

A MESSAGE FROM THE HEADTEACHER

Dear Parent / Carer,

Thank you for your interest in Parkside School. As the Headteacher appointed in September 2013, it has been my privilege to lead the school during a time of significant educational change; one that has seen the school significantly improve students' outcomes and their futures and ultimately achieve the deserved recognition from OFSTED as being a GOOD school. We continue to be a forward thinking and outward facing school and in 2016/17, again in recognition of the excellent practice being undertaken here at Parkside School, we were nominated / shortlisted for the following awards;

- The Telegraph & Argus Education Awards – in the category of School Improvement (Highly commended)
- Sky Sports Awards for education (Top 10 schools nationally)
- Teacher Development Trust Silver Award for professional development

Situated in a rural location, close to Haworth, West Yorkshire, the school originally emerged out of the wide scale reorganisation of education in the Bradford district that took place in 2000 and made an immediate impact on the educational landscape by being oversubscribed in Year 7, a situation which has remained the case throughout its history to date. The school is currently undergoing an expansion programme to meet the ever increasing demands of the community we serve. The increase in pupil numbers will take our school from 180 students on entry in year7 to 210 and this will see the school grow to approximately 1275 students over the next 5 years.

My vision, as a school leader, is that teaching and learning is the foundation on which school improvement is made. Experiences have shown me that standards and outcomes will not improve sufficiently unless student learning is consistently stretched, underpinned by effective 'Good' or better daily teaching. It is my responsibility to provide students with a curriculum that not only engages them but offers them the opportunity to maximise their potential achievement or outcomes through an inspirational teaching and learning environment that allows individuals to maximise their own social, emotional, academic and moral development.

In terms of moving the school forward, there is a fundamental need for the school to work with its parents / local community and secure a joint vision for the students. The truly inclusive ethos that I firmly believe in, can only happen if the partnership between school and its community exists. We encourage you to play a full part in your child's education and undertake a positive and pro-active role in supporting them and the school in order to make this happen. Support for your child and the school on issues such as attendance, uniform, behaviour, home learning and attitude to learning is a partnership that we need to develop with you and is of paramount importance for the success of your child.

In essence there are three overarching areas within a school that need leading and managing in order to drive school improvement forward;

Teaching and Learning: Quality of teaching in the classroom

Curriculum and Data: Raising attainment through curriculum provision (Pathways), exams, recruitment, data use and analysis across school, School Self-Review, external links with community / industry, Alternative provision (curriculum)

Pastoral and Inclusion: Values and Ethos, Behaviour and Attendance, Safeguarding, Inclusion centre development, Attitudes to Learning, Leading and Managing Pastoral staff at all levels, Rewards and Celebrations

The vision in leading this school to the successes its students, staff and stakeholders deserve is based upon fundamental principles which are;

- To maximise student potential and outcomes through quality teaching and learning.
- To embed inclusive education for all.
- To raise aspirations for all stakeholders, staff, students, parents and Governors.
- To secure a safe and happy learning environment.
- To make Parkside a beacon of the community and the outstanding school it has the potential to become.

All of the staff at Parkside are passionate about the potential offered by school and the positive impact on the lives of our young people. We have an outstanding commitment to success, underpinned by strong moral values and unrelentingly high expectations. We will continue to change, adapt, grow, develop and more importantly succeed, whatever the education landscape, knowing that the moral purpose with which we work will allow us to fulfil positively the important role we play in the lives of young people today. I would ask that you take full advantage of this evening to find out as much about Parkside School as you can. This may well focus on the academic opportunities, including our exciting academic partnership with Leeds Beckett University, our extensive and varied enrichment activities available to your child outside of the classroom such as sports teams, drama productions, extra-curricular clubs, residential trips and visits and our highly acclaimed Aspire 2b programme that prepares our students for the world of work.

The school has many opportunities for activities and trips. As a school we have established strong international links which have led to students visiting several European countries. Students have visited France, Spain and Poland on educational programmes and students will visit Berlin this academic year. A regular skiing trip has now been established. We also use these opportunities for extracurricular activities to develop our own young people, particularly, but not exclusively, our Post 16 students. Our advocacy for Parkside is built upon a solid foundation of knowledge and a genuine determination to make a difference by allowing for choice, challenge and celebration, the focus being successful outcomes and attainment for all our students.

On behalf of myself and the staff, could I take this opportunity to wish you and your family an informative and enjoyable evening and reaffirm our commitment to you and your child should you choose to join us in September.

Kind Regards

Mr A.Taylor, Headteacher

HOW TO CONTACT US:

Headteacher:	Mr Andy Taylor	Chair of Governors:	Mr Umberto Vietri
Telephone number:	01535 272752	Fax number:	01535 274693
E-mail:	mail@parksideschool.net	Web Site:	www.parksideschool.net
ParentMail:	www.pmx.parentmail.co.uk		

Postal and Registered Office Address:

Registered Office: Parkside Creative Learning Trust, Parkside Terrace, Cullingworth, Bradford, BD13 5AD
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SCHOOL VALUES AND AIMS

Our aim at Parkside is to ensure that your child achieves his or her potential through access to the highest standards of education available. The key phrase is stated as providing and developing **"Excellence for All"**.

This has a number of key aspects:

- **Excellence in Achievement**

Students will be set clear academic targets for their own personal achievement. These will be based on local and national information but they will be specific to each individual student. There will also be recognition of achievements in extracurricular areas.

Ofsted 2016

- Across a broad range of subjects, pupils currently in the school are making good progress from their starting points.
- Pupils are making improved rates of progress and consequently are well prepared for the next stage of their education, training or employment.
- The progress of disadvantaged pupils, including the most able disadvantaged pupils, has improved considerably across a range of subjects.
- Over the last three years, outcomes have improved steadily

- **Excellence in Appearance**

Students will be expected to wear the school uniform. Our belief is that a uniform sets a clear, high standard of personal appearance. The uniform establishes a sense of belonging to an orderly environment.

- **Excellence in Attitude**

Parkside promotes a caring, harmonious and tolerant community where all members show a sense of responsibility towards each other. It promotes attitudes of fairness and equality as well as key personal values such as self-awareness, self-confidence and self-esteem.

The ambitions that the school has for its students are realised by a co-operative effort between the school staff and every student. Parents and members of the local community can play a positive role with their support and encouragement. The school is an important part of the local community and in turn provides its support for community ventures. Parkside makes available its excellent resources to support the community in and around the locality, and has positive links with local sports clubs and youth groups.

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Ofsted 2016

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have been successful in creating an atmosphere of respect and aspiration, through establishing clear boundaries. Thought-provoking assemblies and tutorials celebrate pupils' achievements and contribute to the positive ethos in the school.
- Bullying and the use of derogatory language are very rare.
- Pupils in Year 7 are very positive about the way in which they have been supported to settle into their new school.
- The behaviour of pupils is good.
- Pupils conduct themselves well around the school site
- ...pupils are punctual to school and to lessons. They arrive ready to learn, with their planners and equipment, and show positive attitudes to learning
- Attendance has improved markedly and is now above the national average.
- Relationships between staff and pupils are very positive and the school's expectations of behaviour are high.

• **Accessibility Statement**

Parkside prides itself on the wide range of expertise and experience it provides in supporting students with special needs. Both teachers and support staff are fully aware of the importance of ensuring that each individual student's needs are identified and that appropriate teaching methods are adapted accordingly. Our new school buildings comply with current regulations and have easy access to all areas for those students who are required to use a wheelchair. The school has specially adapted disabled toilets and the decoration of the main corridors facilitates easier navigation for those with impaired sight.

Should an emergency evacuation take place, staff members have been appointed to take responsibility for the safe evacuation of wheelchair users or physically impaired students. Fire exits and fire evacuation routes have been checked to ensure that wheelchair users can exit easily.

Details of students' particular medical needs are displayed in the staff room along with a photograph to ensure that all staff members are aware of the students' individual support requirements, outlining any emergency care that may be needed. Some members of the teaching and support staff are trained in the administration of any special care requirements and can provide appropriate assistance.

Parkside provides an educational environment to support students' inclusion and cohesion through appropriate programmes of study and student support mechanisms

Students are not disadvantaged by any disability. They have full access to all areas of the curriculum and make curriculum choices alongside all other students.

• **Safeguarding Statement**

Parkside School is fully committed to safeguarding the welfare of all children and young people. It recognises that all staff members have a professional duty to take such steps as are reasonable to promote safe practice and to protect children from harm, abuse and exploitation.

Parkside School will ensure the safety and protection of all children involved in its activities through adherence to the school's Child Protection Policy, which is reviewed annually by the Governing Body. The school will therefore:

- ◆ Practice safe recruitment in checking the suitability of all staff and volunteers to work with children.
- ◆ Raise awareness of child protection issues and will equip students with the skills needed to keep them safe;
- ◆ Implement procedures for identifying and reporting cases, or suspected cases of abuse;
- ◆ Establish a safe environment in which students can learn and develop.

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We recognise that because of their day to day contact with students, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- ◆ Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- ◆ Ensure students know that there are adults in the school whom they can approach if they are worried.
- ◆ Include opportunities through the school curriculum for students to develop the skills they need to recognise and stay safe from abuse.

The Special Educational Needs Co-ordinator is the first named senior designated person for child protection and has received appropriate training and support for this role. Staff members understand their responsibility for referring any concerns to the designated person for child protection. The school has also developed effective links with relevant agencies and co-operates with their enquiries regarding child protection matters.

Ofsted 2016

- Provision for pupils who have special educational needs and/or disabilities is a strong feature of the school. Additional adults are well used in lessons to support individual pupils. As a result, this group of pupils now make much better progress from their starting points.
- The arrangements for safeguarding are effective. Leaders have created a culture in which safeguarding is seen as highly important. All staff are clear about their responsibilities and they follow thorough procedures to identify and respond to concerns
- School staff have developed constructive relationships with parents and other agencies to keep children safe. The school works successfully with alternative providers to ensure that pupils are safe when working off-site. The school's mental

Progress Leader Miss M Hunter, Student Support Leader Mr R Mitchell

Form	Progress Tutor	Associate Progress Tutor
7BronteA	Mrs Cooper	Mrs L Rushworth (mat.leave) Michael Brook
7HockneyB	Mrs S Trowers	
7SaltC	Mr M Coles	
7BronteD	Mr L Radcliffe	Andrea Marshall
7HockneyE	Mr N Ashton	Megan Hardaker
7SaltF	Mr J Richardson	
7BronteG	Mrs R Robson	Mrs N Gibbs

Progress Leader Mr D Hall, Student Support Leader Mr P Clapham

8BronteA	Miss L Evans	
8HockneyB	Mrs N Smith	
8SaltC	Mr T Salter	Mrs Y Allan
8BronteD	Miss E Naylor	Mr La
8HockneyE	Mr A Jones	
8SaltF	Mr J Windle	Mrs A Gilmartin

Progress Leader Mr D Hall Student Support Leader Mr D Radcliffe

9BronteA	Miss H Smith	
9HockneyB	Mrs M Mapstone	Mr R Johnson
9SaltC	Mrs H Dunn	Mrs J Henry/ Mrs C Sale
9BronteD	Mrs V Mudd	Mrs M McColgan
9HockneyE	Mrs G Shinn	
9SaltF	Miss K Thackray	

Progress Leader Mr D Needham Student Support Leader Mrs H Gilert

10BronteA	Mr C Fee	Mrs K Read
10HockneyB	Miss J Bowers	Mrs J Love
10SaltC	Miss G Payne	
10BronteD	Mr R Lawler	
10HockneyE	Mr D Siggins	
10SaltF	Mr R Head	

Progress Leader Mr D Needham, Student Support Leader Mrs J Bailey

11BronteA	Mr B Miller	
11HockneyB	Miss L Hirst	Mr N Johnson
11SaltC	Mrs C Gibson	
11BronteD	Mr M Fergus	
11HockneyE	Mr W Voller	Mr M Hardy
11SaltF	Miss V Hanson	
11 M	Mrs Laoufir / Mr Russell (Friday)	
11 N	Mr S Reeves	Mrs A Arnfield
11 S	Mr C Cariss	

Year 12 and 13 Head of Sixth Form Mrs V Limbert. Student Support Leader Mr P Logan

6th Form A	Miss C Holden	
6th Form B	Dr H Evans	
6th Form C	Mrs R Norgate	
6th Form D	Miss E Brooksbank	
6th Form E	Mrs C Handley/Mr D Williams	
6th Form F	Mr S Thompson	

PASTORAL AND ACADEMIC ARRANGEMENTS

Form Groups

Students starting school at Parkside are placed in one of seven, mixed ability forms. Students remain within these forms for the first five years of their time at Parkside. Each form will be under the guidance of a Progress Tutor who will look after the day-to-day arrangements for the form. The Progress Tutor should be the first point of contact in all matters concerning students in their Form Group. A behaviour database is kept on all students, which records both achievements and concerns. This information is available to students and their parents or guardians.

Mr B Tague has overall responsibility for student welfare from Year 7 through to Year 11.
Mrs V Limbert has overall responsibility for student welfare from Year 12 through to Year 13(6th Form)

The School has both specialist teachers and specialist facilities to support and encourage all students to maximise their learning at Parkside. Key features of this support include the Student Support Centre, Learning Mentor, Parental Involvement Worker, Inclusion Team, Education Social Worker and the School Nurse.

Regular communication is maintained with parents through conventional consultation evenings but also through messages, notes found within the student's personal planner, the website and ParentMail. These school planners are issued to all students at the beginning of each term and contain key information relating to the school diary dates and aspects of life within school. They are used by students to maintain a diary of individual homework assignments, reminders of school events and to log their target grades. Parents are requested to check and sign these planners on a weekly basis.

Teaching Groups

Each Year Group is divided into two bands. Within these bands Faculties arrange teaching groups with setting occurring in the core subjects based upon ability. The ability range of the student is determined using data from previous schools as well as internal assessments using nationally recognised tests. .

The School Day

The general daily pattern is as follows:

The school day runs from 08.25 until 14.50. There are six periods in the school day; this is divided into three sessions of 2 lessons each session, with a 20 minute breakfast break and a 45 minute lunch break.

Parental Involvement

Majella McColgan is our Parental Involvement Worker and is another dedicated contact for parents based at the school. She supports parents in a variety of ways from giving 1 -1 support, to organising regular parent classes on a variety of "tough issues" i.e. safe use of the internet, dealing with adolescence. Majella also holds half termly Parent Forums where parents are invited to bring along ideas to support the school in moving forward and have the opportunity to have a say on school issues. Contact 01535 272752 or email majella.mccolgan@parksideschool.net. There is a parents section on the school website providing regular information on forthcoming events.

Parkside Parents' Association

We have a very active Parents' Association (PPA) and hold a number of events over the school year to raise money for the school Reward Scheme, such as a Christmas Fair. All money raised will go directly to our students in the form of trips and activities. If you are interested in joining the PPA or would like more information on what we do, please contact Majella.

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PARKSIDE SCHOOL REWARD SYSTEM

At Parkside School we are very proud of our students' achievements and successes and are keen to acknowledge them. We expect all students to display good standards of behaviour at all times. Those who break the rules are quickly identified and the appropriate interventions / sanctions are applied. We especially promote and value good manners from everyone.

We have a Rewards Scheme that encompasses all aspects of school life – our ethos, our learning and our extracurricular activities. Students are awarded achievement points in their planner on a lesson by lesson basis. Students are responsible for tallying their achievement points on a weekly basis (please see back of planner) and Progress Tutors are responsible for ensuring these are recorded centrally using the schools data systems (SIMS).

Achievement points can be collected in the following ways:-

In Progress Time

Students can get 1 point at the start of every day for having their planner on the desk, having the correct equipment and wearing the correct uniform. They will receive an additional 2 achievement points per week for getting their planner signed. Students can also gain 2 achievement points for 100% attendance on a weekly basis.

In lesson time

Students will receive 1 point for any of the following during a lesson:-

- Engagement in learning
- Active participation in the lesson
- Supporting their peers in learning
- Making good progress

Students can also receive a Positive Referral, worth 2 achievement points, if they demonstrate sustained effort / progress or produce an **outstanding** piece of work

Out of class times

Students are rewarded for demonstrating exemplary behaviour in and around the school, these are worth 2 achievement points.-

- Helping other students / staff
- Picking up litter
- Guiding "guests" around the school

Extracurricular

Students will receive 1 point for participation in extra-curricular activities

In addition students will also be rewarded in the following ways:-

- Non-verbal praise
- Verbal praise
- Display of their work
- Certificates for Attendance
- Postcards home
- Positive texts home
- Positive e mails home
- Letters home
- Phone call home
- End of year trips
- End of year Presentation Ceremonies

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The house system is a student led and student focussed aspect of life at Parkside School. It will be an opportunity for students to develop personal qualities such as.

- Independence
- Organisation
- Resilience
- Initiative

It will also develop skills in the students such as

- Leadership skills
- Communication skills
- Collaborative skills

In doing so it will provide opportunities for charitable activities and allow students to work within and for the improvement of something bigger than one's self. In turn this will lead to better:

- Attendance
- Attitudes to learning
- Positive participation in school

The house system comprises of three houses that run across all year groups. Inter house competitions will be run in all faculties and will encompass school life. Each house has a colour

The Three Houses

Bronte House.
Tutor groups A and D

Hockney House.
Tutor groups B, E
and G

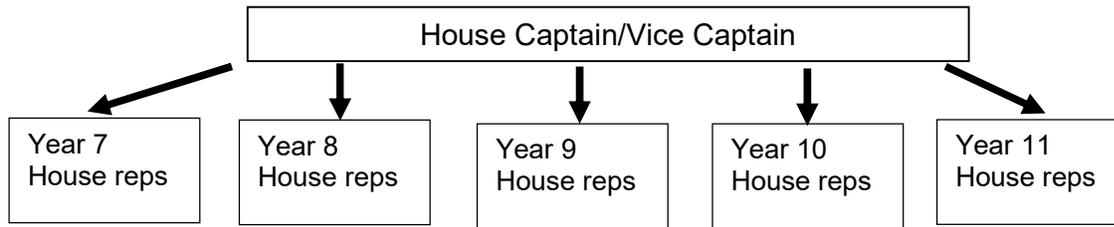
Salt House.
Tutor groups C and F

Two tutor groups in each year group will be assigned to a house as above. The tutor groups are sorted based on a number of factors (below) to give an even spread of the following:

Gender Primary school attended
Ability

Students will represent their house as individuals and as a tutor group. Each house will elect a house captain and vice-captain and each group will elect a form captain and vice-captain. These will then represent the students on the student leadership panel. It is hoped that Year 12 students will stand for the roles of House and vice House captains.

The Structure



Competitions:

- All aspects of school life will be incorporated into the inter house competition.
- Attendance/Punctuality
- A2L
- Homework
- P4P
- Money raised for different charities
- Yellow cards/Red cards
- Winter sports competitions
- Sports day
- Faculty competitions (one per year group and the points will be added up to give an overall winner for each faculty)
- Literacy/Numeracy

NB. Certain competitions will carry more points for winning than others, depending on the size of the competition and the number of students involved. Attendance etc. will be worked out per number of pupils as will the 'big four' competitions.

PARKSIDE SCHOOL LEADERSHIP TEAM

The role of the students in the life of our school is vital in supporting an ethos of strong community. At Parkside School we believe that students' views are vital to the smooth and effective running of the school. We believe that students should have the opportunity to influence decisions about every day school life.

Our Student Leadership Team represents the voice of our students and is an integral factor in developing the school and continually moving it forwards. There are 14 members in total, from Year 7 through to Post 16. The team is led by the Head Boy and Head Girl, but all students in the school can play a part in the helping the StLT to achieve their goal of making student voice heard. Some of the duties of the StLT will be; help to organise fundraising events, write a half termly school publication for students and staff to read, act as guides and ambassadors, communicate with staff and students, plus many many more!

During the first half term all student leadership opportunities will be advertised and students are able to apply via a formal application form. Successful applicants will then be invited for interview. If opportunities arise throughout the year to join the team, these will be advertised via Progress Tutors.

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STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs of all students at Parkside are of paramount importance, and are acknowledged and addressed within the whole school philosophy. The statement "Excellence for All" which is central to the school's ethos is perhaps most evident within the provision for special needs.

At Parkside, every student, whatever their needs might be, is given every opportunity to access the wide and varied curriculum offered to them, at the appropriate level and with adequate support. Every student is unique, and might at some point in their education, experience some difficulty. Staff are aware of this, and work together as a whole school to address the varied needs of provision.

Staff continue to work very hard to establish a successful and effective Special Educational Needs Department and support network which caters for a wide spectrum of difficulties. Students who are struggling have their needs met in small groups, where they follow a differentiated curriculum at their own level and pace. We have also established links with other alternative curriculum providers and we are able to offer dual registration where appropriate.

There is a Designated Specialist Provision (DSP) for identified students who are on the autism spectrum, based within the school.

The School has set up a Nurture Group called 'The Park'. The Park provides a carefully structured environment, where there will be a balance of learning and teaching, affection and support. Students will be helped to meet the social and intellectual demands of school life.

The School's aim is that all students, irrespective of their difficulties, feel secure, comfortable and valued within the community. Subsequently, they will then gain the confidence and self-esteem to realise their true potential, and become successful adults. All students are encouraged to respect and accept others who experience special needs within the positive and supportive structures which exist in the school.

INFORMATION COMMUNICATION TECHNOLOGY

Increasingly student learning utilises the full potential of the Internet and all students have access to this resource. Every student has an individual user area and e-mail address. The school maintains an "Acceptable Use Policy" which informs students about appropriate use of ICT equipment. This policy can be found in the student planner and all students are expected to sign this.

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SCHOOL UNIFORM

The school has a uniform, which is a formal dress code for all students. Our belief is that the uniform sets a clear standard of personal appearance which students are expected to comply with. School uniform can be purchased from various suppliers - Andrew Firth's Keighley, Henry Smith's Shipley, various high street shops and we have a second hand stall at the transition event.

The only jewellery allowed is one stud per ear; no other piercings are allowed to be worn in school. Students may wear a watch. Trainers are not allowed and can only be worn for PE lessons; students should wear black shoes which should be low heeled and suitable for school.

Item	Boys	Girls
Blazer	Black	Black
Badge	School	School
Trousers	Black	Black (Tailored, Not Skinny)
Skirt	-	Black (appropriate length)
Shirt	White	White
Black Shoes (Not Trainers)	Black	Black Low Heeled
Tie	School	School
		Black Shalwar Kameez

SCHOOL PE KIT

Students will typically participate in one indoor and one outdoor PE lesson each week. Listed below is the kit students will be expected to wear.

Boys Compulsory Items	Girls Compulsory Items
Black & Purple Polo Shirt (embroidered with the school badge)	Black & Purple Polo Shirt (embroidered with the school badge)
Black & Purple Shorts	Black & Purple Skirt or Skort
Black & Purple Long Games Socks (outdoor)	Black & Purple Long Games Socks (outdoor)
Black & Purple Rugby Shirt	Short WHITE Sports Socks (indoors)
Football Boots	Black Parkside Hoodie (outdoors)
Short WHITE Sports Socks (indoors)	Trainers for outdoor use
Sports trainers (No canvas pumps/VANS/Converse footwear)	Sports trainers (No canvas pumps/VANS/Converse footwear)

Boys Optional Items	Girls Optional Items
Black Parkside Hoodie (outdoors)	Black Tracksuit Bottoms – to be used during the winter months (100% BLACK , no stripes, panels of colour or large logos. A very small logo will be acceptable).
Black Tracksuit Bottoms – to be used during the winter months (100% BLACK , no stripes, panels of colour or large logos. A very small logo will be acceptable).	Gum Shield
Shin Pads	Shin Pads
Gum Shield	

For Dance lessons, students should either wear black dance pants, jogging bottoms or school shorts.

Footwear

Training shoes will be required for all PE lessons. For indoor sessions, trainers must be clean and have a non-marking sole. For rugby and football, students will be required to wear rugby/football boots.

Jewellery

In order to meet health and safety requirements, Parkside PE Department has a no jewellery policy in line with individual sport's governing body recommendations. If students are going to have their ears pierced, we ask that this is done at the start of the summer holidays to allow healing to take place before the start of the new academic year, so that piercings can be removed.

Loss of Items of Uniform and Personal Property – Important Notice for Parents

The School cannot be held responsible for students' personal belongings. Any items brought into school should be clearly named and will remain the students' responsibility. The School will take all reasonable

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steps to ensure that named items are returned to the student. If parents/carers wish to send their child (ren) to school in high value items of clothing, or with high value items of property, they do so at their own risk. Parents may wish to consider ensuring that they have appropriate "All Risks" cover in place on their own insurance policies to cover for any such eventualities.

Important Information about the Use of School Lockers

Lockers are available from the school at the cost of £5.00, non-refundable. Any malicious damage caused to the locker will be charged for. Lost lockers keys will be charged for, before a replacement key is issued. The lockers **must** be emptied at the end of each school term so that they can be cleaned. The lockers must be looked after and the key returned to school. All contents and belongings placed in the locker remain the students' responsibility and are at the students' own risk. The school cannot be held accountable or responsible for items not removed at the end of each term. By accepting the locker key/combination lock and paying the cost of the hire, the student is accepting these terms and conditions for hiring the locker.

OUT OF CLASSROOM ACTIVITIES

We value education outside the classroom and a wide range of trips and visits are on offer at Parkside. All students will have the opportunity to visit a European country whilst attending the school. Numerous theatre trips and specialist days out occur. Here are some examples of trips and visits which have taken place over the last year.

- Overseas Visits. Language Development Visit to: Spain. Ski trip to Montafon, Austria. History and RE Visits to Krakow, Poland
- Numerous GCSE/AS/A2 Study Days
- Science 'STEM' activities and competitions
- Higher Education Fairs and Visits to Universities
- Field Trips: Morecambe/Malham
- Theatre Visits: Local and Regional Theatres
- Art Gallery Visits including the Tate Modern, London, Tate Liverpool
- A range of school sports teams
- Museum Visits
- UK Maths Challenge, Rotary Technology Tournament
- Year 11 Leavers' Prom
- Year 13 Leavers' Prom
- Sports Trips
- Duke of Edinburgh Award
- Rock Challenge
- School Productions

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SIXTH FORM EDUCATION AT PARKSIDE

Parkside Sixth Form was established in 2003 and over the last 13 years has had many successes including students going on to Oxford, Cambridge and other Russell Group Universities. Our Sixth form teachers are specialists in their fields and between them offer a wide range of level 3 (A level) courses. These are in subjects ranging from History, English Literature and all three sciences and Maths.

We also offer applied (more vocational) A levels in Health and Social Care, Science and ICT.

Our A level results for 2017 are:

A*- A – 41%

A*- B – 56%

A*-C – 77%

We are proud that of the students who applied to go to university, 94 % got into their first choice university and the remaining 6 received offers from their 2nd choice. All of the remaining students gained places at college or are on higher level apprenticeships.

In addition to the academic achievements of our students, we are also very keen to develop the whole person. To this end we have a comprehensive enrichment programme in which every student participates. These include Duke of Edinburgh, Sports Leaders, Extended Project Qualification, Core Maths, Drama, IFS and subject specific support in classrooms. Extra-curricular activities that students are currently involved include charity fund-raising, running clubs for lower school students and organising the Year 7 annual Halloween Disco. 6th Form students also run the Over 60s club in Cullingworth village.

Each student is a member of a tutor group led by a teacher who is supported by an associate tutor with skills and experience in 6th Form mentoring and guidance. Students have regular one to one sessions with their tutor. Registration time provides students with the chance to develop their employability skills, research and complete the UCAS process and discuss topics around health and well-being. Every form consists of a mix of Year 12 and Year 13 students allowing an element of peer mentoring to take place.

Mrs V Limbert
Head of Sixth Form

Ofsted 2016

- Students in the sixth form achieve well. New leadership of the 16 to 19 provision is taking prompt action to improve the quality of guidance and to improve attendance
- Teaching and learning in the sixth form are good. Teachers plan very effectively to challenge students' thinking and to develop the skills they need to work independently.
- Students talked about a culture of peer-to-peer support and this is evident in lessons and during social times. This culture makes a positive contribution to students' personal development and welfare. Students said that they feel safe in school and safeguarding is effective in the sixth form.
- Students are very appreciative of the level of personalised support they receive from subject teachers.

Excellence for All



Parkside Terrace, Cullingworth, BRADFORD, West Yorkshire, BD13 5AD
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G.C.S.E. RESULTS –2016-2017

At GCSE we have experienced the introduction of the new 9-1 grade scale for English and Maths this year. All other subjects remain on the A*-G system at GCSE and Distinction* - Pass on vocational courses.

The Department for Education has release the following table to assist with the understanding of the new grading system.



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5 STRONG PASS	
4 STANDARD PASS	C
3	
2	D
1	
U	E
	F
	G
	U

At Parkside we have seen a pleasing uplift in the GCSE results this year with English and Maths combined (Basics) improving from 59% in 2016 to 68% in 2017. 8 students achieved the new highly acclaimed grade 9, 4 in English and 4 in Maths putting them in line with the highest achieving students in the country.

There was considerable improvement in maths, with an increase from 62 to 78% at grades 9-4 and English continued to improve moving from 73 to 77% at grades 9-4 and significantly 22% of students achieving a grade 7 or better.

Subject	Measure (Grade)	Percentage (%)
English and Maths (Basics)	9-4	68
	9-5	45
Best English	9-4	77
	9-5	60
	9-7	22
Maths	9-4	78
	9-5	53
	9-7	16
5 A*-C (English & Maths)	9-4	62
5 A*-C	9-4	67
5 A*-G	9-4	100

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Key Stage 4 Curriculum

Parkside KS4 curriculum offers an appropriate range of academic and vocational courses that are reviewed annually in order to keep up to date with national curriculum changes.

All students study a core curriculum consisting of English Language, English Literature, Maths, Double Science, PE and Religious Studies or Travel and Tourism (both of which incorporate SMSC).

In addition to this students currently have 3 option choices from a wide range of subjects including: Triple Science, History, Geography, Spanish, French, Art, Business, Computer Science, Food Technology, Product Design, ICT, Health and Social Care, Psychology, Photography, Physical Education, Music, Drama, Dance and a range of offsite courses such as Engineering, Hair & Beauty and Fabrication & Welding.

Information about student attainment and progress can be obtained from various websites and general information about the school can be found on the school website:

School Website: www.parksideschool.net

Performance Tables: www.education.gov.uk select link to "School Performance Tables"

Ofsted Inspection Report: www.ofsted.gov.uk select tab "Inspection Reports"

PARKSIDE POLICIES

Parents may obtain an electronic copy of any of the above policies on request by emailing or calling the school. Paper copies can be posted to parents but a charge may be levied to cover the copying and postage costs. Statutory policies are on the website.

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