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 in 2016. We continue to be a forward thinking and outward facing school and in recognition of the excellent practice being undertaken here at Parkside School, we continue to be nominated / shortlisted for a multitude of awards:

- The Telegraph & Argus Education Awards – in the category of School Improvement (Highly commended)
- The Telegraph & Argus Education Awards – in the category of Teaching Assistants (Winners)
- PE School Games award (Silver)
- Sky Sports Awards for education (Top 10 schools nationally)
- Teacher Development Trust Silver Award for professional development
- CEIAG Regional Winners
- CEIAG National Runners Up
- STEM; Secondary Science Silver Award (one of only two Yorkshire Schools awarded this nationally recognised award)
- Robotics Challenge; Regional Winners / National Finalists (Design winners)
- F1 in schools; Research & Development / Verbal presentation award
- Rolls Royce Science award – National winners

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 has undergone an expansion programme to meet the ever increasing demands of the community we serve. The increase in pupil numbers takes our school from 180 students on entry in year 7 to 210 and this will see the school grow to approximately 1275 students over the next 5 years. This will include additional numbers in our increasingly successful sixth Form, something that not all secondary schools in the area are able to offer.

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 unremittingly 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 fully 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 importance for the success of your child.

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 on educational programmes 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 Sixth Form 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: Mrs Shirley Rainford

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

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.

Excellence for All        Parkside Terrace, Cullingworth, BRADFORD, West Yorkshire, BD13 5AD
Phone 01535 272752, Fax 01535 274693, Email mail@parksideschool.net
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 if applicable. Fire exits and fire evacuation routes have been checked to ensure that wheelchair users can exit easily.

Details of students’ particular medical needs are shared with staff 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.

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.
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 and Deputy Head (Pastoral) are the named designated persons for child protection and have 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
SCHOOL ORGANISATION: PROGRESS TEAMS – 2019-2020

Year 7 Progress Leader Miss J Ashford, Student Support Leader Mr R Goodley
Year 8 Progress Leader Miss J Ashford, Student Support Leader Mr S Walker
Year 9 Progress Leader Mr D Hall, Student Support Leader Mr R Mitchell
Year 10 Progress Leader Mr D Hall, Student Support Leader Mr P Clapham
Year 11 Progress Leader Mr D Hall, Student Support Leader Mr D Radcliffe
Year 12 and 13 Progress Leader Miss D Edmondson, Student Support Leader Mr P Logan

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 13, however. Miss D Edmondson has responsibility for student welfare from Year 12 through to Year 13 (Sixth Form) on a daily basis, Mr Hall has responsibility for Years 9/10 and 11 and Miss Ashford for Years 7 and 8.

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, 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 academic year 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 expected 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 blocks of 2 lessons each session, with a 20 minute morning break and a 45 minute lunch break.
PARKSIDE SCHOOL REWARD SYSTEM

Parkside Hierarchy of Rewards

PARKSIDE SCHOOL HOUSE SYSTEM

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 (and G Year 9)
- Hockney House. Tutor groups B and E (and G Year 8)
- Salt House. Tutor groups C and F (and G Year 7)

The Structure

House Captain/Vice Captain

- Year 7 House reps
- Year 8 House reps
- Year 9 House reps
- Year 10 House reps
- Year 11 House reps

Competitions:
- All aspects of school life will be incorporated into the inter house competition.
- Attendance/Punctuality
- Attitude to Learning data (A2L)
- Homework
- Money raised for different charities
- Yellow 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.
<table>
<thead>
<tr>
<th></th>
<th>CLASSROOM</th>
<th>CORRIDORS</th>
<th>CANTEEN</th>
<th>WCtails</th>
<th>Outdoors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Prepared</strong></td>
<td>Equipment</td>
<td>Uniform</td>
<td>Queue patiently</td>
<td>Uniform</td>
<td>Uniform</td>
</tr>
<tr>
<td></td>
<td>Uniform</td>
<td>Ready to learn</td>
<td>Make healthy choices</td>
<td>Leave as you would like to find it</td>
<td>Be on time</td>
</tr>
<tr>
<td></td>
<td>Use lockers appropriately</td>
<td>Water bottles full</td>
<td>Put your litter in the bins</td>
<td>Wear our uniform with pride</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fill water bottles at break and lunch time, before the bell</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Listen when others are talking</td>
<td>Move purposefully and safely</td>
<td>Use the phrases please and thank you</td>
<td>Use equipment appropriately</td>
<td>Be inclusive, include others in social time or when walking home</td>
</tr>
<tr>
<td></td>
<td>Use a quiet voice</td>
<td>Use a quiet voice</td>
<td>Display general good manners</td>
<td>Respect the personal space of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put any litter in the bins</td>
<td>Respect the personal space of others</td>
<td>Queue in a way that respects the personal space of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow instructions first time every time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Show Independence</strong></td>
<td>Homework</td>
<td>Go direct to your lesson</td>
<td>Clear up after yourself</td>
<td>Go by yourself</td>
<td>Make safe choices</td>
</tr>
<tr>
<td></td>
<td>Three before me</td>
<td>Walk sensibly and safely</td>
<td></td>
<td></td>
<td>Observe surroundings</td>
</tr>
<tr>
<td></td>
<td>Have a thoughtful approach</td>
<td></td>
<td></td>
<td></td>
<td>Listen actively</td>
</tr>
<tr>
<td></td>
<td>Be organised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Determined</strong></td>
<td>Do your best</td>
<td>Walk purposefully</td>
<td>Make sure others around you are safe and happy</td>
<td>Go-flush-wash</td>
<td>Be direct when moving from place to place</td>
</tr>
<tr>
<td></td>
<td>Try everything</td>
<td>Arrive at your lesson on time</td>
<td></td>
<td>Be timely</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Don't give up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain good attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strive for Excellence</strong></td>
<td>Complete your work</td>
<td>Be mindful of your language</td>
<td>Display general good manners</td>
<td>Plan when you will need to go. Go outside of lesson time</td>
<td>Be a leader</td>
</tr>
<tr>
<td></td>
<td>Be the best you can be</td>
<td>Greet others with a smile</td>
<td>Eat politely</td>
<td></td>
<td>Be responsible</td>
</tr>
<tr>
<td></td>
<td>Work hard</td>
<td></td>
<td>Be a good role model for everyone else</td>
<td></td>
<td>Take part in all activities including careers</td>
</tr>
<tr>
<td></td>
<td>Exceed expectations</td>
<td></td>
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</tbody>
</table>
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 Sixth Form. 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 termly school publication for students and staff to read, act as guides and ambassadors and 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.

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 work very hard to establish a successful and effective Special Educational Needs Department and support network which caters for a wide spectrum of difficulties.

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, nurture and support. Students will be supported 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 PRIDE expectation of 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.
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. Students should wear black footwear which should be low heeled and suitable for school. Hair should be of a natural colour.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blazer</td>
<td>Black</td>
<td>Black</td>
</tr>
<tr>
<td>Badge</td>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>Trousers</td>
<td>Black</td>
<td>Black (Tailored, Not Skinny)</td>
</tr>
<tr>
<td>Skirt</td>
<td>White</td>
<td>Black (appropriate length)</td>
</tr>
<tr>
<td>Shirt</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>Black Footwear</td>
<td>Black</td>
<td>Black Low Heeled</td>
</tr>
<tr>
<td>Tie</td>
<td>School</td>
<td>School</td>
</tr>
</tbody>
</table>

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 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.

**Excellence for All**

Parkside Terrace, Cullingworth, BRADFORD, West Yorkshire, BD13 5AD
Phone 01535 272752, Fax 01535 274693, Email mail@parksideschool.net

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**

- Black & Purple Polo Shirt (embroidered with the school badge)
- Black & Purple Shorts
- Black & Purple Long Games Socks (outdoor)
- Black & Purple Rugby Shirt
- Football Boots
- Short WHITE Sports Socks (indoors)
- Sports trainers (No canvas pumps/VANS/Converse footwear)

**Girls Compulsory Items**

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

**Boys 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).
- Shin Pads
- Gum Shield

**Girls Optional Items**

- 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

For Dance lessons, students should either wear black dance pants, jogging bottoms or school shorts.
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. 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/combo lock and paying the cost of the hire, the student is accepting these terms and conditions for hiring the locker.

ASPIRE2b

The ASPIRE2b programme is a nationally acclaimed programme (National runners up and outstanding school in the North of England) that develops ours students to become global citizens ready to embrace the 21st century.

The programme has a huge impact on preparing its pupils for the world of work and entails 3 core strands.

1. Pupil progress through curriculum excellence
   Focussed delivery within curriculum subjects to ensure students are aware of the subject related opportunities available to them along with the completion of a personal development record (PDR) to enable students the opportunity to identify how they have and are developing their employability skills

2. Extra-curricular enrichment
   All of our students are able to fully develop themselves through a range of extracurricular enrichment opportunities. From undertaking the Duke of Edinburgh's Award and representing the school locally, regionally and nationally in a range of sports teams to participating in charity work within the local community and developing leadership skills on the school council.

3. Careers, Information, Advice and Guidance programme
   All students receive a progressive, structured programme through their PSHCE programme and special events including sector specific workshops, enterprise activities, careers guidance interviews and career enhancement weeks which include visits to the workplace, CV writing sessions and 1-2-1 interviews with local employers. This is supported by key partnership with Higher Education institutions such as Leeds Beckett University, Leeds University and Bradford College, to ensure all of our students have a clear understanding and experiences of University life and what it can offer.

An example of the programme and its provision can be seen below.
CAREERS GUIDANCE

Parkside School has received national acclaim from the Careers and Enterprise Company for its ASPIRE2b programme that provides students with an outstanding pupil preparation for the world of work. The school was the national runner up and the ‘Outstanding’ school in the North of England.

Through the ASPIRE2b programme we are committed to ensuring all students have access to high quality impartial careers advice and to employers who can help students consider their future options. To help us do this, we are working towards the nationally recognised Quality Careers Award. We also align our careers guidance to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE’s Careers Strategy (December 2017) and the new Statutory Guidance for careers (January 2018). These 8 benchmarks are outlined below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

At present we meet each of these benchmarks through the following provisions:

Impartial Careers Advice (Benchmark one, two, three and eight) All Year 11 students have at least one meeting with an impartial careers advisor. These meetings are designed to help students identify the best route for them Sixth Form. Students will be given information on colleges, apprenticeships and other Sixth Forms. Students are helped to fill in application forms and given interview preparation. These interviews also focus on career and the steps students need to take in order to get there. All students have the opportunity to have an interview in Year 12 and 13 as well.

Our careers advisor is also present at key events at the school including parents evenings and Career Information evenings. At these events they are able to give advice and guidance to both students and their parents.

During the summer term, students in Year 10 have a dedicated Careers enrichment week comprising employability skills development which incorporates an introduction to completing their CV, writing application forms and letters of application. On day 3 they all have a work place visit. The week culminates in them preparing for a 1-1 interview with local employer.

Careers Assemblies (Benchmarks one, two, three, four, five and seven). For Years 7 -11 they have a range of Career assemblies led by key providers such as ASK and Ahead partnerships, local colleges and local employers discussing their business in relation to a wide range of career sectors. In addition Y9 have a focussed subject themed assembly prior to them making their option choices. In Sixth Form we regularly have visiting speakers to talk to students about different careers and routes to follow after Year 13. Years 7-13 have either experiences of Workplaces or Higher Education (Benchmark five and seven). Throughout their time at the school students are given the opportunity to go on trips to different universities, including Leeds Beckett University and a range of Russell group universities. In Year 12 and 13 students are encouraged to view universities and have meetings with possible apprenticeship providers.

Work Experience (Benchmark six). All Year 10 students undertake a 1 day work visit as part of their Careers Enrichment week. Where possible these visits are aligned with a Careers audit carried out earlier. The Year 12 students undertake work experience in Enrichment Time. This work experience is required where possible to be in the field they are considering entering after higher education. Students are encouraged to apply for specific placements and many have successfully secured them in the NHS and engineering firms.

Provisional Careers Plan: Parkside School 2019/20
Throughout KS3, KS4 and KS5 careers education is accessed by all at Parkside School. Through meetings with careers advisors, FE Colleges, Universities, visiting speakers, work experience and PSHCE lessons students are helped to explore the possible avenues they may take in the future in order for them to have the best start in life.

Excellence for All Parkside Terrace, Cullingworth, BRADFORD, West Yorkshire, BD13 5AD Phone 01535 272752, Fax 01535 274693, Email mail@parksideschool.net
In addition to this the students in the each year will access the following:

**Year 7**

- Visit to Leeds Beckett university
- PSHCE Employability programme in Term 2
- Careers sector assemblies i.e. Nursing
- Access to careers carousel event (all year groups) Ahead Partnership
- Industry day (1/2 day event) Ahead Partnership
- Careers Panel – opportunity to ask questions to a variety of employers from different sectors. Ahead Partnership
- Subject curriculum links explicit throughout the year
- Subject career related “do nows” during one specific week
- Subject specifics careers notice board

**Year 8**

- PSHCE Employability programme in Term 2
- Careers sector assemblies i.e. Nursing
- Access to careers carousel event (all year groups) Ahead Partnership
- Subject curriculum links explicit throughout the year
- Subject career related “do nows” during one specific week
- Subject specifics careers notice board
- Drop down Industry Day. Ahead Partnership
- Group of Dragon Den winners visit to PwC in Leeds

**Year 9**

- PSHCE Employability programme in Term 2
- Careers sector assemblies i.e. Nursing
- Careers information evening leading up to Subject choices (parents and students), covering local market information and Apprenticeships
- Access to careers carousel event (all year groups) Ahead Partnership
- Subject curriculum links explicit throughout the year
- Subject career related “do nows” during one specific week
- Subject specifics careers notice board
- BMW18, Bradford Manufacturing Week 2018, opportunity to visit various manufacturing business and listen to guest speakers
- Careers Panel – opportunity to ask questions to a variety of employers from different sectors. Ahead Partnership
- Apprenticeship assembly, ASK presenting

**Year 10**

- Lead School for Bradford Health and Social ICE programme (Industrial Centre of Excellence) providing career sector employment opportunities and experience.
- Link school for Bradford Business and Enterprise ICE (Industrial Centre of Excellence) providing career sector employment opportunities and experience
- Dedicated Careers Enrichment week (Term 3) which includes job writing, job interviews and industry visits.
- Audit of possible Career pathways linked to Career Enrichment week
- Access to careers carousel event (all year groups) Ahead Partnership
- Apprenticeship assembly, ASK presenting
- Career guidance via Progress Tutors

**Year 11**

- Lead School for Bradford Health and Social ICE programme (Industrial Centre of Excellence) providing career sector employment opportunities and experience.
- Link school for Bradford Business and Enterprise ICE (Industrial Centre of Excellence) providing
- All students given at least one 1 – 1 interview with an impartial careers advisor
- Sixth Form options evening in November where the careers advisor is also present
- Access to information about other options Sixth Form
- Have the opportunity to visit other open days and taster days
- Assemblies focused on apprenticeships and LMI
- Full range of Masterclasses (programme accessible on website)
- Access to careers carousel event (all year groups) Ahead Partnership
- Motivational speaker prior to exams

**Years 12 and 13**

- Lead School for Bradford Health and Social ICE programme (Industrial Centre of Excellence) providing career sector employment opportunities and experience.
- Link school for Bradford Business and Enterprise ICE (Industrial Centre of Excellence) providing
- Careers interviews with an impartial careers advisor
- Attend numerous in house sessions on UCAS, careers, applications, CVs and personal statements
- Assemblies from visiting speakers with a focus on careers and routes into them
- Help with UCAS applications
- Help with applications for jobs, apprenticeships etc.
- Meaningful work experience done during Year 12 – linked to their future career plans
- Access to careers carousel event (all year groups) Ahead Partnership

**Evaluation of the careers plan via destinations data**

The effectiveness of this plan is largely evaluated by the KS4 and KS5 destinations data released by the DfE each year.

The data shows that Parkside has an outstanding performance at the end of Y11 and Y13 in ensuring that its students move into Education, Employment or Training when compared to both the local authority and the national average.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>1.2%</td>
<td>2.3%</td>
<td>4.7%</td>
<td>1.2%</td>
<td>4.1%</td>
<td>4.7%</td>
<td>0.7%</td>
<td>3.2%</td>
<td>4.2%</td>
</tr>
<tr>
<td>2015-16</td>
<td>1.2%</td>
<td>4.7%</td>
<td>1.2%</td>
<td>4.1%</td>
<td>4.7%</td>
<td>0.7%</td>
<td>3.2%</td>
<td>4.2%</td>
<td>0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>0%</td>
<td>3.5%</td>
<td>13.4%</td>
<td>0%</td>
<td>1.8%</td>
<td>11.2%</td>
<td>0%</td>
<td>1.8%</td>
<td>11.2%</td>
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<tr>
<td>2017-18</td>
<td>0%</td>
<td>3.5%</td>
<td>13.4%</td>
<td>0%</td>
<td>1.8%</td>
<td>11.2%</td>
<td>0%</td>
<td>1.8%</td>
<td>11.2%</td>
</tr>
</tbody>
</table>
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 or France
- Numerous GCSE/AS/A2 Study Days
- Science ‘STEM’ activities and competitions
- Higher Education Fairs and Visits to Universities
- Geography Field Trips
- 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 – Bronze and Silver
- School Productions
SIXTH FORM EDUCATION AT PARKSIDE

Parkside Sixth Form was established in 2003 and over the last 15 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 courses.

Our A level results for 2019 are:
A*- A: 15.7%
A*- B: 33.8%
A* - C: 61.6%
A*-E: 93%

We are proud that of the students who applied to go to university, 87% got into their first choice university and the remaining 4 students accessed courses through clearing. All of the remaining students gained places at college, are on higher level apprenticeships or are employed.

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 community litter picking in conjunction with the local primary school. Sixth Form students also run the Over 60s club in Cullingworth village.

Each student is a member of a tutor group led by a teacher with skills and experience in Sixth 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.

Miss D Edmondson  
Year 12 and 13 Progress Leader

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.
Data Collections and Reporting:
There are 3 data collections a year to report academic progress to parents / carers at the end of each term. In addition, settling in grades in the first half term and mock results following examinations for Year 10 through to Year 13.

At Parkside we promote our students to be independent and active learners. Therefore, as well as reporting on academic progress we also grade students’ attitude to learning on a 1-4 scale, the success criteria are displayed in the table below.

### Attitude to Learning Descriptors:

<table>
<thead>
<tr>
<th>1: Outstanding - An Independent Learner</th>
<th>2: Good - An Active Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilient, independent and highly motivated to learn</td>
<td>Motivated to learn</td>
</tr>
<tr>
<td>Meets all deadlines set for classwork and homework and regularly attempts challenge tasks</td>
<td>Asks questions to extend their learning</td>
</tr>
<tr>
<td>Exceptional level of effort and commitment</td>
<td>High level of effort and commitment</td>
</tr>
<tr>
<td>Demonstrates a wide range of clear communication skills</td>
<td>Good, appropriate written and oral communication skills</td>
</tr>
<tr>
<td>Clear and effective responses to feedback, including P4P (Purple for Progress) tasks and is able to learn effectively from their mistakes</td>
<td>Is able to learn from their mistakes and respond positively to feedback including P4P work undertaken</td>
</tr>
<tr>
<td>Is confident to take risks and try out new ideas</td>
<td>Will take risks and try out new ideas with encouragement or support</td>
</tr>
<tr>
<td>Promotes the learning of others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3: Requires Improvement - A Passive Learner</th>
<th>4: Unacceptable - A Reluctant Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks motivation and focus to learn to the best of their ability</td>
<td>Demonstrates little interest in learning</td>
</tr>
<tr>
<td>On occasion goes off task but responds positively to teacher intervention</td>
<td>Shows little resilience, not prepared to take risks or try out new ideas</td>
</tr>
<tr>
<td>Variable level of effort and commitment</td>
<td>Often displays behaviours disruptive to their own and / or others’ learning</td>
</tr>
<tr>
<td>Unclear and / or inappropriate communication skills</td>
<td>Does not communicate ideas clearly or effectively and / or does so in an inappropriate manner</td>
</tr>
<tr>
<td>Provide a barrier to achievement and progress</td>
<td>Does not respond to feedback, including through P4P work</td>
</tr>
<tr>
<td>Minimal response to feedback, including through P4P work</td>
<td>Fails to engage positively in lessons, take risks or try out new ideas</td>
</tr>
<tr>
<td>Reluctant to take risks, try out new ideas or engage positively in lessons</td>
<td></td>
</tr>
</tbody>
</table>

### Key Stage 3 Curriculum
Throughout Years 7-9 we offer a broad and balanced curriculum where students study the full range of subjects which comprise of: Maths, English, Science, Geography, History, Foreign Language, ICT, RS, PHSCE, PE, Dance, Drama, Music and Technology (Food, Product Design, Textiles, Engineering and Systems & Control / Robots).

### 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, Combined (Double) Science and core PE.

In additional to this, students have option choices from a wide range of subjects including: Separate (Triple) Science, History, Geography, Spanish, French, Art, Business, Computer Science, Engineering, Food Technology, Product Design, ICT, Health and Social Care, Psychology, Photography, Physical Education, Religious Studies, Drama, Dance and Sport Studies.

It is the expectation that the majority of our students will follow the English Baccalaureate (Ebacc) pathway at Key stage 4 and will therefore study the core curriculum plus either Geography or History, a foreign language and an option of their choice.
**Grading Information**

At GCSE we have now experienced the introduction of the new 9-1 grade scale for all GCSE subjects with English and Maths being in their third year. The vocational courses (Cambridge National and BTEC) continue to use the Distinction* - Pass grading system.

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

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### Grading new GCSEs from 2017

<table>
<thead>
<tr>
<th>New grading structure</th>
<th>Current grading structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A*</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
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<td>5</td>
<td>D</td>
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<td>4</td>
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<td>U</td>
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### KS4 Results

We are extremely proud that at Parkside we have yet again seen a pleasing uplift in the GCSE results this year, with the Attainment 8 score improving from 43.6 to 47.3 and progress improving for all abilities of learners.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Maths (Basics)</td>
<td>9–4</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>9–5</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>9–4</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>9–5</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>9–7</td>
<td>23</td>
</tr>
<tr>
<td>Best English</td>
<td>9–4</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>9–5</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>9–7</td>
<td>17</td>
</tr>
</tbody>
</table>

English and Maths combined (Basics) continues to be well above the Bradford average results.

Good progress was achieved across a range of subjects including: Maths, Best English, Spanish, Art, Photography, Religious Studies, Business, Music, Dance, Drama, Hospitality & Catering and Health & Social Care.

Results have also improved for all grade ranges:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 4</td>
<td>61%</td>
<td>72%</td>
</tr>
<tr>
<td>9 – 5</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>9 – 7</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>9 - 8</td>
<td>7%</td>
<td>8%</td>
</tr>
</tbody>
</table>

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Excellence for All

Parkside Terrace, Cullingworth, BRADFORD, West Yorkshire, BD13 5AD
Phone 01535 272752, Fax 01535 274693, Email mail@parksideschool.net
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.