

# New Intake Parents' Evening





# Welcome to New Intake Parents' Evening

Our vision is for our students to discover and develop their talents in the pursuit of individual academic achievement, personal growth and success.



# Living Our Values: The Ofsted Reality

 **CARE**

“ Pupils enjoy coming to this school. They feel at home in its respectful and kind culture.

 **ASPIRE**

“ The school has a curriculum that is well designed and ambitious.

 **GROWTH**

“ Behaviour in lessons is excellent... Disruption to learning is rare. Pupils are polite towards each other.

 **SUCCESS**

“ They concentrate well and take pride in their work.

# Beyond the Classroom

*The extra-curricular opportunities that leaders provide to broaden pupils' and students' wider development are a strength of the school.*

## STEM & Strategy

- Coding club
- Isaac physics
- Chess club
- Dungeons and dragons
- Snail club
- Robotics club
- Maths Challenge

## PE & Sport

- Boys' rugby
- Girls' netball
- Mixed trampoline
- Mixed badminton
- Football
- Hockey
- Gymnastics



**60+**  
Opportunities

## Creative Arts

- Drama production
- Set design
- Photography
- Soul band
- Samba
- Art club
- Choir

## Life & Leadership

- Duke of Edinburgh
- Debating society
- Eco club
- Student leadership
- MFL spelling bee
- Charity Committee
- Peer Mentoring

# Home School Partnership



Academic &  
Personal Growth



Support &  
Engagement



Care &  
Ambition

# Welcome to the Community

**CARE** ⚙️ **ASPIRE** ⚙️ **GROWTH** ⚙️ **SUCCESS**

We look forward to beginning this journey  
with you and your child.

# Becoming Guiseley

**Assistant Headteacher:** Martin Barron



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SCHOOL**

# Core Values



# Behaviour





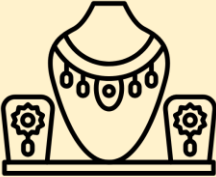
OFSTED report 2024: “Pupils’ behaviour in lessons is excellent.”

- We have high standards
- We have high challenge
- We provide high support



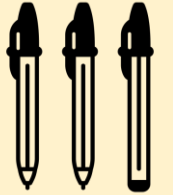
# Good morning

Are we wearing the correct:

- Shoes 
- Skirt 
- Is it rolled down?
- Blazer 
- Lanyard  (string + holder + card)
- Jewellery 
- Only 1 bracelet & 2 studs per ear

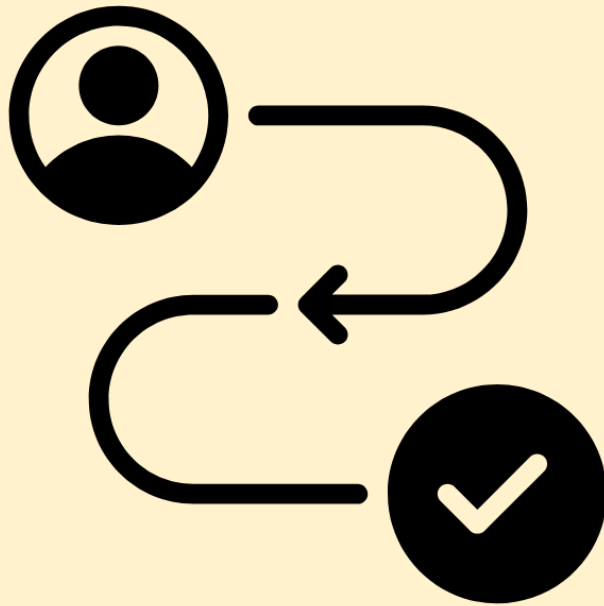
Do we have with us:

- Planner
  - Reading book
  - Black pen
  - Have we turned our phones off?
  - Have we listened to the messages? And written down any room changes
- Green pen
  - Pencil
  - Glue
  - Whiteboard pen
  - Ruler



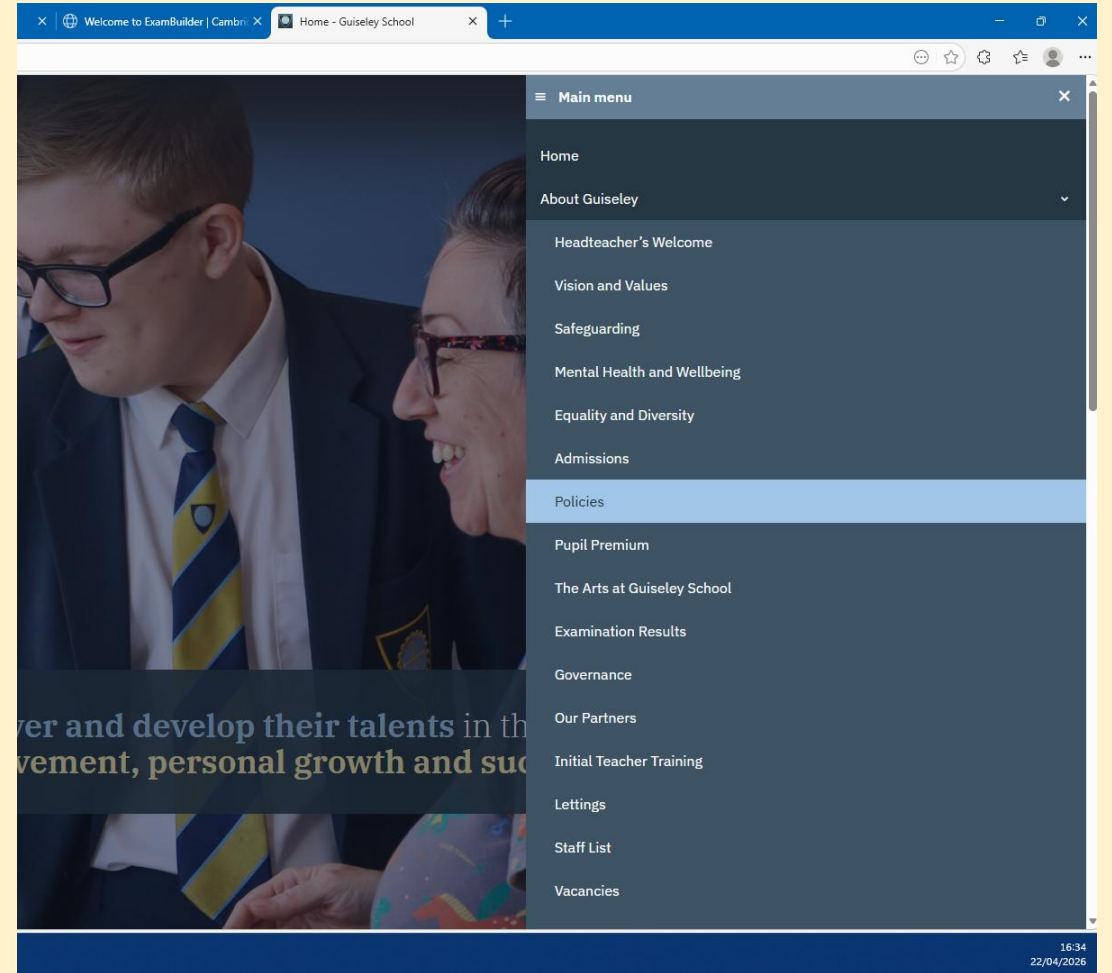
# The Journey

Young people are going to go through lots of change over their time here.



# Policies

- Are available on our website
- Please read them



# Curriculum and Reading

Assistant Headteacher: Kirsty Cook



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# Curriculum

- **Character and values development** – Our curriculum **builds strong character** through **PSHE education**, form tutor sessions, and assemblies. These focus on respect, resilience, Fundamental British Values, and personal development including career awareness.
- **Broad foundation in Key Stage 3** – In years 7-9, students study a **wide range** of subjects including **core subjects** (English, Maths, Science), **humanities** (History, Geography), **languages**, and **creative/practical** subjects (PE, Music, Drama, Art, RE, Design Technology).
- **Real-world connections** – Media, IT, and Engineering later on, link our curriculum here directly to important career pathways in Leeds, preparing students for future success.



# Curriculum Maps

We have set out our planned curriculum via our Curriculum Maps which are available on our website.

 <b>Geography Year 7</b> <b>Getting to Grips</b>						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>7</b>	<b>What is my Place in the World?</b>	<b>How Amazing is Africa? Physical Geography</b>	<b>How Amazing is Africa? Human Geography</b>	<b>What shapes the Earth? Rivers and Glaciers</b>	<b>What shapes the Earth? Coasts</b>	<b>Does Robin Hood's Bay need new sea defences?</b>
	Introducing the Human and Physical Geography of our local area. Getting to grips with where we are within a wider World context. Using OS maps to investigate local features and plan routes. Understanding what factors combine to create place geographies.	Physical Geography of Africa including climate and biomes. Using the Atlas to get to know Africa. A study of the Sahara Desert and how flora and fauna is adapted to the environment. A study of natural hazards in Africa including Nyiragongo.	A study of the human aspects of Africa including the history of colonisation and the economic impacts. Challenging misconceptions of Africa. Drawing scatter graphs. Investigating the Horn of Africa and problems such drought and desertification. Gaining knowledge about piracy in Somalia and the impacts on the area. Understanding life in the slums in Ethiopia.	The fluvial landforms features commonly found in each course of a river's long profile. Why rivers flood, and how river flooding is managed. Understanding hydrographs.  How glaciers are Formed and how they shape the landscape. The landforms created by glaciers in upland British landscapes such as the Lake District  Applying OS map skills to River and Glacial Landscapes.	Geological processes of weathering and erosion, and how they lead to different coastal landforms. Why our coasts collapse. How we manage and protect our coasts. Using images to understand our physical World.	A geographical enquiry. How to sequence an enquiry. Fieldtrip to Robin Hood's Bay to carry out data collection during Year 7 Camp. Analysing our data, representing results and writing up our findings.  Using virtual fieldwork and digital maps to enhance our understanding.

# Why is reading so important at Guiseley School?

- It improves **academic results**
- Improves **concentration**
- GCSE papers have an **average reading age of 16**
- **<14%** of teenagers read on a daily basis



# How do we support reading progression?

## In Year 7

- Private reading is part of **form time**
- Reading is part of their **homework** and **reading logs** must be signed by parents/carers
- Dedicated **reading lessons** with class readers in English
- **Reading tests** twice a year
- **Reading intervention** for students who are struggling determined by NGRT test results

## In Year 6 transition

- On transition days all students **visit the library**
- Choose a **book to borrow** over the summer
- Year 6 take part in our **summer reading challenge**



# Inclusion

**Lead SENCO:** Kim Ratcliffe

**Deputy SENCO:** Mona Foster



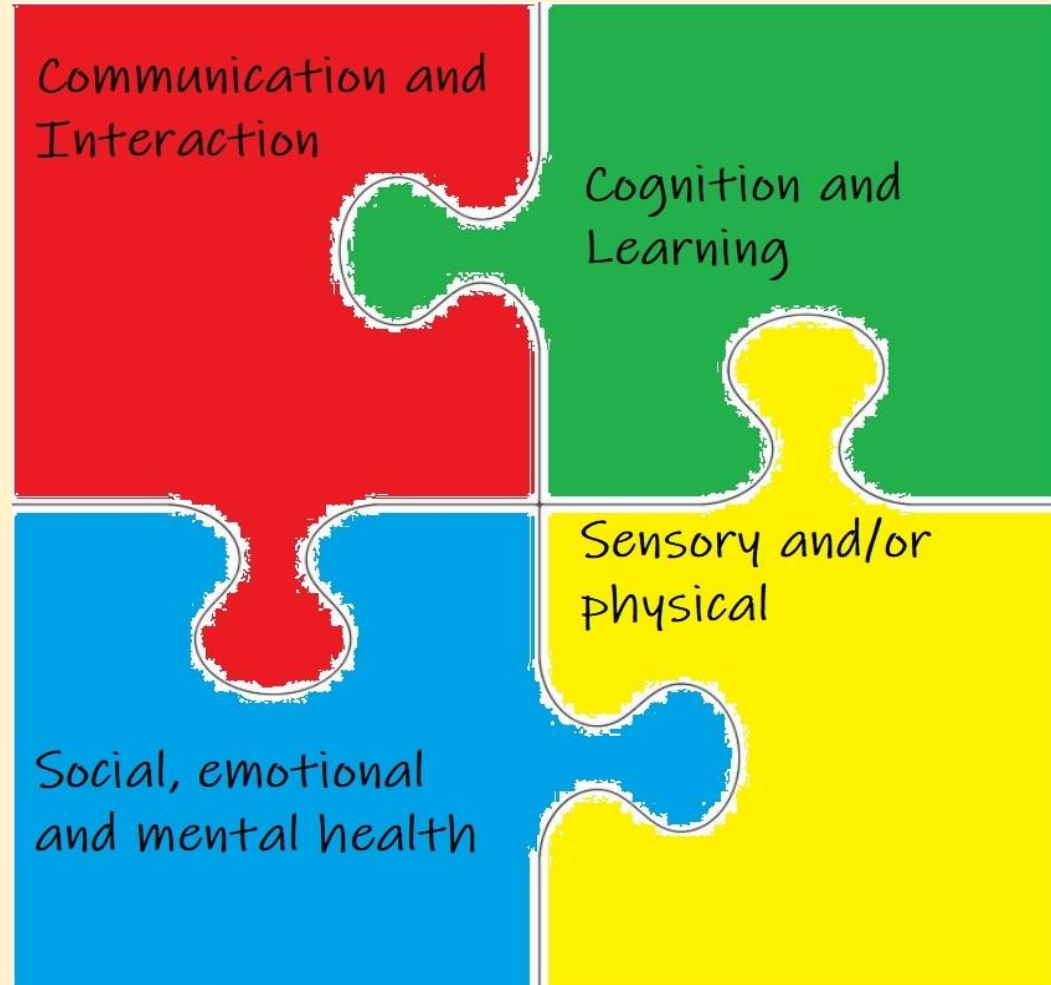
# Guiseley School

There are four broad areas of SEND

Mrs Ratcliffe  
Lead SENDCO

Years 9-13

Access Arrangements



Mrs Foster

Deputy SENDCO

Years 7 and 8

Designated Teacher



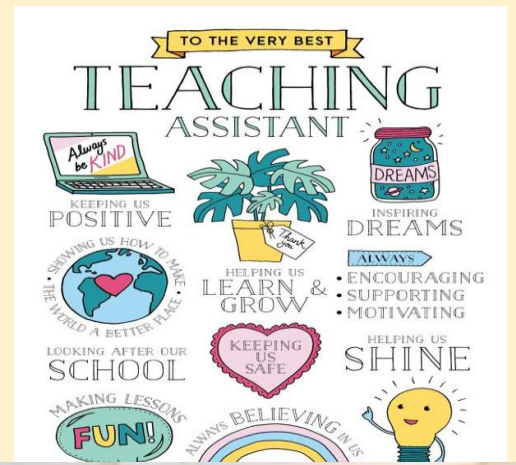
# SEN Register

- ❑ If your child has a diagnosis this does not mean that they get placed on the SEND register.
- ❑ Teachers will know that they have a diagnosis as it appears on Arbor.
- ❑ SEN Code of Practice - receiving *'provision different from and additional to...pupils of the same age'* (SEN Code of Practice) meaning support beyond the universal offer.
- ❑ E Code – Student has an EHCP
- ❑ K Code – SEN Support – receiving *'provision different from and additional to...pupils of the same age'* (SEN Code of Practice) meaning support beyond the universal offer.



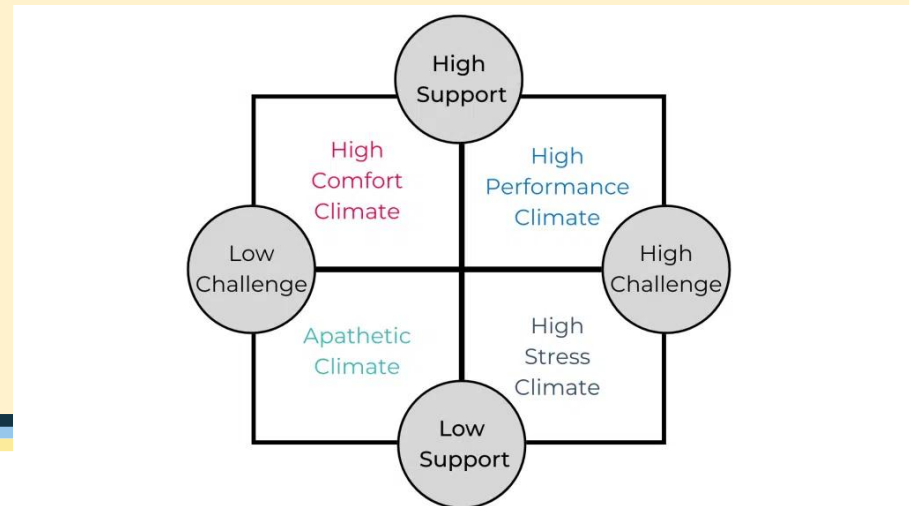
# Provision at Secondary School

- ❑ Larger school environment – over 1400 students
- ❑ Classes of 30-32 across the curriculum– less consistency with same staffing as students progress up through the year groups.
- ❑ Two SENDCOs – 150 students to each SENDCO
- ❑ Primary School – 1 SENDCO to 20-30 students
- ❑ Transition between lessons every 50 minutes – no need for time out passes
- ❑ Not a TA in every class
- ❑ Any communication to staff is written first, not a phone call



# Behaviour & SEN

- ❑ Aim to have a school environment where **every child feels safe** and **classrooms are free from disruption**
- ❑ We are an **inclusive school** and **ALL** students follow the behaviour policy and system within school.
- ❑ Even if students have an EHCP, or complex SEND, expectation is to follow the behaviour system.
- ❑ **High Challenge, High Support**
- ❑ **Some** Reasonable adjustments are made, but they are **pro-active and planned for** – they are not used to excuse or lower expectations of behaviour.
- ❑ Systems driven behaviour process



# Expectations for Assessment Procedures and Access Arrangements

- ❑ All assessments are completed in class
- ❑ If your child had access arrangements for SATS they will not have these for assessments at Secondary School
- ❑ The Access Arrangement system is very different and we have to follow JCQ regulations
- ❑ These arrangements to not start until Year 10
- ❑ The assessments are not more than 30-40 minutes
- ❑ The students will sit in silence and complete them



# Transition

**Pastoral Leader for Year 7 and Transition:** Lauren Lajszczuk



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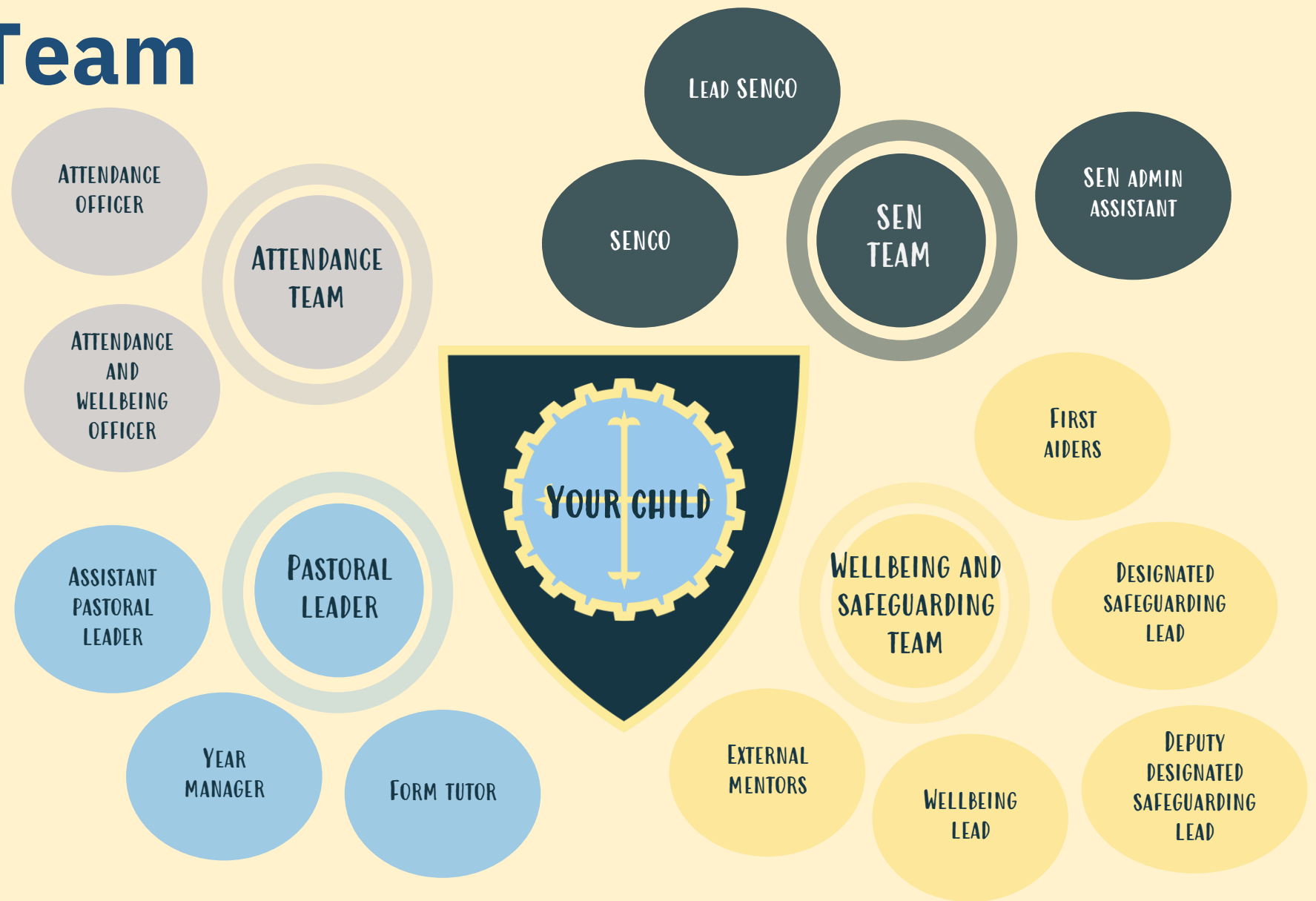
# The Year 7 Team



Catherine Lowe  
**Assistant Pastoral Leader**



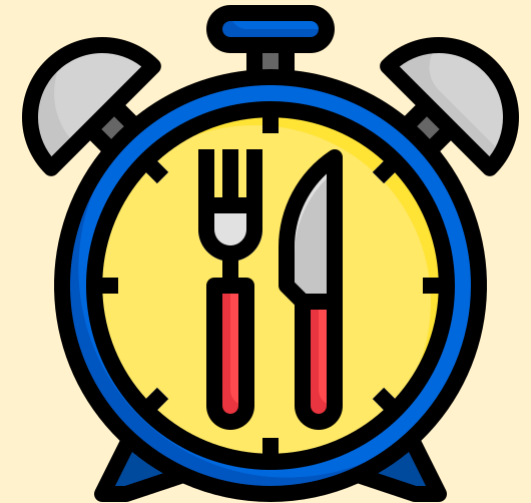
Scott Manning  
**Year Manager**



# Transitioning to Guiseley School



- First morning with the form tutor
- Settling-in meeting with your child's form tutor in the first term
- Year 7 Team based in the same building
- Designated safe space for Year 7s at social times
- Extended social times







# Form Group vs. Teaching Group



- The Year 7 Team and primary school teachers work together to create our 8 form groups.
- Students will be put into 8 mixed ability teaching classes for subjects like History and Drama. **These may change throughout the year.**
- Students will be grouped by ability for a small number of subjects.
- Year 7 students do both German and Spanish.



# Transition Next Steps

- **15 May:** Pre-Visit for invited students
- **18 May – 5 June:** Year 7 Team to meet every student's Year 6 teacher
- **Mid-June:** Creation of our 8 form groups **and** 8 mixed ability teaching groups
- **22 June:** Parents' Evening to meet your child's Form Tutor
- **24 June:** All Year 6 students to experience a day at Guiseley School



# Students with Additional Needs

- **By 18 May:** Primary staff will have told us which students have additional needs
- **18 May – 5 June:** The Year 7 Team will discuss every child's needs at primary school meetings
- **22 June:** A presentation from the SEND Team will precede the Meet The Form Tutor Evening
- **23 June:** Pre- Visit for invited students and their parents/carers
- **After the Visit Day on Tuesday 24 June,** the Year 7 and SEND Teams will contact the parents/carers of students who we need further information about



# Email Correspondence

- **Next week**, you will receive an email if your child has been invited to the Pre-Visit on Friday 15 May.
- By the **end of May**, you will have received an email directing you to information about the Arbor App, uniform, equipment, music lessons and more.
- In **mid-June**, you will receive an email if you and your child have been invited to the Pre-Visit on Tuesday 23 June.

