



Gleadless Valley School

MATTHEWS LANE SHEFFIELD S8 8JS Tel: (0742) 746394

Headteacher: Mr D. R. Dunn, B.Sc.Dip.Fd



1991-1992

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Foreword

Can I start by saying how pleased I am to contribute to this prospectus about Gleadless Valley School? I'm sure you will find the staff of this school, in particular, and the Sheffield Education Service, in general, helpful and supportive.

I know that those who work in the service are proud of their contribution to the City's top quality education, and I am sure they will continue to work hard to keep it that way.

In the foreword of last year's prospectus I wrote of the many changes ahead for schools and there is no doubt that these changes have proved very challenging for all concerned in the education system. I would like to pay tribute to the way that teachers, governors and education officers have risen to meet these challenges. They have worked long and hard to maintain the high standards which have characterised the city's education service in the past.

The changes facing us have been so rapid and so dramatic that it has been impossible for us to keep pace. In common with other education departments across the country, we have been unable to do all we would have wished.

The changes have also given schools far more independence but they have reduced our power to help any schools which may be facing a particular problem or serving a community with particular needs.

We want to make sure that we can support schools facing the challenges of change. The Education Department is being reorganised to make sure it can offer the kind of expertise and advice schools will need to cope with the fact that they will soon be running their own budgets and be responsible for many of the tasks which used to be carried out on their behalf by the department.

We shall also be carrying out a review of our school system to make sure all our schools can offer an education of the same quality and breadth.

Any problem stems from the fact that the National Curriculum - which lays down what subject should be taught and at what age - is

geared to infant and junior age groups and that may make it very difficult for our first and middle schools to cope. After consultation with school governors, the balance of opinion was that we should move back to an infant and junior pattern across the city.

All of these changes are taking place against the problems created by diminishing resources, and although Sheffield City Council continues to spend on education at a level some £26 million above the government guidelines, you will no doubt be aware of the tremendous difficulties that schools are experiencing with their budgets.

My hope for this coming year is that all of us in education - pupils, parents, governors, teachers, officers and politicians - will continue to co-operate to achieve the very best for the children of the city.

Yours sincerely,
Viv Nicholson
(Chair Schools Subcommittee)

A Message from the Head

Dear Parents,

I hope that this booklet will give you useful information about the chief features of Gleadless Valley School and help to make it easier for your child to achieve the change of school smoothly. Members of staff are eager to work with you to ensure success for your child, in all areas of school life.

We aim to offer all pupils opportunities as wide and stimulating as possible, so that they may achieve their fullest potential in terms of school work and also develop those personal qualities needed for satisfying, constructive adult lives.

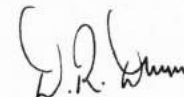
We believe that all our pupils are of equal importance though they range from those who will eventually proceed to University or Polytechnic, to those who need help with basic skills. Therefore, while our courses provide every opportunity for success in examinations, we place equal emphasis upon encouraging our pupils to develop qualities, attitudes and skills which will be just as important in adult life - particularly at the present time.

There is a very real benefit for our pupils in a small school, since every individual pupil is known and is encouraged to be part of our school community. The personal attention which can be given to each pupil should ensure that they have the best in educational development. We share the same community and share the same respect for one another and others in the community.

You can help by ensuring regular and punctual attendance, taking an interest in your child/s work and encouraging him/her to take full advantage of the activities which the school offers. If we work in partnership, our children will be happier and gain the most benefit from their time at school.

I look forward to meeting you and wish all newcomers to Gleadless Valley School a happy and successful stay with us.

Yours sincerely,



Prospective Parents

The arrangements for parents considering sending their children to the school include the following:

- a. The school will arrange for a school booklet to be sent or given to the parents.
- b. The parents will receive an invitation through the feeder school or otherwise to visit the school in November on the J4 Open Night.
- c. An individual visit to the school can be arranged if the parents so wish, to meet any specific requests and to see the school on a normal working day.
- d. A further visit would be arranged later in the year to look around the school with other prospective pupils during the school day.

The school gives a high priority to the development of a positive partnership with parents. For the parents of new pupils the following arrangements are made in addition to those outlined above:

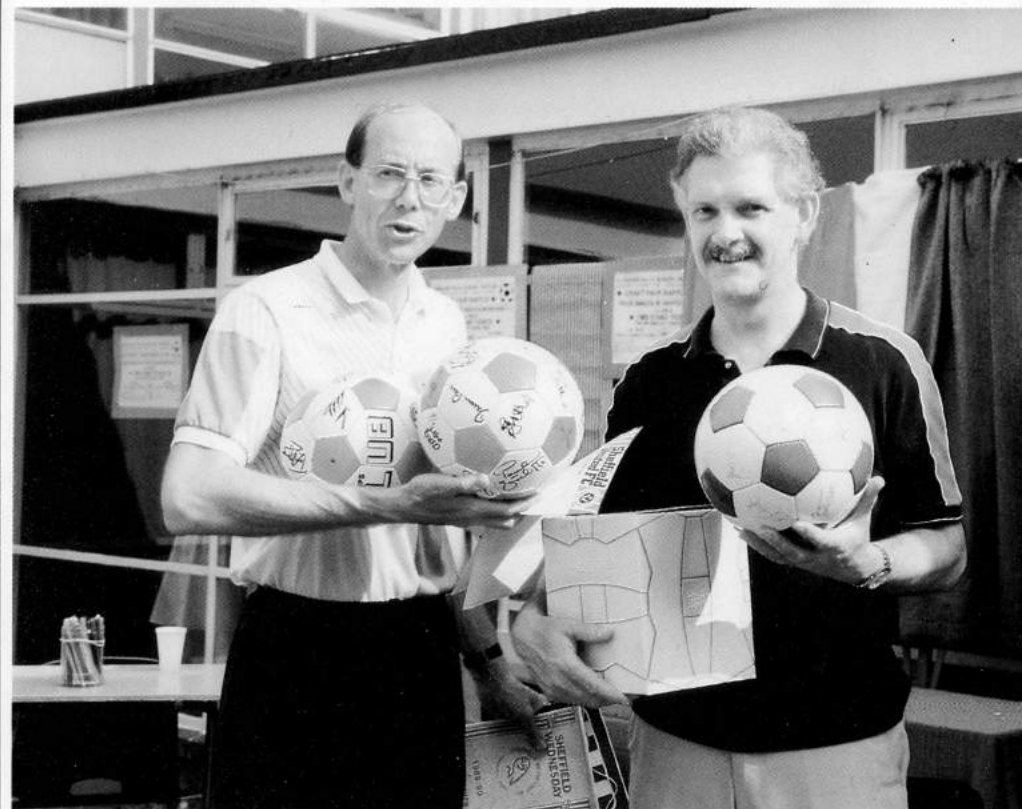
- a. In July, parents and new pupils are invited to school to meet Form Tutors, see their Form Room and learn about arrangements for the start of term in September.
- b. In October or November of their first year in Gleadless Valley, parents of First Year pupils are invited to meet the Year Tutor and Form Tutors to discuss how their children have settled in.
- c. In the second term of the year parents are invited to a full Parent's Evening to discuss progress with all subject teachers and the pastoral staff.
- d. In the Summer Term Profile Reports are sent home and parents are invited to make an individual appointment to discuss these in school time with pastoral staff.
- e. In addition, appointments may be made at any time to meet the Headteacher, Assistant Heads or Year Tutor to discuss individual problems.
- f. A Calendar of main events and holiday dates is sent to all parents early in the Autumn Term.

The G.V.S.A.

The Gleadless Valley School Association was formed in 1980 'to advance the education of the school by providing and assisting in the provision of facilities for education at the school and foster relationships between staff and parents'.

The activities organised include fund-raising, social events and meetings about educational issues. The most notable events arranged by the GVSA last year included the highly successful Craft Fair and Raffle (see photograph below).

All parents are automatically members of the Association. The Annual General Meeting is held during the Autumn Term, and we cordially invite you to attend this and any other meetings so that social and educational links can be made between parents and the school.



The Governors



The Chairperson of the Governors is:
Mrs Marjorie Barnsley, 65 Old Park Road, Sheffield S8 7DS

There are four elected parent representatives on the governing body. The names of their current representatives are circulated to all parents, who may get in touch with them on any matter connected with the school. The parent governors during 1990/91 are:

Mrs S. Marshall
'Kelvin'
Backmoor Road
Sheffield S8 8LB

Mr A. Hill
Old Rectory
Norton Church Road
Sheffield S8 8JQ

Mrs J. Oates
38 Norton Park View
Sheffield S8 8GS

Mr E. Kay
10 Norton Park View
Sheffield S8 8GS

The Curriculum

The curriculum is planned to provide a balanced, coherent education for each pupil, offering -

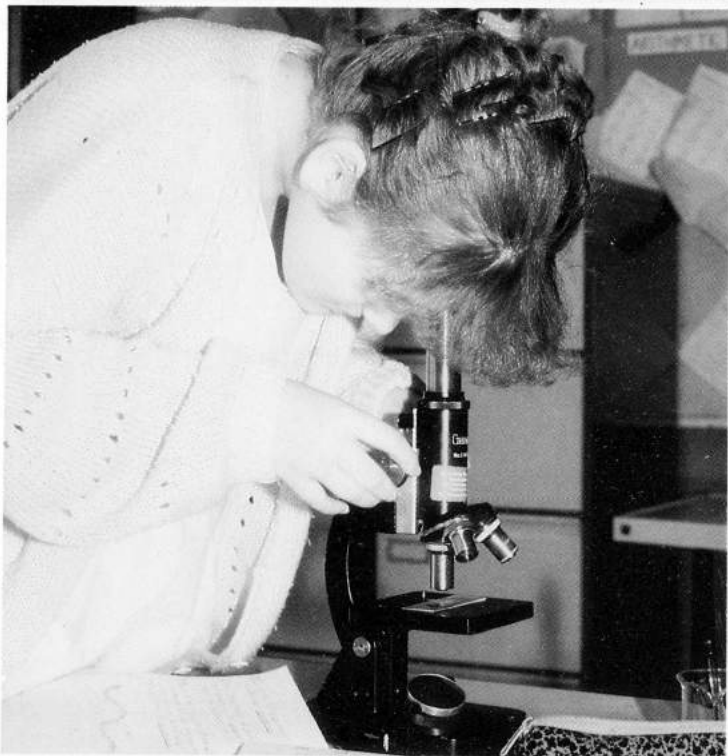
1. A common experience, together with recognition of individual talents and needs:
2. An emphasis on the development of the skills, attitudes and concepts and knowledge associated with learning.
3. Values important for learning and life.

Year 1

Pupils are taught in mixed ability groups based on their class groups. The curriculum is taught in four broad areas:

- (a) Humanities - including English, Geography, History, Religious Education
- (b) Maths and Science
- (c) Design Technology, Art and Design
- (d) A modern Foreign language, Music, PE and Swimming





Year 2

Pupils are taught in their mixed ability Form Groups and all study the following:

English	French & Spanish	Computer Awareness
Maths	Music	Design and Craft
History	Art	(including Graphics,
Geography	RE	Housecraft, Fabrics,
Balanced Science	PE	Pottery)

Year 3

Pupils continue to be taught in Form Groups for the same subjects except that there is setting into ability groups for Maths. In addition, there is a course entitled 'Viewpoint' aimed at enabling young people to develop the skills and values needed to decide their own approach to spiritual, moral, social and vocational issues.

Years 4 and 5

There is some choice of subjects in these years, but in order to ensure a balanced curriculum, all pupils follow courses in -

- English and Humanities (leading to 3 GCSE qualifications and a certificate of oral ability)
- Maths (GCSE, accredited SMP Green Course and extension papers for the more able)
- Recreational Activities (Validated Certificate)
- At least one course from the Design Area (GCSE)
- At least one course from Balanced Science (leading to a double GCSE qualification for the majority of pupils)

In addition, pupils select two courses from a range of options which are currently under review. These include:

- Information Technology
- History, Geography, French, Spanish
- Home Economics, Fabrics, Child Development
- Art, Music
- Technical Graphics, Design and Craft Technology
- Business Technology

All the above subjects are offered at GCSE level.



It is school policy to encourage all pupils to enter for examinations appropriate to their course of study. The school is engaged in curriculum development and new subjects may be developed.

National Curriculum. As the necessary information relating to the demands of the National Curriculum emerge from the National Curriculum Council, each department is preparing the appropriate curriculum which will incorporate the Attainment Targets and Programmes of Study. The staff are making the development of these courses a major priority currently.

Post 16 Education. After the fifth year at school, all pupils will be able to continue with their education at one of the six tertiary colleges established in the city. Each college will offer a wide range of 'A' level and GCSE courses, together with vocational courses.

We have particularly close links with Norton, our local college, to ensure that our students make a smooth transition to the next stage of their education.



CURRICULUM MODEL FOR 5 PERIOD DAY 1990/91 GLEADLESS VALLEY SCHOOL

	1	2	3	4	5
Maths	3	Maths	3	Maths	3
Science	3	Science	3	Science	3
Integrated Humanities	6	English Geography History	3 2 2	English Geography History	3 2 2
PE	2	PE	2	PE	2
Creative expressive includes Drama	5	Design technology	5	Design technology	5
Modern languages	3	Modern languages	2	Modern languages	2
Art	1	Art	1	Art	1
Music	1	Music	1	Music	1
RE	1	RE	1	RE Viewpoint	1
				Modular Short Courses GCSE	Modular Short Courses GCSE
				French	Spanish
				Geography	Geography
				Typing	IT
				Music	History
				4th Year Options 2 x 3=6	5th Year Options 2 x 3=6
				Leisure studies	Leisure studies
				Design technology	Design technology
				English Dual award	English dual award
				Humanities	Humanities
				Dual award Science or Single award Science and Modules	Dual award Science or Single award Science and Modules
				Maths	Maths
				3	3
				4	4
				3	3
				2	2
				3	3
				IT	IT
				Spanish	French
				History	Typing
				Child Dev	Art/Design
					CD
					Communication

Cross-Curricular Issues. All subject areas of the school are aware of the essential need to include such cross-curricular issues as Personal and Social Education, Equal Opportunities, Records of Achievement, Special educational Needs and Information Technology as part of the developing curriculum.

OTHER CURRICULUM INFORMATION

1. Religious Education

Pupils are encouraged to develop a personal viewpoint on spiritual and moral values through Religious Education, which includes specific studies relating to Christianity, Islam and Judaism. All pupils study Religious Education throughout the school. Special arrangements can be made for the pupils of any parents who wish to take advantage of this.

2. Music

Individual instrumental tuition is provided by peripatetic teachers of brass, string, woodwind and guitar in addition to the lessons provided in the school timetabled programme.

3. Pupils with Special Educational Needs

It is the aim of the school to meet the individual needs of each child. Most children who have specific needs can be catered for with ordinary lessons but if it appears that a child is not progressing satisfactorily, extra help will be given by specialist staff in two main ways:

(a) by withdrawal from some lessons, either individually or in small groups,

(b) by support for pupils and their subject teachers within normal lessons.

4. Health Education

This important area is covered in various parts of the curriculum including Science, Home Economics and Viewpoint courses. A Health Education Module is also part of the Humanities course taken by all 5th Year pupils and covers such topics as healthy eating, exercise, sex education, drugs and smoking. The school is anxious that its sex education programme is considered within a responsible frame work, stressing spiritual, social and moral

issues and the importance of caring relationships. Parents who wish to discuss materials and teaching methods with staff are welcomed. *The School Governors have viewed and approved the materials and the teaching methods.*

5. Careers Education

(a) Careers Guidance begins in the Third Year as part of the Viewpoint course. It is concerned with widening pupils' horizons, making them more aware of the world of work and decision-making in relation to Fourth Year subject choices.

(b) In the Fourth and Fifth Years, attention is given as part of the combined Humanities course to developing the attitudes, skills and knowledge which will be needed by pupils in their future lives, including work.

(c) *Work Experience:* During the Fourth Year, an important feature of this course is the two weeks spent on Work Experience at the end of the Summer Term. All pupils take part in the scheme, which is very carefully planned and supervised, unless there are strong reasons for remaining in school. Pupils gain valuable experience in writing letters of application, arranging interviews, communicating with adults and accepting responsibility. Most of them thoroughly enjoy these two weeks, learning much both about themselves and about the world of work. Details of the scheme are given to parents at a special parents' evening.

(d) During the 5th Year a full programme is offered; Students have regular contact with the Schools Career Officer and the school's careers resource is open each lunchtime.

A list of external qualifications ie: certificates offered by examining bodies in specific subjects approved under Section 5 of ERA for which courses of study are provided for pupils at the school of compulsory school age and names of syllabuses.

ARRANGEMENTS for RELIGIOUS EDUCATION and WORSHIP

The Act of Collective Worship

There is an Act of Religious Worship in the school each day, which conforms to the guidelines of the Education Reform Act and the local Sheffield Advisory Council for Religious Education of being broadly Christian in nature.

Where pupils are not in attendance at the Assembled Act of Religious Worship, the general theme, together with suggested resources for discussion in form period by form tutors with their form, is printed in the weekly bulletin which goes out to all staff and form rooms.

A letter from the Chair of Governors was sent out to all parents/guardians of pupils in the school in the first week of the school year, informing them of our arrangements and asking any parents who wish to withdraw their son/daughter from the Act of Worship on religious grounds to contact the Headteacher immediately, so that arrangements could be made for an alternative Act of Worship for their child.

Religious Education

Religious Education in the school is of a broadly Christian nature, but it is in complete accord with the regulations of the Education Reform Act that states that the syllabus must be based on the Sheffield Advisory Council for Religious Education.

The Religious Education in Y7, Y8 and Y9 (1st, 2nd and 3rd years) is taught as a separate subject but is related to other curricular and cross-curricular subjects. In the 4th and 5th Year, preparations are in hand for the re-introduction of RE as directed by SACRE either as a separate subject or as part of the Humanities course in the forthcoming school years.

One of the Deputy Heads asks each year for any special arrangements for Muslims for the Act of Worship.

Subject	Syllabus/title	Board	External qualification
Art & Design Craft, Design & Technology Craft, Design & Technology English & English Lit French Geography History	Drawing & Painting Design & Communication Design & Realisation Dual Certification Syllabus C Syllabus A (Medicine & American West 1840-95) Child Development Food	NEA NEA NEA NEA NEA NEA NEA NEA	GCSE GCSE GCSE GCSE GCSE GCSE GCSE GCSE
Home Economics Home Economics Information Technology Music The Sciences	Double Award Syllabus A	NEA NEA NEA NEA NEA NEA NEA NEA	GCSE GCSE GCSE GCSE GCSE GCSE GCSE GCSE
Spanish Typewriting Mathematics Mathematics Integrated Humanities	SMP 11-16 Extension Paper Single Certificate	MEG MEG MEG	GCSE GCSE GCSE
Applied Science	Non-Modular Mode 2	Southern Exam Group Southern Exam Group	GCSE
Core Text processing Achievement in Mathematics	School Mathematics project	RSA Oxford & Cambridge Schl Exam Board	GCSE RSA Certificate Certificate of Achievement in Maths

Extra Curricular Activities

There is a wide variety of extra activities, which aim to provide an enriched experience for pupils. Some of these arise directly from the work of subject departments, others offer pupils the opportunity to pursue and develop recreational interests and skills. They may vary from year to year, but will include:

1. Sporting activities - including soccer, cricket, basketball, netball, table-tennis, badminton, tennis, athletics, trampolining, gymnastics and aerobics.



2. Outdoor pursuits - provide opportunities for pupils to participate in activities such as sailing, canoeing, camping, orienteering and horse riding.

3. Fieldwork - is an element in several subject areas, including Geography and History. Older pupils following courses in Environmental Education are actively involved in conservation work.

4. Computer Clubs - are held after school and at lunchtimes, open to pupils of all ages.



5. Theatre and Cinema - visits are arranged and writers and theatre groups are invited into school to talk about their work or perform.

6. The School Library - is open at lunchtimes. Visits to the central library are also organised.

7. Photography - the school has excellent photographic equipment, including a dark room, which pupils are encouraged to use, both in preparing materials for their project work and as a leisure activity.

8. Musical Activities - include Percussion and Instrumental Bands, a Junior Choir and a Recorder Group. Practices take place at lunchtimes and after school. A variety of concerts has been planned.

9. Drama - in conjunction with the Music Department major musical plays have been very successfully produced for a number of years. Many pupils and teachers are involved and we need and welcome support from parents. Already two more whole school plays have been planned for this year.



10. At Lunchtimes there is a variety of activities, including sports, music, snooker, darts, table-tennis and board games.. The Library and Design workshops are open. There is a Year Base for each group open at lunchtime.

11. Evening Discos are also held for each year group depending on demand.

12. Pupils are encouraged to take part in fund raising for various charities. These have included:

- Dr Barnados
- Help the Aged
- The Blue Peter Appeal
- Sport Aid
- Oxfam
- Royal Society for the Blind
- Tanzania
- Comic Relief Day
- The Hillsborough Disaster Fund
- Armenian Earthquake
- Christian Aid
- Ethiopian Appeal
- Oakes Park School



Pastoral Care

As well as being responsible for the academic education of your child all teachers have a responsibility for the general care, well-being and guidance of your child, and for promoting good relationships among pupils and with staff.

Form Teachers

Each pupil belongs to a mixed ability Form group and the Form Teacher leading this, will, as a general rule, stay with it right the way through school. The group meets every day and the Form Teacher soon becomes the person who knows most about the individuals and the first person to turn to if a problem arises.

Year Tutors

They co-ordinate the work of Form Teachers in their year, organise Year Group activities, deal with any special problems and co-ordinate the pupil profiles. The First Year Tutor has a special responsibility for co-ordinating the First Year Curriculum and liaising over the transfer from the Primary schools to the Secondary School and co-ordinate the pupil profiles. Our Primary Schools Bankwood, Herdings, Hemsworth and Norton Free work closely with us in order to provide continuity throughout the full compulsory school age range. The Year Tutors move up the school with the same group of Form Teachers and pupils.

Depty Heads

Each Deputy Head has a particular responsibility for a section of the School.

Mrs Roberts is responsible for Years 1 and 2 and particularly the links with our local Primary Schools.

Mr Poore is responsible for Years 3, 4 and 5.

It is through this system that we aim to develop in our pupils a strong sense of belonging to a community in which all individuals are known and to which each can contribute. We are not a large school and this helps us to achieve this aim.

RESIDENTIAL EDUCATION

Residential education in the school is usually organised by pastoral staff. This year we have three residential weekends arranged with two at Thornbridge Hall and the other at the Kingswood Centre. These opportunities are a valuable experience for both teachers and pupils and help to foster the development of self-discipline and mutual understanding.



GENERAL CONDUCT AND BEHAVIOUR

Our system is aimed at developing self-discipline and responsible attitudes towards other people and is based on respect for ourselves and each other. Some rules are nevertheless necessary to ensure both the smooth running of the school and community and the safety and happiness of all its members and there is a complete list of these rules in the school.

If, despite counselling and guidance, punishment is necessary, every effort is made to be fair and to take action appropriate to the circumstances and to the individual involved. When a detention after school is given, parents will normally receive at least 24 hours notice. Should persistent misbehaviour occur, parents will always be informed in the hope that they will co-operate closely with the school to solve the problem. We feel sure the parents will want to support us in the measures taken to maintain an orderly environment.

1. Attendance and Punctuality

Regular and punctual attendance is essential. Illness should normally be the only reason for absence. Pupils who have been absent are required to bring a note for their form teacher from parent or guardian, stating the reason for absence. In any absence likely to exceed three days a telephone call would be appreciated, but a note should still be provided on the pupil's return. Habitual lateness is punished by detention after school.

2. Dress

Pupils' dress should be tidy and appropriate for school. Extremes of fashion should be avoided and footwear should be practical and safe. We recommend that pupils do not wear jewellery. We cannot accept responsibility either for safe-keeping or for injury sustained through wearing jewellery.

3. PE Clothing

All pupils will need shorts, a shirt, training shoes or plimsolls and a towel. A track suit or warm jersey is recommended for outdoor activities.

4. Equipment

Parents are requested to provide:

1. Pen, pencil, ruler and rubber
2. A suitable bag for carrying books and PE kit
3. An apron for use in Design and Craft areas

5. Homework

A sensible approach to work has to be fostered from the First Year. Apart from work done in class, all pupils are expected to do homework. The amount will vary according to the age and ability

of the pupils, reaching a maximum in the Fourth and Fifth years. Parents are asked to provide, as far as possible, a suitable setting for homework and to ensure that it is done punctually and conscientiously. Staff will be happy to answer any queries concerning homework.

6. Care of Belongings

It must be emphasised that pupils are responsible for the security and care of all their belongings. This includes books or other items issued by school, which, if lost, must be replaced. Valuable property and large amounts of money should not be brought to school. We recommend that clothing and property should be clearly marked. In PE lessons, the teacher will take watches, money etc for safe-keeping.

7. Lunchtime Arrangements

Parents are asked to state their wishes about their son/daughter's lunch arrangements. The school can only be held responsible for pupils who remain on the premises at lunch time and we ask for the support of parents in ensuring that pupils do not wander off on their own.

We do not normally give permission for pupils to be off the school site at lunchtimes unless on school business, and with the permission of the headteacher.

Recording Progress

For many years the school has emphasised its commitment to keeping parents informed of progress by sending home two reports during the course of each year. A brief progress report is sent home in the first half of the year based on a checklist sent to all subject teachers. This information is collated to give a measure of performance in the following categories:

- Classroom behaviour
- concentration in class
- completion of homework
- bringing of equipment
- presentation of work
- care of books

An effort grade for all subjects is also included along with pastoral comments from the form and year tutor. A detailed analysis of the results of these progress reports takes place within school so that pupils experiencing difficulties can be helped. A programme of monitoring certain pupils more closely may also take place. The results are also analysed on a form and year basis so that form and year tutors are aware of areas of general weakness that require attention.

PROFILES

By the academic year 1991/92 traditional reports will have been completely replaced by profiles for all pupils. The school started developing profiles in 1986 with three main aims:

1. To give parents a better idea of what their child was studying in school in each subject.
2. To involve each pupils more actively in their education.
3. To give more detailed information to parents about positive achievements.

Each individual subject profile incorporates a description of the course followed, an analysis of skills and attitudes displayed, a teacher comment and an input from each pupil. Pupils are helped to reflect on their own performance by discussing their progress with

individual subject teachers. In addition to the subject profiles, a pastoral overview is included with comments from year and form tutors and information on attendance and punctuality.

Towards the end of each year arrangements are made to send each pupil's folder of profiles home to parents. All parents are then invited into school on their child's Profiling Day to discuss and review progress with pastoral staff. This takes place on an appointments basis. This is in addition to the standard Parents' Evening held earlier in the year at which parents can discuss progress with each subject teacher.



THE VALIDATING BOARD

At Gleadless Valley we are fortunate to offer additional qualifications through our own school Validation Board. This board is made up of representatives from business, industry, the local community, governors, Tertiary Colleges and teaching staff. The board assesses the work done in certain courses. This year it will include Humanities, Personal Project, Leisure Studies (see ice skating at the Sheffield Ice Rink - left), Work Experience and a number of new Modular Courses including banking, photography, word processing etc. The board is responsible to the Sheffield Accreditation Board for the way it validates each course.

The Record of Achievement and Experience (R.A.E.)

All schools in the country are required to produce such a record during the 1990s. In Sheffield a panel has been co-ordinating developments city wide; Gleadless Valley is already providing 5th Year students with the Sheffield Record of Achievement and Experience and is in its fourth year of producing **profiles** on individual pupils. (At the moment pupils in the years 1, 2 and 3 have profiles). The purpose of the R.A.E. is to give pupils credit for a wide range of academic, vocational and personal achievements and to assist them at interviews with supporting evidence and prompts.

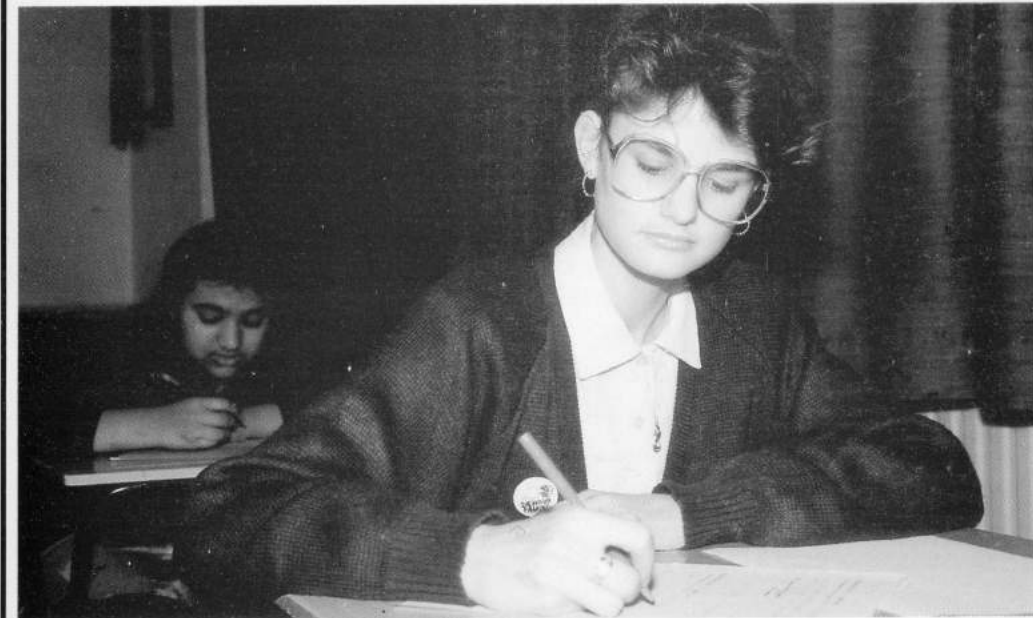
(Below - The School Bank in operation)



Examintion Results

Last year a working party of teachers in the school looking at levels of achievement among our pupils, found that there had been a significant improvement in exam performance over the last seven years. The most significant changes came in the 'O-level' or equivalent grades for girls which showed a 43% increase. An early analysis of the results for 1990 showed that this trend had been continued.

Each year the school carries out a careful analysis of its exam results. In doing this we look at the results of each individual to see if they achieved their potential. We feel that this is a far more meaningful way of looking at the results than simply adding together the results for a whole year group. This can be very misleading as it takes no account of the ability of the pupils when they joined the school. We have been lucky over the last eight years in having accurate information on the basic skill levels of our examination pupils, as they were given a battery of literacy and numeracy tests in their first year. Using our expertise in assessing the appropriate level of achievement for different abilities, we can see if each of our pupils fulfilled their potential.



Most satisfying for the school in this year's exam results was the performance of many middle ability pupils who excelled themselves. In fact the overall performance of this group of pupils was the best we have achieved over the last eight years. This was matched by the pupils with lower basic skills. The most able pupils in the year group continued to perform at a high level.

We have not yet received a detailed breakdown of A-level results of former pupils at tertiary colleges and we know that they have done extremely well. All were successful in every 'A' level subject they took, and they were commended by the college. We are also collecting the final degree results of former pupils who completed their university courses this year. These will be publicised when we have full details, but we know that the anticipated results are good.

External Examination Results - Summer 1990 GCSE level

	A	B	C	D	E	F	G	U	Abs
Art Drg Ptg	0	1	2	1	4	6	5	2	3
CDT Comm	0	2	2	3	3	10	6	3	1
CDT Real	0	1	2	3	3	3	6	4	0
CDT Tech	0	0	0	0	0	1	0	0	0
Chemistry	0	0	1	1	0	1	1	0	0
English	2	7	16	12	20	11	4	0	9
French	1	6	8	2	1	1	0	0	0
Geography	6	8	9	5	4	2	0	1	0
History	0	4	2	2	3	4	2	0	0
Ch/Devant	0	0	1	1	3	1	0	0	1
Hk (Food)	0	3	1	7	4	0	1	2	0
Info Tech	0	3	3	4	8	5	0	0	0
Music	0	1	0	1	0	0	0	0	0
Physics	1	1	1	7	4	1	1	0	0
Spanish	0	2	2	1	0	0	0	0	0
Typewriting	0	0	4	11	4	5	2	1	1
Biology	0	0	5	1	3	3	7	15	0
Applied Sc	-	-	0	1	1	5	7	6	0 C-G only
Humanities	2	6	7	14	18	11	13	4	3
Mathematics	4	4	8	6	18	15	5	3	3
Totals	16	49	74	83	101	85	60	41	21

Total number of pupils in the year = 82

Physically Handicapped Resource

Gleadless Valley School is a site of a now well established Resource for Mildly Physically Handicapped pupils. There are currently nine pupils who receive support from the specialist staff of the resource. This consists of a full time teacher and a Child Care Assistant. The handicapped pupils at Gleadless Valley take part in all subjects in the same mixed ability groups as their friends. At the school they are able to take full advantage of the varied curriculum available, whereas they might previously have gone to special schools.

The Resource is based in a pleasant, easily accessible room which is more often than not used as an 'open house' by many pupils in the school. It is a facility where pupils meet across the year boundaries. Its main function, other than as a hospitable meeting place, is for physiotherapy and counselling of the physically handicapped. An understanding of the problems of the handicapped is gained by all pupils at Gleadless Valley and everybody benefits from the existence of the resource. Design and caring projects have developed with the help of pupils in the resource.



For the fourth successive year the school has joined with severely disabled pupils from Oakes Park School to take part in the Keilder Challenge, an event which consists of out-of-doors problem solving exercises. These are designed to develop greater understanding between able-bodied and handicapped pupils. This project has resulted in many long term friendships. It has also encouraged leadership from our pupils and helped build confidence that will be useful in the future.

APPENDIX

SCHOOL AIMS AND OBJECTIVES

1. To provide the skills, understanding and knowledge necessary for every pupil to achieve his/her full potential in order to function successfully in adult life.
2. To encourage pupils to develop their natural sense of enquiry and to enjoy their learning.
3. To provide for the development of skills which will enable pupils both to work and think independently and also co-operatively as a member of a group.
4. To encourage pupils to feel a strong sense of continuity between the different stages of their education and to view education as a life long process.
5. to make provision for pupils to use language, number and creative physical forms of communication.
6. To provide opportunities for all our pupils in all areas of the curriculum.
7. To adopt and encourage the development of an awareness of the multi-cultural nature of society and respect for other races, religions and ways of life.
8. To help pupils to understand the inter-dependence of individuals and nations over the world.
9. to help pupils to develop a personal morality based on an understanding and respect for others.
10. To help pupils understand the inter-relationships with the environment and their responsibility towards it.
11. To provide a relevant and coherent Health, Growth and Personal Development Programme.
12. To encourage an atmosphere of co-operation and a good working relationship between teaching staff, non-teaching staff, pupils, parents, governors and the community.
13. To ensure access to the National Curriculum for all pupils.
14. To provide a suitable context for teaching and non-teaching staff to have in-service training on such matters as would benefit (i) the

pupils (ii) the staff in their personal development and for the development of the school within the community.

15. To address matters relating to the Education Reform Act.

THE SCHOOL YEAR

Half term	2 September-25 October 28 October-1 November 4 November-20 December
Christmas holiday	23 December-3 January 6 January-21 February
Half term	24 February-28 February 2 March-15 April
Easter holiday	16 April-28 April 29 April-22 May
Spring holiday	25 May-5 June 8 June-24 July
May Day holiday on	Monday, 4 May

The Headteacher should be consulted if a child is unable to participate in any school activity because of financial difficulty.

SCHOOL STAFF

Mr R. Dunn	Headteacher
Mrs Y. Roberts	Asst Head, PSE, Careers
Mr M. Poore	Asst Head, Act Head Science
Mrs J. Bailey	CDT
Mr D. Bradley	Maths 3rd Year Tutor
Mrs J. Bradley	Typing, Business Technology
Mr A. Brandwood	Head Computer Studies, Science
Mr A. Cater	Sp Needs, 4th Year Tutor
Miss C. Evans	Head Music
Ms S. Flaherty	English/Humanities
Mrs S. Freeman	I/C Sp Needs Physically Handicapped Resource
Mrs L. Hudson	Geog/Humanities, Hd 5th Year Tutor
Mrs A. Ingham	Head Eng/Humanities
Mr P. Kearns	Eng Humanities, Hd of Drama, Acting Hd History
Mrs J. Ledger	Eng Humanities
Mr R. Lyons	Science
Mr D. Marshall	Hd Sp Needs, 1st Year Tutor
Mrs B. Mattock	Head Home Economics
Miss J. Mettam	Head R.E.
Mr T. Pashley	Head of Art
Mr C. Pickup	Head of Maths
Mr C. Richards	W. Exp, Co-ordinator, Geog/Hum 2nd yr Tutor
Mr M. Roden	Head CDT
Mrs B. Roe	Eng/Hum resp Library
Mrs H. Rose	Girls' PE
Mr K. Simpson	CDT Resp Buildings/Bus
Mrs E. Spedding	
Mr W. Thomas	Head Leisure
Mrs B. Townshead	Mod Languages
Mr P. Tracy	Head Mod Languages
Mrs S. Wilson	Mathematics
Mrs E. Wright	Science

Peripatetic Teaching Staff

Mrs B. Chisholm	Violin
Mr Goodison	Brass
Mr Willey	Woodwind

Non-Teaching Staff

Mrs M. Broadhurst	Registrar
Mrs V. Kirk	Assistant Registrar, Clerical
Mrs J. Digby	Resources Technician, Clerical
Mrs L. Whiteley	Library, Clerical
Mrs J. Kershaw	Science Technician
Mrs A. Green	Science Technician
Mr M. Bennett	Craft Technician
Mrs B. Fletcher	General Assistant - Housecraft
Mrs L. Naylor	Child Care Assistant
Ms S. Elshaw	Caretaker
Mrs A. Riley	Cook
Ms Kim Stallworthy	Education Welfare Officer
Mrs E. McNeill	Education Psychologist
School Nursing Sister	Mrs M. Seymour

THE SCHOOL DAY

am	8.50 am-9.10 am Registration and Assembly
	9.10 am-10.05 am Period 1
	10.05 am-11.05 am Period 2
	11.05 am-11.20 am Morning Break
	11.20 am-12.15 pm Period 3
Lunch Break	12.15 pm-1.10 pm
pm	1.10 pm-1.15 pm Registration
	1.15 pm-2.10 pm Period 4
	2.10 pm-2.20 pm Afternoon Break
	2.20 pm-3.15 pm Period 5

The normal school day, excluding Assembly time and breaks (including lunchtime) is 4 hours 40 minutes.

SCHOOL MEALS

Pupils may have a school meal, bring sandwiches or go home. Parents will receive a form requesting information about their wishes. Pupils who have a school meal or bring sandwiches should not leave the school premises without permission from a senior member of staff. The school operates a cafeteria system, offering a wide choice to suit all tastes. Special arrangements can be made for pupils with special dietary needs through one of the Assistant Heads.

A substantial and balanced meal can be obtained for about 87p. Below are some sample prices (as at September 1990).

Steak and kidney pie	32p
Cabbage	13p
Creamed potato	22p
Banana custard.....	19p

86p

Fish fingers	30p
Chips.....	26p
Frozen peas.....	15p
Brandy snaps.....	17p

88p

Toad in the hole	30p
Baked beans.....	17p
Jacket potato	22p
Waggon wheels	21p

90p

In addition we provide a snack bar knowing that some pupils have a hot meal at home in the evenings.

A packed lunch can also be brought to school and should be eaten in the Dining Room.

CODE OF BEHAVIOUR

The one rule for all of us in school is that EVERYONE should act with courtesy and consideration to others at all times. This means that:

You always try to understand other people's point of view.

In class you make it as easy as possible for everyone to learn and for the teacher to teach. This means arriving on time with everything that you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.

You move gently and quietly about school. This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things. In crowded areas please keep to the left.

You always speak politely to everyone (even if you feel bad tempered!) and use a low voice (shouting is always discourteous).

You are silent whenever you are required to be.

You keep the school clean and tidy so that it is a welcoming place we can all be proud of. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of displays, particularly of other peoples' work.

Out of school, walking locally or with a group, you always remember that the school's reputation depends on the way you behave.

CLASSROOM EXPECTATIONS

Classrooms, including labs, workshops and gyms, are your places of work. Just as any factory or office, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

1. Start of lessons
 - Enter rooms sensibly and go straight to your workplace.
 - Take off and put away any outdoor wear (not on desks).
 - Take out books, pens and equipment.
 - Put bags away (not on desks).
 - Remain silent during the register (except when your name is called!)
2. During lessons
 - When your teacher talks to the whole class, remain silent and concentrate.
 - If the class is asked a question, put up your hand to answer and do not call out.
 - You must have pen, pencil, ruler, diary and any other books or folders needed.
 - You are expected to work sensibly with your classmates; do not distract or annoy them.
 - If you arrive late without justifiable cause you must expect to be kept behind after the lesson.
 - Homework must be recorded in your diary.
 - Eating, drinking and chewing are not allowed: If caught you will have to empty your mouth and hand in any other food or drink.
 - Walkmans, radios, magazines or other distractions are not allowed: they will be taken into safe keeping by the teacher until the end of the day.
 - You must not leave a lesson without a note from the teacher.
3. End of lessons
 - The bells and clocks are not signals for you: they are for the information of your teacher.
 - You should not pack away or put on outdoor wear until your teacher tells you to do so.
 - When told, stand and push in or put up your chairs; any litter should be picked up.

Finally, but most importantly, teachers are in the position of parents/guardians while you are in school. This means in particular that:

There is no excuse for rudeness, disrespect or insolence towards teachers. Any reasonable request from a teacher should be carried out at once and without argument.

BREAKING EITHER OF THESE BASIC RULES WILL BE TREATED AS A VERY SERIOUS MATTER.

COMPLAINTS PROCEDURE

The Local Education Authority and the school have a procedure for parents who have a complaint to make about The School Curriculum or Religious Worship. There are three levels of complaint available and normally these would be followed in this order:

1. In formal complaint to the Headteacher

This is where the complaint is made directly to the school, normally through the Headteacher. Every attempt should be made by the Headteacher and staff to resolve the complaint by informed discussion with the parent.

2. Formal complaint to the Governing Body

If attempts to settle the complaint formally do not satisfy the parent/guardian, then the Headteacher should supply copies of the relevant documents to send to the LEA or refer the parent/guardian to the designated officer in the LEA. The Headteacher should ensure that the parent/guardian knows what should be done. The relevant documents will be sent to the Governing Body.

3. Formal complaint to the LEA

If either the parent/guardian is not satisfied with the outcomes from stages 1 and 2 above or the complaint relates to a matter which is the sole responsibility of the LEA, then the parent/guardian should set out the complaint in writing. This should be sent to the LEA designated officer (ref SC/BJ), and should make clear what the complaint is and that they wish it to be considered formally.