



1557

Tadcaster  
Grammar School

Be Your Best Self

# Welcome

Dear prospective parents, carers and children

Thank you for taking the time to find out more about our excellent school. I hope the prospectus further encourages you to consider applying to Tadcaster Grammar School.



During their 7 years with us we genuinely want to support each individual to further develop their confidence, ambition and motivation so they can achieve fulfilment in their current and future lives. As such, our curriculum offer is broad, balanced and strengthened through an enviable range of extra-curricular activities. We always encourage our students to immerse themselves in the full life of the school as much as possible. We all have individual talents and the school experience is designed to find and nurture these, whatever they may be.

We want all students to enjoy, be excited about and make sense of their learning. Students are expected to take a full part in their lessons, to be organised and to conduct themselves in an appropriate manner which benefits their own learning and that of others. Our classroom areas are stimulating and well-appointed, and staff work endlessly to make the learning relevant to each individual.

Of particular interest to prospective parents and carers would be the caring and nurturing environment within the school which ensures every student is safe, secure and happy. Our truly committed staff devote much time to getting to know our students as individuals. Staff also empathise with the challenges that day-to-day secondary education sometimes presents as well as recognising and celebrating success.



I would also encourage parents and carers to engage fully with the school with attendance at school events and via consultations we hold regularly to listen carefully and respond to feedback we receive from families. We want you to feel ever more confident that you have made the best possible choice by entrusting your child's care and education to us. Partnership working with parents and carers is a strength of the school and we rely on your consistent support with areas such as student punctuality, attendance, homework and our expectations for behaviour for learning.

I look forward very much to welcoming you to the school.

Mr A Parkinson  
Headteacher



# Vision & values

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>		<p><b>Be your best self, be:</b></p> <p>Ambitious; Resilient; Responsible; Respectful to yourself and others.</p>
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## OUR VISION *(Our cause; our key belief)*

<p><b>Be your best self</b></p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> <li>• aware of the needs of others in their thoughts and actions;</li> <li>• empowered to control their own well-being;</li> <li>• able to achieve fulfilment in their current and future lives.</li> </ul>
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## OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

Staff are guided by the following <b>values</b> which underpin everything we do, every day:	
<b>Students considered first</b>	All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.
<b>High expectations - no limitations</b>	We do not prejudice potential by preconceptions about individuals or groups of students.
<b>The optimum curriculum experience for each student</b>	We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.
<b>The best support for each student</b>	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All students are expected and supported to show the following **values** every day:

<b>Ambition</b>	To have a desire to achieve success.
<b>Resilience</b>	To show a determination to achieve success
<b>Responsibility</b>	To take ownership for their actions and work in and out of school.
<b>Respect</b>	To be considerate to themselves and others.

## OUR SCHOOL

Tadcaster Grammar School is a partner school in the STAR Multi Academy Trust family. The school retains its local community identity and operates with autonomy.

By working in partnership with parents and other organisations, and utilising local and collective strengths within and beyond the STAR MAT, we aim to continue to achieve the very best outcomes for all students during their 7 years with us.

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> <li>Physically and mentally healthy</li> <li>Informed risk takers, problem solvers and critical thinkers</li> <li>Articulate communicators</li> <li>Reflective, resilient and able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>Tolerant and respectful of others: different people, places and cultures</li> <li>Responsible, aware and engaged citizens: locally, nationally and globally</li> <li>Able to develop appropriate and successful relationships</li> </ul>	<ul style="list-style-type: none"> <li>Develop mathematical fluency and essential literacy skills</li> <li>Be taught a broad, rich and age appropriate programme of study in every subject</li> <li>Stimulating and exciting learning experiences both within and beyond the 'classroom'</li> <li>Opportunities to take part in sport, performance and other creative activities</li> <li>Careers education and guidance</li> </ul>



# History & Heritage

The original Tadcaster Grammar School was founded in 1557 by Owen Oglethorpe, Bishop of Carlisle and native of Newton Kyme, in order to educate the sons of the poor of Tadcaster.

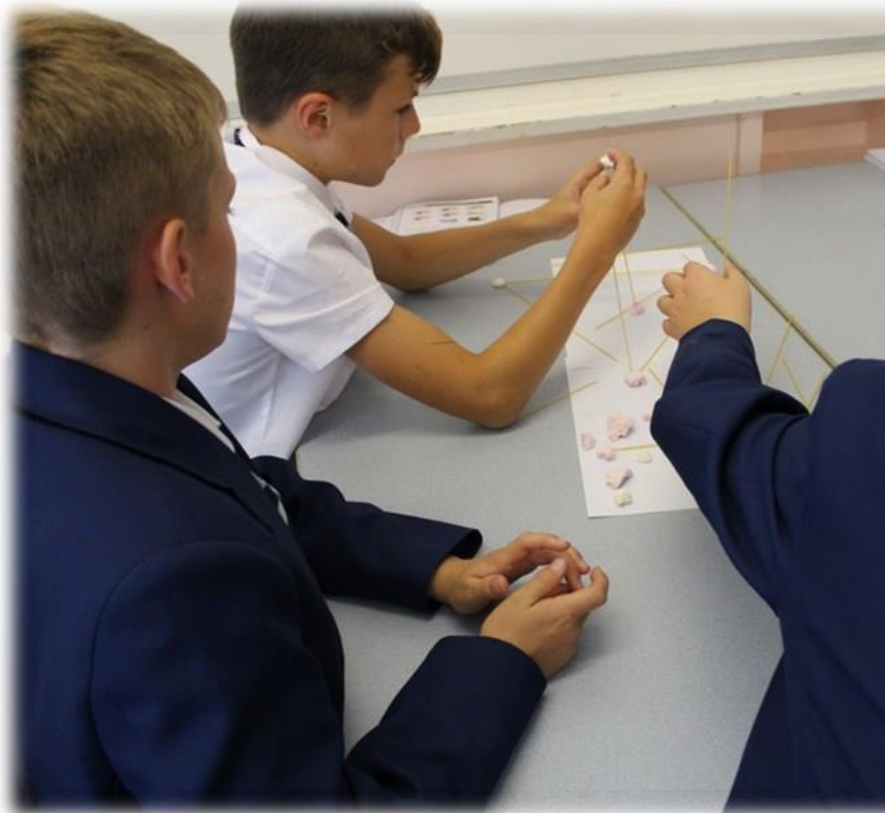
Merging with the Dawson's Girls' School at the beginning of the 20th century, it built an excellent reputation as a selective Grammar School, until becoming one of the first comprehensive schools in the country after 1945.

Relocating from the town to the present site one and a half miles to the west, in 1960, Tadcaster Grammar School became a fully comprehensive 11-18 school eight years later. The design of the building aimed to blend the imposing facade of Toulston Lodge with modern architectural styles of the time.

## Learning Environment

The learning environment we offer our students is of a high quality. As well as the extensive grounds, there has been a programme of improvement in recent years to ensure up to date facilities throughout school. Our Governing Body are committed to continuing this programme.

We are particularly proud of our superb purpose-built Independent Learning Centre (Library), Sixth Form Centre and refurbished Science and Technology facilities. Our expectation is that all students respect the learning environment and school grounds.



# Curriculum Overview

## Curriculum Aims

We are committed to:

- Promoting equality of opportunity for each student.
- Assisting each student, through hard work, commitment and self-discipline to achieve the highest standards of work of which he or she is capable
- Helping each student to develop a lively enquiring mind, the confidence to question, and the ability to debate rationally
- Ensuring each student acquires knowledge, skills and training relevant to the world of work
- Enabling each student to receive challenging, stimulating, worthwhile and enjoyable experiences
- Making sure all students recognise their personal strengths and set their goals accordingly
- Developing within each student a concern for the environment, and an understanding of and respect for the religious and moral values of other groups and cultures.

## Key Stage 3

Our students receive a rich and varied programme within Years 7, 8 and 9. Our 3 year KS3 programme is designed to ensure that our students ultimately leave school with strong skills and knowledge across all their subjects - including the ones they do not study at GCSE/BTEC.

**In Year 7 this coverage includes each of the following:**

**For six hours per fortnight:**

- English
- Mathematics
- Science

**For four hours per fortnight:**

- Physical Education
- Life Skills
- Modern Foreign Language (French)

**For three hours per fortnight:**

- Geography
- History

**For two hours per fortnight:**

- Art
- Computing
- Design Technology
- Drama
- Food and Textiles Technology
- Music
- Religious Education



Apart from Mathematics, where broad setting takes place and PE where some students are grouped based upon their ability within specific disciplines, all other subjects are taught in mixed ability teaching groups in Year 7. We believe that this structure eases the transition from Key Stage 2 and reflects our ethos and values.

**In Year 8 this coverage includes each of the following:**

**For six hours per fortnight:**

- English

- Mathematics
- Science
- Modern Foreign Languages\*

**For four hours per fortnight:**

- Physical Education

**For two hours per fortnight:**

- Art
- Business
- Computing
- Design Technology
- Drama
- Food and Textiles Technology
- Geography
- History
- Life Skills
- Music
- Religious Education



In Year 8 students continue to be taught in mixed ability curriculum groups for most subjects except for Mathematics and Science, where broad setting takes place and PE with some discipline specific grouping.

\*For most students this time consists of three hours of French and three hours of German per fortnight. However, a very small group of students access a personalised Life Skills curriculum during these six hours per fortnight.

**In Year 9 this coverage includes each of the following:**

**For six hours per fortnight:**

- English
- Mathematics
- Science
- Modern Foreign Language\*\*

**For four hours per fortnight:**

- Physical Education

**For two hours per fortnight:**

- Art
- Computing
- Design Technology
- Drama
- Economics
- Food and Textiles Technology
- Geography
- History
- Life Skills
- Music
- Religious Education



In Year 9 students continue to be taught in mixed ability curriculum groups for most subjects except for Mathematics, Science and Modern Foreign Languages where broad setting takes place and PE with some discipline specific grouping.

\*\*For most students this time consists of three hours of French and three hours of German per fortnight. However for some students this consists of four hours of the language they studied in Year 7 together with a Functional Skills ICT course which leads to an accredited qualification at the end of Year 9. A very small group of students are disapplied from Modern Foreign Languages and access additional English for four hours per fortnight.



## Key Stage 4

During Years 10 and 11 the majority of students follow New GCSE and other Level 2 courses. The Key Stage 4 curriculum consists of core subjects supported by a group of choice courses.

### This coverage includes:

#### Core:

- English for eight hours per fortnight, preparing for GCSEs in Language and Literature
- Mathematics for eight hours per fortnight, preparing for a single GCSE
- Science for ten or twelve hours per fortnight, preparing for two or three GCSEs respectively
- Religious Studies for three or four hours per fortnight (depending upon their ability), preparing for a single GCSE
- Physical Education for three hours per fortnight
- Life Skills for one or two hours per fortnight (dependent upon their Religious Studies time allocation)

For the Core Curriculum, students are grouped in each subject, depending upon their ability. The exception to this is English where the majority of students are taught in mixed ability groups, with the most able students being taught together to enable additional challenge and a small number of lower achieving students in Year 11 being taught together to enable additional support to be provided as required.

#### Choice:

Our Choice Curriculum includes the possibility of a number of programmes. Choices are made in the Spring Term of Year 9 from the subjects listed below. Each student chooses three subjects and follows each of their choice subjects for five hours per fortnight.

One choice is restricted to one of the following:

- Computer Science (GCSE)
- French (GCSE)
- Geography (GCSE)
- German (GCSE)
- History (GCSE)

with a small number of students being able to access a Vocational Life Skills course, which offers the opportunity of achieving various Level 1 and 2 qualifications, together with regular work experience throughout Year 11. Students then choose their remaining two subjects from this list:

- Art and Design (GCSE)
- Art and Design Practice (BTEC)
- Business Studies (GCSE)
- Child Development (BTEC)
- Computer Science (GCSE)
- Creative iMedia (BTEC Technical Award)
- Design & Technology (GCSE)
- Drama (GCSE)
- Economics (GCSE)
- Electronics (GCSE)
- Enterprise (BTEC)
- Food Preparation and Nutrition (GCSE)
- French (GCSE)
- Geography (GCSE)
- German (GCSE)
- Graphic Design (Technical Award)
- Health & Social Care (BTEC)
- History (GCSE)
- Music (GCSE)
- Physical Education (GCSE)
- Sport Studies (Cambridge National)



For the Choices Curriculum, students are grouped in mixed ability groups for each subject.



## Key Stage 5 (Years 12 & 13)

Sixth Form courses offer both continuity and variety for our students. Students select combinations of subjects from the list below.

In Year 12, most students study three subjects, however some do follow four. Students have taught lessons for eight hours per fortnight for each subject (unless numbers are very small, in which case taught curriculum time is on occasions reduced), as well as a timetabled lesson for structured Independent Study. In addition, students can opt to take an Extended Project Qualification and appropriate support and guidance will be provided. All subjects are taught in mixed ability groups.

In Year 13 most students currently study three subjects, however some select to continue to study four subjects. Students have taught lessons for eight hours per fortnight for each subject, a Guided Study lesson as well as a time-tabled lesson for structured Independent Study. All subjects are taught in mixed ability groups.

The full list of subjects which were available to our current Sixth Form students upon enrolment is:

- Biology (A level)
- Business Studies (A level)
- Chemistry (A level)
- Computer Science (A level)
- Criminology (BTEC)
- Design Engineering (A level)
- Economics (A level)
- English Language (A Level)\*^
- English Literature (A level)
- Extended Project Qualification
- Fine Art (A level)
- Food Science and Nutrition (WJEC Level 3 Diploma)
- Forensic Science (BTEC Level 3)
- French (A level)
- Further Mathematics (A level)
- Geography (A level)
- German (A level)
- Graphics (BTEC - double award)
- History (A level)
- Law (A level)
- Mathematics (A level)
- Media Studies (A level)\*^
- Music (A level)
- Photography (A level)\*^
- Physical Education (A Level)\*^
- Physics (A level)
- Politics (A level)
- Product Design (3D) (A level)\*^
- Psychology (A level)
- Religious Studies (A Level)
- Sociology (A level)



*\*^ These subjects are studied by our students at a partner STAR MAT secondary school (Sherburn High School) with whom we offer collaborative courses to broaden our curriculum offer.*

For more information about the curriculum please contact:

[a.sykes@tgs.starmat.uk](mailto:a.sykes@tgs.starmat.uk) or [m.dunphy@tgs.starmat.uk](mailto:m.dunphy@tgs.starmat.uk)

# Careers

## Information, Advice and Guidance

### Our Aim

To provide comprehensive, informative and up to date Careers Information, Advice and Guidance to all our students enabling them to become effective decision makers, gain employability skills and help them to plan their future careers. We aim to inform, inspire and motivate our students; preparing them for further education and/or employment. Providing all students with opportunities to gain the knowledge and understanding of the range of education and employment choices available to them. For every student to become their "Best Self" and reach their full potential.

### Careers Education

Careers Education is delivered in Life Skills lessons in Key Stage 3 & 4, this is in addition to the programme of careers related activities in lesson 1. In Key Stage 5, the delivery and engagement of Careers Education is through tutorial periods, alongside a tailored programme of events around student timetabled lessons. All Year Groups are additionally supported with activities such as Careers Fairs, visits, FE/HE providers and Technical College assemblies, employer engagement and alumni events. In addition CEIAG information is shared weekly through year group weekly bulletins and Key Stage termly Careers Newsletters. Tadcaster Grammar School welcomes providers into school, at prearranged times throughout the academic year, to support student decision making.

An example of our Provider Access Programme Policy:

	Autumn Term	Spring Term	Summer Term
Year 7	"Future Me" Activity - What I aspire to be. Startprofile registration. National Skills Day	National Apprenticeship Week Activities National Skills Day	National Careers Week Activities National Skills Day Alumni Aspirational Assembly
Year 8	Alumni Aspirational Assembly National Skills Day "Future Me" Focus	National Apprenticeship Week Activities Technical Colleges assembly National Skills Day STEM Career Focus	National Careers Week Activities National Skills Day SHAPE Career Focus
Year 9	Technical Colleges assembly National Skills Day "Future Me" Focus	National Apprenticeship Week Activities KS4 options assembly and Parents Evening "Future Me" Careers Fair National Skills Day SHAPE Career Focus	National Careers Week Activities National Skills Day STEM Career Focus Alumni Aspirational Assemblies

Year 10	"Future Me" Focus FE Providers Assemblies and Engagement National Skills Day Alumni Aspirational Assemblies	National Apprenticeship Week Activities "Future Me" Careers Fair STEM Career Focus National Skills Day	National Careers Week Activities NCS Launch SHAPE Career Focus Oxbridge Presentation National Skills Day
Year 11	FE Providers Assemblies and Engagement National Skills Day "Future Me" Focus - Post 16 Choices NCS Assembly Post 16 Interviews Workshop STEM Career Focus	National Apprenticeship Week Activities "Future Me" Careers Fair Alumni Aspirational Assemblies National Skills Day Apprenticeship Recruitment workshop SHAPE Career Focus	
Year 12	"Future Me" - Freshers Event Work Experience Launch Alumni Aspirational Assembly National Skills Day SHAPE Career Focus	National Apprenticeship Week Activities Oxbridge Presentation UCAS Assembly "Future Me" Careers Fair Apprenticeship Fair Visit National Skills Day STEM Career Focus	National Careers Week Activities Oxbridge Visit Higher Education Exhibition Visit Work Experience Week Personal Statement Workshop FE Providers Assemblies and Engagement National Skills Day "Future Me" Focus - Post 18 Choices
Year 13	UCAS and Apprenticeship Vertical Tutoring Mock Interviews Workshop Alumni Aspirational Assembly National Skills Day	National Apprenticeship Week Activities "Future Me" Careers Fair Apprenticeship Fair Visit Employer breakfast workshop - Employability Skills and Recruitment National Skills Day	

"Future Me" Tadcaster Grammar School Career Programme

STEM - science, technology, engineering and maths

SHAPE - social sciences, humanities & the arts



## Careers Information

The school's well-resourced careers library is on the ground floor of the Independent Learning Centre (ILC). It contains a wide range of careers information as well as access to a number of specially designed careers programmes to provide our students with up to date and comprehensive information in order to help them make informed and realistic career decisions.

The upper floor of the ILC has all the university prospectuses and additional careers information specifically for Sixth Form students.

FE, HE and Technology Colleges are requested and engaged with to provide up to date prospectuses or other relevant course literature.

## Careers Website Information

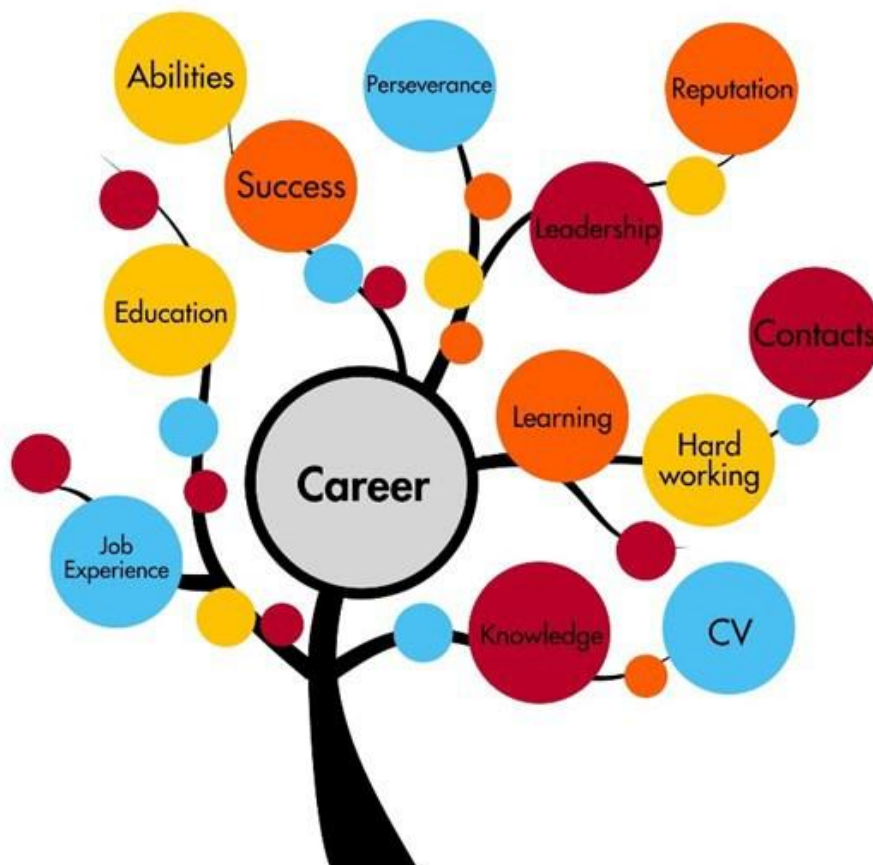
We encourage students to create a profile on Start which is an online careers information platform designed to inform and advise on future career potential.

## Careers Guidance

We have an impartial, experienced professionally qualified Careers Advisor based in school and who is available for two days a week in the ILC. They offer a drop in service at breaks and lunchtimes for students as well as an appointment system for individual careers guidance.

Students and staff can book appointments by emailing [careers@tgs.starmat.uk](mailto:careers@tgs.starmat.uk). In addition, a representative from the Careers department is available at Parents' Evenings from Year 9 upwards.

For more information please contact our Careers Department on [careers@tgs.starmat.uk](mailto:careers@tgs.starmat.uk)





# Pastoral Care

Students are placed in age group tutor groups, which are led by a tutor who will remain with their tutor group year on year, thus offering consistent care and support to students throughout their time at TGS. The role of the tutor is central to our pastoral care and they are the first point of contact for students and their families. Each year group consists of ten tutor groups. A team of highly experienced Year Leaders oversee the achievements and well-being of students in each year group and they are supported by a dedicated Pastoral Leader. In the sixth form our young people are supported in specialist tutor groups, by a team of experienced post 16 tutors, led by our Assistant Headteacher (KS5) and a dedicated KS5 Pastoral Leader.

## **The House System - Five Houses - One Community**

In addition each student is placed into one of our five Houses: Calcaria, Dawson, Fairfax, Oglethorpe and Toulston. Siblings are placed in the same House and each year group has two tutor groups affiliated to each House. This additional structure allows for opportunities throughout the year when students can support one another across the age groups and also come together as in House Groups, very much like family groups. The House System is an integral element of the school's heritage and supports our ethos of peer support and care. Each House is led by a House Champion who facilitates house based activities, competitions, enrichment experiences and vertical student support

## **Celebration of Student Success**

Student success, achievement, progress and contribution to school life are celebrated through our Recognition System. We place a great deal of emphasis on developing our students' intrinsic motivation. Students are rewarded with achievement points in the following categories: Ambition, Resilience, Respect and Responsibility - our four core values. When students reach achievement point milestones they are awarded with Recognition Value Lapel Badges and Certificates.

In addition our House System supports a strong sense of competition throughout the school. The Houses compete keenly each year for the Mitchell House Shield, with a range of inter House competitions from sports, to music and even a weekly quiz taking place. Students' individual achievement points also contribute to the annual House Shield Competition.

# Pupil Premium

In accordance with our school's 'Visions and Values Statement' and our pledge for 'all students to maximise their potential through excellent academic and personal development', we provide additional assistance and individual support to enable every student eligible for the Pupil Premium bursary to:

- Be able to achieve fulfilment in their current and future lives.
- enable every young person to flourish and realise their full potential.
- Offer stimulating and exciting learning experiences both within and beyond the 'classroom'
- Provide opportunities to take part in sport, performance and other creative activities
- Ensure meaningful careers education and guidance

For more information please contact Melanie Carroll (Assistant Headteacher) [m.carroll@tgs.starmat.uk](mailto:m.carroll@tgs.starmat.uk)



# SMSC:

## Spiritual, Moral, Social & Cultural Education

At Tadcaster Grammar School we are proud to promote and celebrate social and cultural difference, and embrace opportunities to develop students' sense of morality and identity. This underpins our 'visions and values'. Students in all year groups experience a full and rich curriculum both inside and outside the classroom that supports the development of SMSC.

Spiritual development of students is about an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Moral development of students is about their ability to recognise the difference between right and wrong and readily apply this in their own lives.

Social development of students is about their use of social skills in different contexts, including working and socialising with students from different backgrounds. This includes volunteering, cooperating with others and being able to resolve conflicts effectively. It is also about acceptance and engagement with the fundamental British values of democracy.

Cultural development of students is about their appreciation and respect for the wide range of cultural influences that have shaped their own heritage and that of others. It is also about developing their willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

For more information please contact Pamela McKenzie (SMSC Leader) [p.mckenzie@tgs.starmat.uk](mailto:p.mckenzie@tgs.starmat.uk)





# Settling in at School

We have excellent and well established relationships with the primary schools within our traditionally recognised 'catchment area' and beyond. When the new Year 7 students join us in September, the transition is, for the majority, to an already familiar environment, led by the Year 7 Year Leader, supported by the Year 7 Pastoral Leader and our dedicated Transition Manager.

We have established a first class sequence of acquaintance and familiarisation visits, including three dedicated transition days for Year 6 and a Parents' Evening in July, a whole school Open Evening in September and Headteacher information sessions at primary schools ahead of the evening. Members of our Senior Leadership Team visit Primary Schools to meet all our future students and their class teachers whilst they are in Year 6.

The high quality of data available from Key Stage 2 means that we possess considerable knowledge of new members of Year 7 when they arrive, which helps our staff to focus straight away on the learning needs of all students.

We take special care of those students who live outside the usual catchment area and who do not have a circle of friends being admitted simultaneously. Additional transition events are offered to these students and an enhanced transition programme is also available for more vulnerable learners.

For more information please contact Cayte Mulhern, Deputy Headteacher ([c.mulhern@tgs.starmat.uk](mailto:c.mulhern@tgs.starmat.uk))





# Chromebooks for Learning



Tadcaster Grammar School is now moving into the third year of its 'Chromebooks for Learning' scheme, an exciting project destined to take our students' learning experience to a new level.

Since September 2018 we have been rolling out our 'chromebooks for Learning' scheme, and at present all Year 7 and 8 students at Tadcaster Grammar School have access to a chromebook throughout the school day. Our students' daily lives are filled with technology and they are quick to embrace new developments. We want them to feel at ease in this rapidly changing climate. Over the coming years it is our intention to move away from dedicated ICT suites, and towards an environment where each learner has access to ICT resources and the internet in every lesson.

We believe using Chromebooks will enable our students to become well-informed, responsible digital citizens and lifelong learners, and we firmly believe the scheme will bring enormous educational benefits.

In order to facilitate this, the school has made a partnership with an ICT hardware supplier, who can offer a device which is suited to use in a school environment. A dedicated Educational finance company can arrange competitive monthly payments for the chromebook, and will also arrange for a three year warranty and insurance against accidental damage as part of their financial package.

We must stress, however, that the scheme is voluntary. Students who do not take part in the scheme, and therefore do not have their own device will be able to borrow a chromebook when required, but will need to collect and return it to our ICT support team before and after use.

Students need to be prepared for an increasingly digital world. Research has confirmed that good home access to technology has a positive impact on a child's educational achievements; it often motivates them to do school work by providing interesting and engaging ways to learn. The use of chromebooks will not replace, but supplement our existing learning strategies. Importantly chromebooks give students seamless access to Google Apps for Education, (G-Suite) which are being used increasingly across the school to enhance the learning experience.

Traditional methods of learning and teaching still have an important place in education and will continue in our school. Chromebooks should be seen as an educational tool, not as a replacement for these methods.



For more information please refer to our website <https://tgs.starmat.uk/parents/chromebooks-for-learning-scheme/>

# Uniform

Tadcaster Grammar School students wear their uniform proudly. We believe it shows that they are a member of our school community and that it is one with the highest of standards. The uniform promotes positive behaviour and supports the staff in the classroom and around the school. It reflects the school's heritage and supports the equality principles that lie at the heart of a gender neutral uniform.

Our uniform aims to identify students with the school and ensure students are aware of their status as representatives of the school. We hope it promotes a sense of community and belonging to the school, while engendering a sense of pride in, and loyalty to, the school. It should enable students to feel equal to their peers in terms of appearance, not discriminate in any way and promote fairness and equality.





# Sixth Form

Tadcaster Grammar School has a large and thriving Sixth Form where many students choose to enrol to extend their studies post-16. Students in the Sixth Form have their own designated tutors during tutor time, to provide individual mentoring as well as delivering careers advice, Personal Social Health Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC) activities. They are also encouraged to support younger students by acting as mentors and fulfilling leadership roles. The Sixth Form has a designated suite of rooms in the Sixth Form building for private study, with both classrooms and IT suites to further advance their studies. As well as specialist tutors, Sixth Form students are supported by the Director of Sixth Form, Pastoral Lead for Sixth Form and a Careers Manager.

Naturally, we are very proud of the achievements of our Sixth Form students, the majority of whom gain places at University as well as progressing directly into employment and apprenticeships.



Sixth Form courses offer both continuity and variety for our students as well as new and bespoke opportunities. We provide:

- A familiar, purposeful environment
- Specialist staff who are fully aware of each student's needs and capabilities
- A warm, friendly and supportive ethos
- Continuous individual care and guidance
- Class sizes, guaranteeing greater personal tuition and monitoring
- Bespoke support for students wanting to study medicine, accountancy and law
- Careers education and work experience placement for all students
- Facilities solely for Sixth Form study
- One to one support with UCAS applications, CV's and application letters
- Enrichment opportunities
- Educational Visits
- Leadership opportunities
- Sports opportunities



For more information please contact Ros Knapton (Assistant Headteacher: Director of Sixth Form)

[r.knapton@tgs.starmat.uk](mailto:r.knapton@tgs.starmat.uk)

# Learning Beyond the Classroom

Enrichment opportunities are a strong feature of the school. We offer students an extensive selection of activities beyond the curriculum, taking place at lunchtimes, after school, at weekends and, in the case of some residential visits, some of the school holidays.

## Enrichment opportunities during and after the school day

Students in Years 7-11 remain on site throughout the day, and therefore our lunchtimes are particularly active. Many of our Clubs and Sports practices take place at this time. All students are encouraged to maximise their effective use of time, and participate in a broad spread of interests. Opportunities include:-

Art Club

Drama Club

A wide range of bands, orchestras and choirs

French penpals in KS3, KS4 and KS5 French and German penpals in KS4 and KS5 German and project work with penpals in KS3

Geography Club

History Club

Homework Club

A wide range of Sports Clubs

UK Maths Challenge



## Educational Visits

We run a number of regular educational visits both in the UK and abroad, for example:

Year 7 Flamborough Head (Geography) , Whole Year Residential

Year 8 Skiing to Italy , Chocolate Story (Art)

Year 9 German Markets (MFL), Watersports to France

Year 10 Cote d'Opale, France (MFL), Skiing to North America

Year 10 Battlefields (History)

Year 10-13 Rome (RE)

Year 10/11 Edinburgh (Art)

Year 11 Iceland (Geography)

Year 12 Lessons from Auschwitz

Year 12 and 13 Theatre Visits, Curriculum development seminars and conferences, Fieldwork Trips and subject specific visits





# Sport

Our sports facilities are of high quality. and constantly improving.

In addition to gymnasiums, we make full use of numerous Hockey, Football and Rugby Pitches, seven Tennis Courts, a Cricket Square, a Hard-Surface Athletics Track and a full-sized Floodlit 'Astro-turf' Pitch.

The extensive site and adjoining woodlands also provide opportunities for Cross Country Running and Orienteering. We recognise our good fortune in having so much space, and proudly host many Area and County trials and matches.

It is hardly surprising that Tadcaster Grammar School enjoys a reputation for successful sporting achievements each year. Our students have gained many honours in recent seasons, at District, County and National Championship level. Lewis Cook (Bournemouth FC and England), Charlie Taylor (Burnley FC) and Emma Coates (Lioness U19 Head Coach) are ex-students that have gone on and furthered their careers in the professional game.

For more information please contact Rob Solk (Curriculum Team Leader: Physical Education)

[r.solk@tgs.starmat.uk](mailto:r.solk@tgs.starmat.uk)



# Visual & Performing Arts

## Art

We run a regular lunchtime art club where artists are invited to work on coursework or creative projects with the support of our dedicated team of specialist staff.

Our annual Art Exhibition showcases talented students from all year groups and students have the opportunity to exhibit to a wide audience. Students benefit from taking part in visits. In the past, destinations have included Edinburgh, Florence, Madrid and New York.

For more information please contact Art Curriculum Team Leader Emma Lattimore [e.lattimore@tgs.starmat.uk](mailto:e.lattimore@tgs.starmat.uk)



## Drama

Drama is a great way for students to express themselves, to build confidence and to have fun together in a collaborative and supportive environment. The Drama Department runs lunchtime clubs for Year 7, Year 8 and Year 9 students which are open to all. Our Drama clubs work towards informal showcase performances at least twice per year. These often feature sketches devised by the students themselves tapping into their creativity. In addition, the Department stages larger-scale productions from time to time, most recently a promenade performance of Alice in Wonderland using different locations around the school. The school has also participated in national events such as the Shakespeare Schools Festival.

We run regular visits to the Theatre both locally and further afield. Recent theatre visits include: The Woman in Black, Noughts and Crosses, Blood Brothers and the RSC's Romeo and Juliet which also involved a practical workshop led by members of the Company.

For more information please contact Drama Curriculum Team Leader Claire Duckworth [c.duckworth@tgs.starmat.uk](mailto:c.duckworth@tgs.starmat.uk)



## Music

We are proud of our strong traditions in the Music Department and aim to support open access groups for students who are just beginning or playing for fun, as well as stretching our most able musicians. We offer a variety of musical ensembles including Concert Band, Big Band, Chamber Choir, Pop Choir, Saxophone ensemble and Jam club which sees more than 10 student led pop/rock bands rehearsing weekly. All ensembles are given several performance opportunities throughout the year both in school and in the Tadcaster, York and Leeds area. We also offer a lunchtime theory club for those students wishing to study towards and take the ABRSM theory exams to support their practical studies.

We run regular theatre and residential visits for our singers and musicians. Recent experiences include; choir residential to York Racecourse, London Residential West End experience, theatre visit to see Annie at the Sheffield Lyceum.

For more information please contact Music Curriculum Team Leader Samantha Buckley [s.buckley@tgs.starmat.uk](mailto:s.buckley@tgs.starmat.uk)

The Art, Drama and Music departments collaborate to stage regular full scale musicals. Recent productions include: Annie Jr, Thoroughly Modern Millie, Little Shop of Horrors, Joseph and the Amazing Technicolour Dreamcoat, Guys and Dolls and Zombie Prom. We encourage students to get involved in all aspects of production from acting and singing to playing in the band, stage management, choreography and sound and lighting.



# Additional Information

## Statistics

### **Year 11 destinations information August 2020**

Total number of students	261
Number entering Further Education	249
Number entering Employment, Training and Apprenticeship (unknown - 1)	11

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### **Year 13 destinations information August 2020**

Total number of students	116
Number entering University/Higher Education	80 (45% Russell Group Universities)
Number entering Employment, Gap Year and Further Training	36

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### **Allocation of Places into Year 7**

Admission Limit for September 2020	262
Number of applications received for 1 <sup>st</sup> preference	282
As at 11 September 2020 student numbers in Year 7 attending Tadcaster Grammar School	258
Admission Limit for September 2021	262



# The STAR Multi Academy Trust

On 1 May 2018, along with 8 other partner schools, TGS became part of the STAR Multi-Academy Trust (MAT).

So what are the benefits of being part of a Trust? Our schools want to determine their own futures, rather than being 'done to'. The education landscape is fast becoming one where academy trusts are becoming the 'norm' and the capacity of Local Authorities to drive school improvement is diminishing. The culture of our Trust is very much one where schools will retain their own distinctiveness but also benefit through collaboration. TGS is a very successful and unique place and by being part of the STAR MAT we will be able to keep it that way!

We want our students to achieve even better outcomes and for all of our schools to become outstanding. We will continue to build and secure local school improvement capacity, and shared development strategies, which will help us do this by providing appropriate levels of challenge and support within the partnership. We are building on strong relationships and high levels of trust.

We are geographically close enough to each other to build a strong local partnership to build greater community cohesion, and more shared activities across all of our schools, benefiting students as well as our staff. These will include shared approaches to curriculum planning, teaching and learning and potentially opportunities to share specialist roles across more than one school.

Together we want to provide greater opportunities for recruiting new staff, to retain our existing staff, facilitate leadership development and enhance staff professional development. At a time of reduced funding in schools, our formal partnership can more easily achieve 'better value' and financial stability by having more efficient central and shared services and enabling individual schools within the partnership to focus more resources on teaching, learning and pupil/student support. As a Trust of over 3000 pupils and students, and 9 schools, we have access to the School Condition Allocation (SCA) which will enable us to access significant capital funding for our school buildings. This amounted to £1.2m for 2019-2020.

We will support – and challenge – each other through effective governance and accountability at local level. As good and outstanding schools working together in an already strong Teaching School Alliance, we are very well-placed to achieve this. Please see the STAR MAT website <https://web.starmat.uk/>

It is very important to note that admission arrangements for TGS are not affected by membership of the Trust and are still administered by NYCC.

Mr I Yapp - CEO

