their own learning and to realise that learning is not confined to the classroom; students are given the opportunity to extend their learning through individual research and a range of activities both in and outside school. The school has a thriving performing arts department and an increasing number of students are now involved in concerts and productions, performing at a very high standard.

At Lordswood Girls' School, we aim to provide our students with the opportunities and experiences that will equip them with the skills, knowledge, and outlook necessary to make a positive contribution as citizens of the 21st century and, above all, to engender in them a love of learning that will last throughout life. We hope that your daughter will want to become part of this learning community.



Mrs Jane Götschel
Headteacher



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Together we aspire, we discover, we excel

We believe that

- Lordswood Girls' School is an exceptional school, outstanding in the quality of all its learners.
- We are all learners; learning is enriching, enjoyable, and lifelong. We learn from each other.
- Academic achievement is a vital, but not exclusive, indicator of success. An effective, rounded education engages the whole person and extends beyond the academic.
- The quality of Lordswood Girls' School lies in the richness of its aspirations, the commitment of its learners, and the quality of the relationships within and beyond the school building.
- Our past success informs our present practice and will be the foundation, but not the limitation, of our future growth.
- Schools are communities within larger communities. Between us, we can create an excitingly rich and diverse pool of talent from which we can grow.

Therefore we aim to

- Value and include all who contribute to the life and growth of the school.
- Nurture mutually respectful, supportive relationships.
- Create a happy, purposeful, and secure learning environment which engenders in all a hunger to fulfil potential.
- Inspire a zest for learning which extends beyond the ordinary and endures beyond the temporary.
- Model and promote the value of lifelong learning.
- Develop enthusiastic, self-disciplined, and motivated learners who respect themselves, others, and the world around them.
- Recognise the unique talent within every individual and realise his or her full potential.
- Harness, integrate and develop the wealth of resources available to us within all of the communities of which we are part.
- Ensure the uncertainties of the future are anchored by strong self-belief, continuous development of skills, and an unwavering determination to realise the best in all of us.

How To Join Us

As an academy, Lordswood Girls' School and Sixth Form Centre operates the following admissions policy, which is based upon the Government's revised admissions code.

The admission criteria used to decide which students will be allocated places in Year 7 are:

- Children in public care.
- Children with an Education, Health & Care Plan (Special Educational Needs) if the school is named.
- Students with a sister already at the school (years 7-11) or a brother or sister in Lordswood Sixth Form Centre, who will still be on roll at the time the sibling enters the school.
- Students who live nearest the school (calculated on the basis of a straight line measurement between home and school).

When a place becomes available after Year 7 transfer, it is allocated to a student on the waiting list according to the Government's revised admissions code.

The school continues to be heavily over-subscribed. In 2015, the last student admitted lived 2.002km from the school.

At Post 16 level, the Lordswood Sixth Form Centre is open access and welcomes both male and female applicants from across the city and outside Birmingham. Separate admission criteria operate for the Sixth Form. Admission is based on an assessment of student's potential to benefit from the curriculum and facilities offered by the Sixth Form Centre.

In the event of over-subscription, preference will be given to existing students, then looked after or previously looked after children (in public care), then siblings, applicants to the Basketball, Cricket, and Football Academies, and then those who live nearest the school.



Curriculum

At Lordswood Girls' School, students will experience a curriculum that meets their needs, abilities, and aspirations, whilst also preparing them for the opportunities and responsibilities of adult life.

Students are required to stay in education or training until they are aged 18 and therefore it is important that they follow a curriculum that allows them to progress at Post 16 and also Post 18. To this end, personalised pathways are offered to students at both Key Stage 4 and Post 16. This allows students the opportunity to combine traditional subjects with vocational and skill based qualifications should they wish to do so. Core subjects are set according to ability to maximise student success.

A wide range of enrichment courses complement the curriculum on offer and students are encouraged to participate in these.



Inclusion

The school follows the National Code of Practice for all students with special needs.

Students with additional needs are catered for both in subject areas and through targeted support. Specialist subject staff and teaching assistants work alongside the subject teacher to support students within lessons. Additional support is offered outside of curriculum time, for example, before and after school.

All students requiring special needs support are screened to assess their individual needs and an appropriate programme of work is then prepared. Progress is reviewed regularly and parents fully involved in the process of future target setting.



Homework

Homework is designed to be a purposeful task that develops skills and encourages all students to take greater responsibility for their own learning, whilst maintaining a balance with extra-curricular activities and home life. The format of homework in Years 7 to 9 involves a mixture of project work and reflective tasks, which are intended to help students acquire and develop the skills and aptitude that are crucial in meeting the demands of courses in Years 10 to 13 and beyond.

Attendance

Regular attendance and good punctuality are essential if students are to achieve their full potential.

Students who require leave of absence for any reason, other than illness, must obtain permission at least one day in advance. A note from a parent should be shown to the Review Tutor and then taken to the School Office. Permission will not be given on the day.

In cases of illness, parents are requested to telephone the School Office on each day of illness before 9.00am.

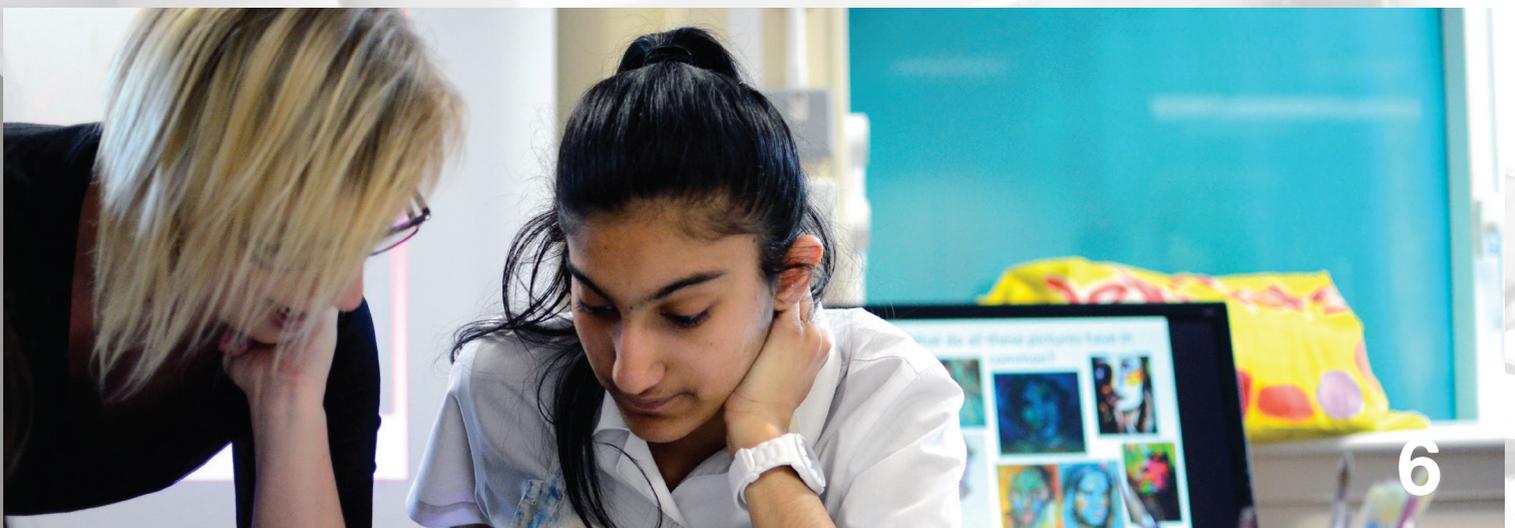
Parents may be asked to produce medical evidence where there is persistent absence due to illness. Where attendance and punctuality issues arise, a referral may be made to the school's Education Social Worker.

In accordance with school and Government policy, holidays will not be authorised in term time.

Behaviour & School Rules

School rules are kept to a minimum and self-discipline amongst students is strongly encouraged. The underlying principles are of respect, tolerance, and support for one another.

We believe that students should be allowed to learn and teachers to teach. Staff will respond to all cases of poor behaviour in a consistent way through the use of 'alerts'. These serve to inform the Review Tutor of any concerns regarding homework or behaviour. The Review Tutor will automatically discuss any concerns raised with students during regular review meetings. Detentions and the withdrawal of privileges are the main sanctions given by the school for poor behaviour. Internal exclusion is used for more serious infringements of the school's behaviour policy. Students whose attendance, punctuality, or behaviour are unsatisfactory may not be allowed to take part in special activities.



Student Support

On entry to the school, students are allocated to a Review Group which is overseen by a Review Tutor.

The Review Tutor has responsibility for the academic progress and welfare of each student. As well as overseeing the day to day well being of students, Review Tutors also set targets and monitor achievement through individual reviews which provide opportunities for students to discuss any problems.

Further support is available through the Achievement Co-ordinator who oversees the progress of all students within a particular phase.

Teaching & Learning

Great importance is placed on teaching and learning; we want students to experience lessons that are stimulating, challenging, and that allow all students, regardless of ability, to make outstanding progress. Students are encouraged to engage actively in their learning, to reflect and to apply their knowledge, and we aim to enable all students to develop the skills and attitudes which will equip them to meet the changing demands of employment in the 21st century.



Developing Potential

On entry to the school, students are identified as high band or exceptional potential. High band students are identified by prior attainment at KS2 or, in the case of the sixth form, GCSE point score.

Students are identified as having exceptional potential on the basis of their cognitive ability tests. In addition, students who have been identified by their teachers as having an aptitude in a specific subject area will also be included on the exceptional potential register for that subject.

Students will have the opportunity to participate in enrichment events both in and out of school. These include the Forward Thinking programme, The Brilliant Club, and university master-classes.



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Praise & Rewards

Rewards play an important part in promoting a sense of responsibility and in developing caring and mature attitudes amongst students.

The school's website is updated regularly and is used to celebrate students' achievements both in and outside the classroom.

Subject merits and praise logs are given for particularly good effort, excellent work, and good citizenship. Celebration and showcasing assemblies, as well as evening celebration events, are organised during the year to recognise the effort and achievements of students.

Information, Advice, & Guidance, & Work Related Learning

Providing students with the required information for them to make informed choices at transition points is essential to student success and progression. Students are supported through our Review Tutor programme, workshops, assemblies, taster days, information evenings, and PSHEE days. The school also works closely with an independent careers advisor who supports students in making the appropriate pathway choices and who is available at Parents' Evenings to advise on choices.

All students will participate in work related learning activities to support them in making decisions about their future through the PSHEE programme. Students following vocational courses will undertake work experience that is specifically related to their area of study and forms a compulsory element of these courses at Post 16. In Year 12, students will carry out work experience to give them an insight into the world of work and to allow them to consider their strengths and interests.



PSHEE

All students in Years 7 to 11 follow a programme of personal, social, health, and enterprise education. This comprises issues such as healthy lifestyles, relationships, money management and economic awareness, sex and relationship education, as well as careers education and guidance.

Religious Education & Collective Worship

In accordance with the Education Act 1988, religious education is a compulsory part of the school curriculum and students currently follow the Birmingham agreed syllabus.

We believe that teaching about the different faiths represented in society, and within the school community in particular, is vital in building tolerance and understanding, and in challenging prejudice and stereotyping.

Collective worship at Lordswood Girls' School aims to:

- Celebrate the key festivals within each of the main religions.
- Complement work undertaken in religious education.
- Develop the spiritual, moral, and cultural understanding of students and thereby contribute to community cohesion.

Parents or guardians who have any objections to their child attending collective worship or religious education lessons have the right to withdraw their child from these activities. Any parent or guardian wishing to do this should contact the Headteacher so that suitable alternative arrangements can be made.

Sex & Relationship Education

The Governors recognise that the prime responsibility for bringing up children rests in the home. The school has a supportive role in helping students to understand and manage the emotional and physical aspects of their growing up and in preparing them for the challenges and responsibilities that sexual maturity brings.

Sex and relationship education in Years 7 to 11 takes place within science and RE lessons at Key Stage 3 and Key Stage 4, and through PSHEE Health Education days. Review Tutors generally deliver the PSHEE curriculum with support from professionals where appropriate. An outline of the sex and relationship education delivered to each year group can be found on the school website.

Parents have the right to withdraw their children from all or part of the sex and relationship education, except for those parts included in the statutory National Curriculum (i.e. in science lessons). Alternative arrangements would be made in such cases.



Lunchtime Arrangements

In light of Government concerns to ensure that students are kept safe and eat healthily, students in Years 7 to 11 are expected to remain on site during lunchtime.

Students will only be allowed out of school where parents have requested, in writing, that their child returns home to eat lunch with the family and are able to ensure that she can return in time for afternoon school. We are committed to providing healthy, nutritious meals and school meals at Lordswood Girls' School are very popular amongst students.

Extra-Curricular Activities & Applied Learning

At Lordswood Girls' School we recognise that some of the most effective learning takes place outside the classroom and therefore we aim to offer a range of activities, trips, and visits to broaden students' horizons and extend their skills and experiences.

Activities include:

- Theatre and cinema visits.
- Peripatetic music lessons.
- Residential field courses and study visits both locally and abroad.

Subject areas organise trips which complement the curriculum and students are actively encouraged to join a wide range of clubs and groups outside lesson time.

Applied Learning takes place every Wednesday afternoon. Students have the opportunity to attend a ten-week block of sessions which allow them to learn in diverse and authentic contexts. Activities such as first aid, ceramics, Zumba, gardening, and Mandarin enable students to develop personal, community, active, and creative skills.

Student Voice

Student Voice is integral to the ethos of Lordswood Girls' School. Students are able to give their opinions in a variety of ways and know that their views are listened to and often acted upon. Students have the opportunity to put their questions to the Headteacher and a selected panel in regular 'Question Time' events.

The School Council is a democratically elected body comprising two Representatives from each Review Group who are elected following hustings and an application process. Year Councils meet regularly to discuss general issues relevant to their particular year group. There is a student Executive Committee, led by the School Captain, which meets regularly and takes responsibility for resolving whole school issues, suggesting and implementing school improvements, organising fundraising events, as well as reviewing and updating school policies.

Lordswood Sixth Form Centre

Lordswood Sixth Form Centre enjoys an excellent reputation within the city, as a result of its success. It offers a broad curriculum which caters for a range of interests, abilities, and aspirations. The excellent results gained by our students allow all of them to progress into higher education, employment, or training and to pursue a variety of careers.

Unique additions to Lordswood Sixth Form Centre are the basketball, cricket, and newly opened football academies, which offer places to students who wish to develop their sporting talent in addition to academic and vocational studies. The academies compete locally and nationally with great success and are instrumental in helping all students reach their full potential.

2017-18 sees the opening of the new Lordswood Sixth Form building.

For further information on Lordswood Sixth Form Centre, including admission arrangements, please ask for a copy of our Sixth Form prospectus.



Partnerships Between Home & School

We work very closely with our parents to ensure the best results for our students and value their support in helping us to achieve our aims. We recognise that one of the key factors in a student's success is the relationship between home and school.

Consequently, parents are regularly updated about their daughter's progress and informed of school events and developments in the following ways:

- School website
- Learning Gateway
- Weekly on-line parent bulletins
- Telephone calls and personal correspondence
- Text alert system
- Termly newsletters
- Personal Review Tutor meetings
- Parents' Meetings
- Information Evenings
- Full subject and interim reports
- Sharp system (on-line reporting tool accessed via the school website)

In addition, parents' views are sought through an externally commissioned survey (Kirkland Rowell) and termly parent forums.

Links With The Community

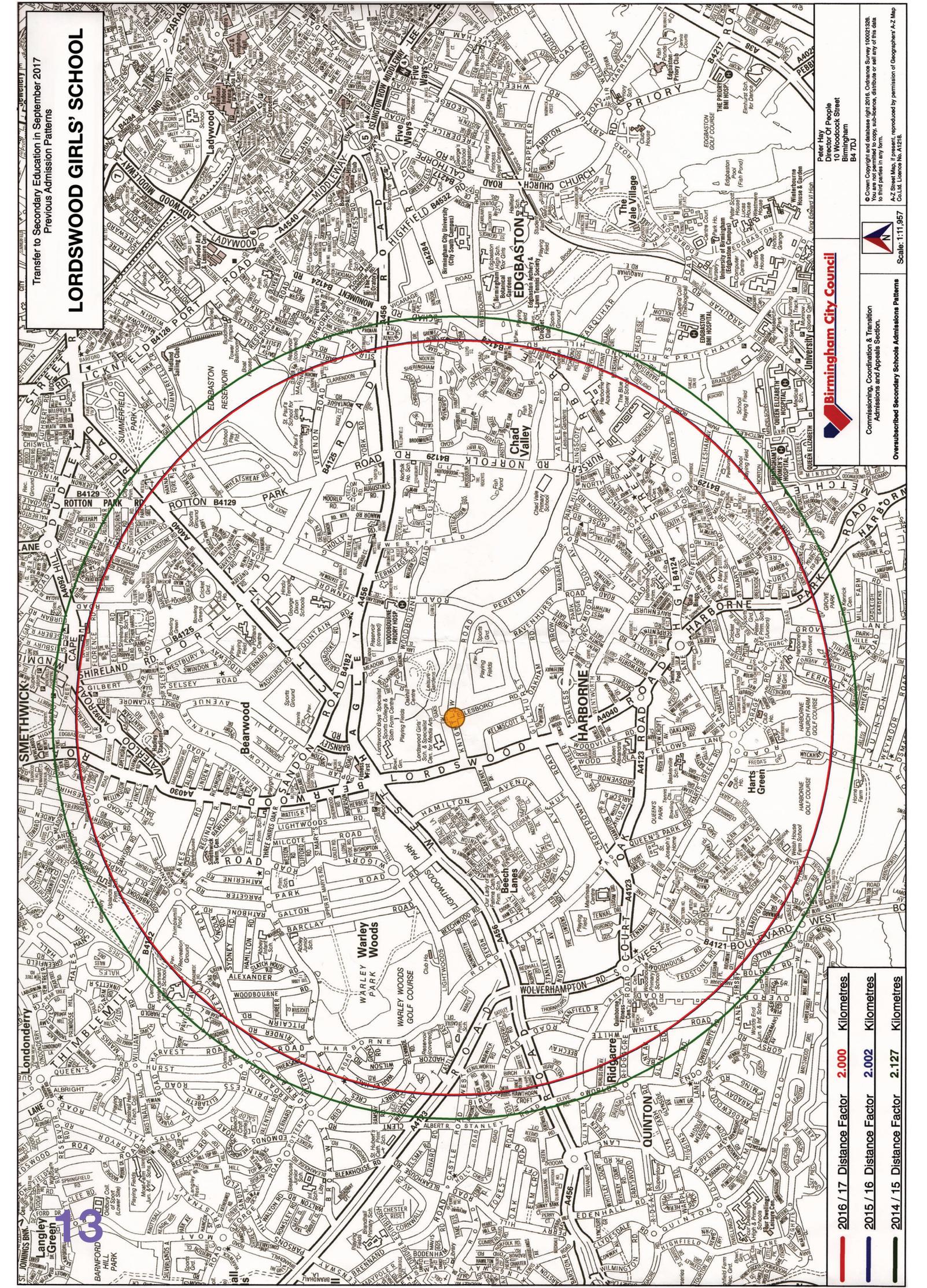
Lordswood Girls' School has been successful in forging strong links with a number of community groups and organisations and has established a learning community which extends beyond the school.

We work closely with other schools and community organisations to offer high quality learning opportunities and enrichment for all students. Our facilities are also used extensively for meetings, sports, training, and other events, open to our local community.



Transfer to Secondary Education in September 2017
Previous Admission Patterns

LORDSWOOD GIRLS' SCHOOL



Birmingham City Council

Peter Hay
Director Of People
10 Woodcock Street
Birmingham
B4 7DU

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Scale: 1:11,957

Commissioning, Coordination & Transition
Admission and Appraisals Section.

Over-subscribed Secondary Schools Admissions Patterns

	2016 / 17 Distance Factor	2.000	Kilometres
	2015 / 16 Distance Factor	2.002	Kilometres
	2014 / 15 Distance Factor	2.127	Kilometres

Lordswood Girls' School

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together we aspire,
we discover,
we excel



LORDSWOOD ACADEMIES TRUST