



KING JAMES'S SCHOOL

KNARESBOROUGH

INFORMATION BOOKLET
2017 - 2018



INDEX

Applications for school entry as at September 2016	2
Visiting the school	2
Parental preference	3
Transport	3
Appeals	3
Out of Area students	3
Students in Year 8 and above	3
Facilities for Learning	4
Student Guidance	4
Careers Education and Guidance	5
Parents and School	6
Involving parents	6
Praise, Recognition and Sanctions	6
Parents' Evenings, Reports and Independent Learning	6
School Routine – The School Day	7
School Calendar Dates 2016 - 2017	7
Who to contact at King James's School	8
Attendance	8
Security	8
ParentPay	9
School Food	9
Lockers	9
School Fund	9
Medical Arrangements	10
Library	10
Aerosols	10
Assemblies	10
Access. Inclusion, Disabilities and Special Educational Needs	10
Curriculum	11
Departmental Information	13
Learning Support Department	19
Bespoke Curriculum	19
Open Mindsets and Challenges for All	20
Personal, Social, Health Citizenship and Economic Education	20
Additional Information	21
Anti-Bullying	21
Student mentoring and emotional support	21
Sex and Relationship Education	21
Exam Entry Policy	21
Internet Access	22
School Documents	22
Charging for School Activities	22
Complaints procedure	22
Child Protection	22
School Uniform	23
Valuable Items, Jewellery, Make-up, Hairstyles	24
Outdoor Clothing	24
Specialist Clothing	24
Physical Education Equipment	25
Staff List 2015/2016	26
School Governors	29
Destinations of School Leavers	30

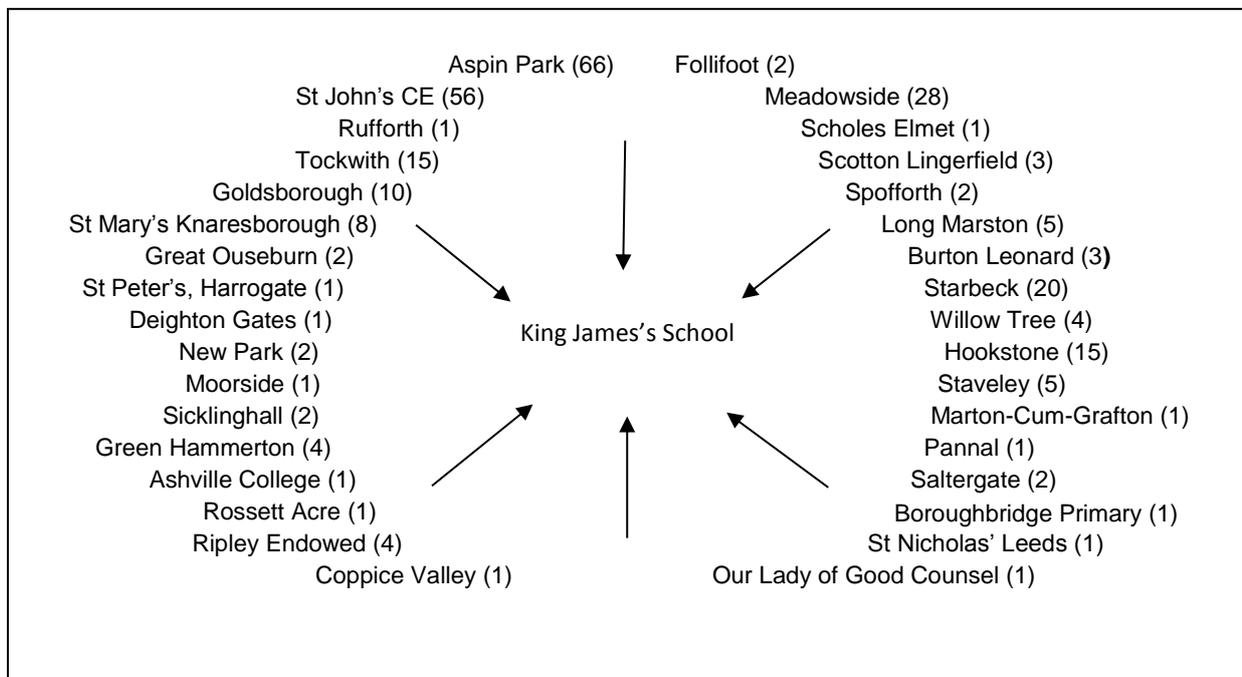


Applications for School Entry as at September 2016

King James's School is a co-educational, comprehensive school which normally provides places for children aged 11-18 who live in the parishes of Knaresborough, Allerton Mauleverer with Hopperton, Brearton, Coneythorpe with Clareton, Farnham, Flaxby, Goldsborough, Kirk Deighton, Knaresborough Outer, Little Ribston, Nidd, North Deighton, Scotton, and Scriven. Places are also provided for children living in the areas normally served by Tockwith CE and Long Marston CE primary schools. The intake year is currently organised into 11 tutor groups and 10 teaching groups (13 teaching groups for Art and Design Technology).

Students currently attend KJS from all of the primary schools illustrated on the diagram below. As an example, the figures in parenthesis indicate the number of children accepted from these schools for September 2016.

2



Visiting the School

In view of the large number of primary schools sending students here, Mr Paul Keogh liaises between the Local Authority, the primary schools, parents and students to ensure that the procedures for application run smoothly.

Students in their final year of primary school, and their parents, are invited to visit the school on our Open Evening held each year in early October (see our website for further information). On this evening, the Head will introduce the school and there will be an opportunity to visit departments.

Parents who wish to view the school during a working day are most welcome to do so. Please contact the school in order to make an appointment. Tel: 01423 866061.



Parental Preference

Admission to the school is administered by the North Yorkshire Children & Young Peoples' Service, (CYPS), Jesmond House, 31-33 Victoria Avenue, Harrogate, HG1 5QE. Tel: 01609 533679.

Parents are asked to express a preference for a secondary school on a form sent out through the primary schools. These forms are returned to the Area Education Office who handles all admissions at this stage. Parents considering moving into the area who have a child due to transfer to secondary school should therefore contact the Area Education Office as soon as possible. If a school is over-subscribed, the Area Office allocates places according to published criteria. Parents are referred to the information issued by the Area Office which sets out all details. Prospective parents should note that King James's School is consistently over-subscribed each year by first preference applications for places.

Transport

Free transport is provided for students who live in area but more than three miles from the school. Parents who reside out of area will be responsible for the cost of their child's transport. Further details can be obtained from the Area Education Office at the above address.

Appeals

Parents whose children are refused a place by the Area Education Office at the school of first choice may appeal against the decision. A form for this purpose is provided by the local Area Education Office at the above address.

Out of Area Students

Parents who live outside the areas listed above may also apply for entry to King James's School. These applications will be considered after all in-area applications have been allocated.

Students in Year 8 and above

The Area Education Office handles admission for these students and parents should write to them at the address given above. Please contact Mrs Helen Handley if you wish to arrange a visit to look round the school.



Facilities for Learning

The school occupies an extensive site on the York Road into Knaresborough. Over the years we have invested heavily in providing the best quality facilities for learning and teaching.

Multi-media resources, Internet access and suites of computers are well spread throughout the whole school.

Impressive specialist rooms are in place for Design and Technology, Creative Arts and dining facilities.

The school's sporting facilities are plentiful. There are extensive playing fields, a sports hall, two gymnasias, a pavilion, an all-weather pitch and nine excellent tennis and netball courts. The school regularly hosts area and county competitions in all sports and we have a strong partnership with Knaresborough Tennis Club which is based on the school site in newly refurbished floodlit courts.

All students have access to a personal locker.

Student Guidance

4

Student Guidance is delivered as part of the PSHCEE (Personal, Social, Health, Citizenship and Economic Education) programme. Students in Years 7, 8, and 9 receive a one hour lesson in PSHCEE per week with students in Year 7 also receiving one hour per fortnight of discrete citizenship. Students in Year 10 and 11 receive a one hour lesson per fortnight of PSHCEE. Details of the programmes of study can be found in the curriculum section of this booklet.



Careers Education and Guidance

King James's School is committed to providing a high quality planned programme of careers education and guidance for all students from Years 7 to 13.

Our aims support those of the National Curriculum and in particular prepare students for the opportunities, responsibilities and experiences of adult life.

Key themes running through the programme are:-

Self-Awareness – helping young people assess their own interests, skills, strengths and weaknesses, recording their experiences and developing their capabilities

Careers Research – using resources, accessing specialist knowledge, investigating and weighing up the opportunities in learning and work

Career Decisions – helping young people make realistic but ambitious careers decisions and manage the transition from one stage to another e.g. from Year 9 to Year 10, Sixth Form to Higher Education

We have a very active programme which includes:-

- The Real Game – a work simulation programme in Years 7 & 8
- Visiting speakers from local employers, colleges, universities, etc.
- Careers Events – Year 9 Options, Careers Fair
- Careers Interviews – all parents are invited to attend meetings
- Support with university and college applications and job search

5

Our service includes:-

- Access to advice and guidance from professional Careers Advisers throughout the week
- Advice which is impartial and which promotes equal opportunity
- Access to up-to-date information on all career options via a variety of resources, both online and book based
- Careers Software programmes to help students with career matching, job information and ideas for Higher Education
- Attending many functions in school, including parents' evenings
- Support with Transition into King James's School and onto the next step of their education/employment for all students with SEN and Sixth Form Foundation Learners

Work Experience - all students in Year 10 have the opportunity to spend a week in a local workplace. We have excellent support from our local businesses which makes this scheme a great success.

In Year 11 emphasis is placed on students having individual guidance to help them make decisions post-16. Careers Advice in Years 12 and 13 builds on earlier work with students taking more responsibility for their own research.



Parents & School

Involving Parents

The level of parental involvement in the wider life of King James's School is high. Throughout the year parents are invited to attend musical and dramatic performances and to support sporting fixtures, as well as formal events such as Prizegivings. We keep in touch with parents by regular newsletters and other publications, text messaging and, of course, the school website which is the hub of information.

Praise, Recognition and Sanctions

At all times the school expects good discipline and high standards of behaviour. Visitors to the school, including Inspectors, frequently comment on students' good behaviour in lessons and their co-operative, civilised and responsible manner. The last Ofsted inspection awarded the school a rare Grade 1 for behaviour and safety.

Our rewards in school are generated through teacher assessments of students' attitudes to learning in lessons and teachers demonstrate praise by giving students stamps in their planner and positive comments on our ePortal tracking system. This leads to students receiving "Well Done" postcards, certificates and being entered for an end of year monetary prize draw in the final assembly.

6

At the end of each academic year we hold a formal Prizegiving Ceremony which parents are encouraged to attend.

The school rules are embodied in a Code of Conduct that Form Tutors discuss with all students throughout the school year. In order to reinforce the Code of Conduct, we ask all students and parents to sign a home-school agreement with us. This makes clear how we can all support the aims of the school in a spirit of partnership.

Our focus is very much on recognising and praising students appropriately and consistently. Poor behaviour which breaks the school code of conduct is dealt with by appropriate sanctions such as a daily report card and/or detentions (at break, lunchtime and after school). For more serious offences, students are placed in referral (internal exclusion) or they are excluded to home. We endeavour to inform parents of all behaviour that affects the climate for learning in the school.

Parents' Evenings, Reports and Independent Learning

Every student is expected to do independent learning to supplement work done in school. Independent learning set is recorded in a printed Student Planner which parents are asked to sign once a week. The amount of time spent on independent learning increases through the school but in Year 7 it can be up to one hour per night. In Years 7, 8 and 9 students undertake a number of extended learning projects which encourage the development of independent study skills. These are completed over a longer period of time and details can be found in the student planner. Full details of each individual department independent learning policy are available on the school website.

Parents are kept informed of their child's progress in several ways. For each year group there is an annual Parents' Evening. Additionally, early in the autumn term, Year 7 parents have an opportunity to discuss their child's welfare with the Form Tutor. Reports are sent home at the end of each Learning Cycle (every nine weeks). These reports can also be viewed electronically using ePortal. Details for ePortal access are available on the school's website.

We attach great importance to close co-operation between parents and teachers, and we hope to develop a productive relationship between home and school over the years at King James's.



School Routine

The School Day

8.45 – 9.15	Tutor Time	30 minutes
9.15 – 10.15	Lesson 1	60 minutes
10.15 – 11.15	Lesson 2	60 minutes
11.15 – 11.35	Break	20 minutes
11.35 – 12.35	Lesson 3	60 minutes
12.35 – 1.25	Lunch	50 minutes
1.25 – 2.25	Lesson 4	60 minutes
2.25 – 3.25	Lesson 5	60 minutes

School Calendar Dates 2017-2018

as at Sept 2016 (draft dates provided by NYCC, training days to be decided)

Autumn Term	4 th September 2017
	22 nd December 2017
<i>Half Term</i>	<i>23rd October – 27th October 2017</i>
Spring Term	8 th January 2018
	29 th March 2018
<i>Half Term</i>	<i>12th February – 16th February 2018</i>
Summer Term	16 th April 2018
	20 th July 2018
<i>Half Term</i>	<i>28th May – 1st June 2018</i>

NB The dates and times of school examinations, parents' evenings, staff training days and other events and functions will be circulated to all parents in a school calendar at the start of the academic year and are also available from the website. These dates are only provisional but are likely to be confirmed by Spring 2017.



Who to contact at King James's

Parents are encouraged to contact school if there is anything that concerns them. The school reception is open from 8.15am to 4.45pm, although we request that non-urgent phone calls should be made after 9.00 am. Tel: 01423 866061. There is a dedicated number for reporting student absence, which is 01423 798728.

Key staff contacts for enquiries on particular issues are as follows:

Student Services (Pastoral) – Mrs Morgan (Deputy Head), Mrs Handley (Assistant Head)

Admissions procedures – Mrs Handley

Curriculum and reports – the relevant Learning Manager

Enquiries regarding your child – the relevant Learning Manager, Pastoral Officer or Tutor

Special Educational Needs/Learning Support – the first point of contact for SEN should be as above. For queries relating directly to a student's special education need please contact:

Key Stage 3 - Miss J Breedon, **Years 10** - Mrs J Hargrave/Ms S Teece, **Years 11** - Mrs S Recchia

Attendance

Regular and punctual attendance is essential. No student should be absent from school without permission in advance, except through illness. The school is unable to authorise any time off for holidays during term time. The school can grant leave of absence in 'exceptional circumstances'. Forms to request this are available from Reception.

8

If students are unfortunate enough to be ill, parents are asked to ring the school Attendance Line on 01423 798728 and leave a message. After all absences parents are requested to send a signed note of explanation to the Form Tutor, and if a student has been away for three days, parents are asked to contact the school at that point. Students should copy up work on return. In the event of possible long illness, parents are asked to contact the school as soon as possible and, where appropriate, work will be set for the student to complete at home.

Students who arrive late (after 8.45 am and 1.25 pm) should report to the Reception and sign in. Failure to do so will result in an absent mark being recorded. Where students are persistently late, parents will be informed. Under DFE regulations, students who miss registration are regarded as 'absent'.

Attendance and punctuality information is available to view on ePortal and is also recorded on reports and sent home each learning cycle.

Security

It is emphasised to students that the responsibility for their belongings is very much theirs. Loss or misplacement of belongings usually arises from carelessness or thoughtlessness on the part of the student. All personal belongings must be clearly named and when not in use either carried or left in the student's locker. Any items left in locker rooms over the weekend will be collected and placed in lost property where it is retained for collection. Items which are not named and left for more than a half term are donated to local charities.

Parents are asked to discourage their children from bringing valuable property and excess money onto the premises. If students bring personal music systems to school they should not be used/worn inside the building except under the direction of a teacher in lessons where we encourage the use of mobile technology for learning (e.g. lesson podcasts). If you wish your son/daughter to carry a mobile phone, it should not be used or on display during the school day and it must be switched off and kept in a secure place such as a locker or bag. Misuse of the phone by a student will result in the phone being confiscated and parents asked to come in to collect it.

Where absolutely necessary, valuables or money may be handed in to the Year Office for safekeeping, or to the Physical Education staff whilst taking part in Physical Education activities. The school cannot take responsibility for the loss of expensive personal belongings and we recommend that parents add such items to their home insurance policies.

All visitors to the school must report to Reception on arrival, sign in and collect a badge. CCTV is used to monitor the site.



ParentPay

We use ParentPay which is a cashless, highly secure, online payment system. It is easy to use, provides you with a history of all the payments you have made and enables you to budget for school trips and other school events. A key benefit is that it allows you to see what lunch choices your child has made.

ParentPay gives you the freedom to make payments to school whenever and wherever you like and gives you peace of mind that your payment has been made safely and securely via a unique username and password.

School Food



Students can enjoy a choice of up to 14 nutritious hot meal combinations or a range of sandwiches to grab and go at our recently refurbished Food Court.

We serve at breakfast, morning break and lunchtime. Our school meals offer excellent variety and value for money. We offer a number of food zones including a pasta bar, a noodle and rice bar, a sandwich grab & go, jacket potato zone and our main Food Court serves a range of "home cooked" meals.

Every day we offer a variety of Meal Deals priced at £2.20 e.g. pasta pot, desert or fruit and drink. For full details please go to the website.

The Food Court operates a simple to use cashless catering system credited via ParentPay.

If you think your child may be entitled to free meals, please contact the Local Area Education Office on 01609 533405.

Alternatively, facilities are also provided at school for students to eat their own packed lunch in specific areas.

Sample Daily Menu

Shepherd's Pie with seasonal veg

Noodles/Rice with a variety of toppings

Pasta with a choice of sauces

Jacket Potatoes plus a selection of fillings

Range of freshly prepared sandwiches

Apple Crumble

Tray Bake

Fresh Fruit

Yoghurt

Extensive range of drinks

9

Lockers

All students have the opportunity to rent a locker from the school to keep their possessions safe. Students are asked to look after their locker as they will potentially keep the same locker for five years. Students can provide their own padlock or purchase one through ParentPay. The school will not take responsibility for any items that may go missing from a cloakroom if they could have been secured in a locker. The cost of locker rental is £10 per year which funds the maintenance and upkeep of our bespoke lockers and regular refurbishment of our cloakrooms.

School Fund

The School Fund exists to provide students at King James's School with a richer education. This supplementary income allows the provision of an improved learning environment, facilities and opportunities for all students. Using the School Fund resources, incentives and experiences can be paid for or contributed to that the school might not otherwise be able to afford.

The School Fund is a registered charity and donations can be simply made through ParentPay. There is also opportunity to GiftAid your donation if you are a taxpayer allowing the school to claim the tax you have already paid at no extra cost to yourself but increasing the benefit to your child.



Medical Arrangements

King James's has two School Nurses who are fully qualified to attend to students who may require medical attention during the course of the school day.

The school is not authorised to provide any non-prescribed medication (including Paracetamol).

Students should not carry medication with them around school, the exception being inhalers and epipens. If your child requires any other form of medication prescribed by a GP it should be given to the school nurse with a completed consent form which is available to download in the Parent/Student Support section of the KJS website.

In the event of an emergency during school hours every effort is made to inform parents as soon as possible. However, if they cannot be contacted the student will be accompanied to hospital by the nurse who will stay with them until the next of kin arrive. Parents should ensure that the school and their sons/daughters have their current telephone numbers or an address where they can be contacted during the school day.

Visits to the nurse should be kept to a minimum. The service the nurses provide is intended to treat injury and illness that occurs during the school day and not as an alternative to seeing your GP or going to the A&E department. All visits to the nurse are recorded on the school nurses' medical database.

10

Library

The Library is a welcoming and stimulating environment providing high quality resources to support teaching and learning across the curriculum. All students and staff are automatically members of the Library and have access to a wide range of books, DVDs, eBooks, magazines, newspapers, online resources and ICT facilities. Students and staff are also welcome to use the library before and after school where research, study and homework support is provided. The Library is staffed by two professionally qualified Chartered Librarians who support the development of independent learning and actively promote reading for pleasure.

Whole school literacy is further enhanced and developed through a variety of initiatives which include the international *Kids' Lit Quiz* competition, a number of reading groups who shadow a selection of children's book awards, book fairs and a specialist reading scheme called *Accelerated Reader*.

With a Library motto of "*Inform - Inspire - Achieve*" we aim to equip every student at King James's with the necessary lifelong learning skills to become confident and successful individuals.

Aerosols

No form of aerosol or pressurised canister is allowed on the school site, in the interests of safety and possible misuse.

Assemblies

There is an established pattern of school assemblies for each year group every week. They are entirely secular in nature. These are used to celebrate achievement, to promote the values that the school stands for, and to encourage a sense of responsibility to others. Assemblies usually take the form of a talk but are supported by audio/visual technology, followed by an opportunity to reflect.

Access, Inclusion, Disabilities and Special Educational Needs

The school has a highly regarded Learning Support Department and we are an Enhanced Mainstream School with specialist provision for autism. Under our accessibility plan the school has been adapted to accommodate students with disabilities. Our whole school policy for inclusion and SEN is available on our website and it outlines the steps taken to ensure that students with SEN are given equality of opportunity and access.



Curriculum (as at September 2016)

Key Stage 3 - Years 7, 8 and 9			
Currently all students study:			
Accelerated Reading *	English	Mathematics	Science
Art	Drama	Geography	History
Design & Technology (with a choice of specialism in Y9)	French plus a second language is studied in Y8. Students can choose one language as a specialism in Y9.	Personal, Social, Health and Citizenship Education	Computer Science
Aspire*	Physical Education	Music	Religious Studies
* Year 7 only			

Key Stage 4 – Years 10 and 11		
Key Stage 4 is made up of 3 elements at King James's School: the core, the core options and the extended options.		
THE CORE		
Subject	Time Allocation	Outcomes
English	9 hours per fortnight	2 GCSEs graded 9-1 (9 being the best) in English language and English literature
Maths	8 hours per fortnight	1 GCSE graded 9-1
Science	9 hours per fortnight	2 GCSEs graded 9-1. All 3 sciences are studied (biology, chemistry and physics)
Core PE	3 hours per fortnight	This is a non-examined course focusing on students being active participants in sport although some students will complete sports leadership awards
PSHCEE	1 hour per fortnight	This is a course in personal, social, health, citizenship and economic education that leads to a half GCSE in 'Preparation for Working Life'
THE CORE OPTIONS		
In order to ensure our students study a broad and balanced curriculum, we ask them to choose one of their options from the following list of subjects. All of the subjects in this section are repeated in the options section below so students can take more than one of these subjects if they want to.		
Subject	Time Allocation	Outcomes
Computer Science	5 hours per fortnight	1 GCSE graded 9-1
Triple Science	5 hours per fortnight*	3 GCSEs in Biology, Chemistry and Physics graded 9-1
Geography	5 hours per fortnight	1 GCSE graded 9-1
History	5 hours per fortnight	1 GCSE graded 9-1
French	5 hours per fortnight	1 GCSE graded 9-1
German	5 hours per fortnight	1 GCSE graded 9-1
Spanish	5 hours per fortnight	1 GCSE graded 9-1
*Triple science adds 5 hours to the 9 hours already allocated in 'The Core'; these students therefor have a total of 14 hours science per fortnight		
Continued overleaf		



Curriculum (as at September 2016) – continued

THE EXTENDED OPTIONS		
To complete their option, students then choose 3 more subjects from the list below; this list includes the subjects from the core options above for those who wish to study more than one of these subjects. Subjects marked * are BTECs graded from pass to distinction and all of the others are full course GCSEs graded 9-1 or, when marked with a +, graded A*-G.		
Art	French	Physical Education
Astronomy +	Geography	Product Design +
Business Studies +	German	Resistant Materials +
Computer Science	Graphic Products +	Spanish
Digital Photography	History	Sport*
Drama	Hospitality & Catering	Textiles Technology +
Economics +	ICT +	Triple Science
Ethics, Religion & Life	Music	
Food Technology	Performing Arts*	

12

Sixth Form	
Advanced Level Options	
Applied Business	Government & Politics
Applied Science	Health & Social Care
Art & Design	History
Biology	Information & Communication Technology
Business Studies	ICT – Cambridge Technicals Vocational
Chemistry	Mathematics
Computer Science	Mathematics - Further
Design & Technology – Product Design (3D Design)	Mathematical Studies
Design & Technology – Product Design (Textiles)	Media Studies
Digital Photography	Music
Drama & Theatre Studies	Music Technology
Economics	Performing Arts (Acting) BTEC National Diploma
English Language	Philosophy and Ethics
English Literature	Physical Education
Extended project qualification	Physics
French	Psychology
Geography	Sociology
German	Spanish
Next Steps	
One year course to prepare students for working life. A range of experience based around becoming 'work ready' including study of Maths and English	



Art

The Department aims to create an environment in which students gain a sense of achievement and are encouraged to become involved in the cultural life of both school and community. The Department has a tradition of underpinning all practical work with a critical understanding of both European and World Art. We organise workshops with professionals and at art galleries and museums. Sixth Form trips are organised to London, Liverpool, Paris, Amsterdam, Venice, Florence, Barcelona and New York. A big exhibition showcasing the work of GCSE and A Level Art and Photography is held every summer in the Chaloner Hall.

The Art courses are structured to develop students' understanding of the language of Art and Design through a range of media such as printmaking, painting and ceramics. Homework is an important means whereby students may express their ideas and practice skills. In addition to GCSE and A Levels in Art and Design, the department offers a GCSE and A Level in Digital Photography. Many students are involved in a variety of clubs at lunchtimes or after school. Examination results at GCSE, A/S and A Level are well above the national average. Many A Level students progress either to a Foundation Course in Art or to university courses in History of Art or Combined Arts.

Business and Social Studies

The Department is committed to providing quality academic and vocational courses that are appropriate to students' future choices and are relevant to everyday life. Emphasis is placed upon the students adopting responsibility for their work and active involvement through enterprise activities, investigations and visits.

There is a wide range of subjects and courses within the Department. At Key Stage 4 the students can opt for GCSE Business Studies and Economics.

Advanced qualifications to A Level are available in Business, Economics, Psychology, Health & Social Care and Sociology. These subjects open up a range of possibilities from higher education on academic or vocational degrees to training and employment. The courses complement scientific, humanities, languages and arts based studies as well as being fascinating in their own right. Learning is enhanced by visits to local businesses and service providers.

Outside the classroom students from any subject can get involved in our enterprise activities including our very popular, well-established and highly successful Young Enterprise programme. Students get the opportunity to run their own business for a year in competition against teams from other schools and gain a great deal of commercial experience – some even make a profit!

Drama

The Department (comprising three specialist staff) is incredibly dedicated and passionate about Drama and the valuable role it plays in shaping students' creativity, confidence, communication and teamwork skills. We aim to inspire, encourage and challenge students to value themselves, their peers and be proud of the process and performance work that they produce. Students regularly experience opportunities to learn independently as well as part of small and large groups. There is great emphasis placed upon leadership skills which are developed both within curricular and extra-curricular opportunities. Peer- and self-assessment of learning is an integral part to the subject across all key stages.

Our challenging Key Stage 3 curriculum encompasses a range of skills, conventions and theatre styles so that students develop performance, leadership, creativity and communication skills. These skills are then further developed during Key Stage 4 where students may opt to take either the GCSE Drama course or the BTEC First Award in Acting. Students pursue a demanding and highly practical curriculum regardless of course choice. At Key Stage 5 students can continue their craft of theatre by selecting either AS/A2 Theatre Studies or BTEC National Subsidiary or Diploma in Acting, the latter being equivalent to two A levels. The perception of the subject is very strong, and there is an outstanding sense of ethos. All of the courses offered within the department are highly popular choices at both GCSE and A Level entry.



Design and Technology

The individual specialisms found within the Faculty share a common philosophy in the delivery of the Key Stage 3 Design and Technology Curriculum, with special emphasis placed upon students creating high quality outcomes in a variety of material areas. In Year 9, students opt to focus on a specific material area of their choice including: Product Design, Food or Textiles. This allows a greater depth of skills and knowledge to be achieved as a foundation for further learning should they continue the subject at GCSE.

At Key Stage 4, students follow a full course in the new GCSE Design and Technology specification which is a two year, Product Design course beginning in Year 10. Alongside this there will be a number of Technical Awards offered including: Materials Technology, Fashion & Textiles and Food & Catering. These are equivalent to GCSE, but allow students to carry out more practical investigations in a material area of their choice.

Post-16 courses are offered in Product Design and Fashion and Textiles at both AS and A2 Level. These are essential qualifications in order to access further design courses at degree level.

The Faculty enjoys an excellent reputation for being at the forefront of developments in delivering courses appropriate to the needs of students entering a world of technological innovation. From Year 7 onwards students are actively encouraged to solve real problems through the process of designing and making.

14

Our students regularly achieve success in local and national competitions including: NYBEP Engineering Inspirations; Harrogate DT Rotary Tournament and the Greenpower Challenge

English

The English Faculty is staffed by a team of energetic, creative teachers who share a strong commitment to the development of literacy and communication skills of students at the school. Through a carefully articulated sequence of units at each key stage, students experience and respond to a diversity of different types of reading material. As well as enjoying literary fiction from a range of cultural and historical periods, students study the many forms and varieties of non-fiction and media texts. In English lessons, students are taught how to use texts studied as models for their own writing and students focus on developing the skills required in all aspects of the English curriculum. It is our aim that students will become increasingly precise, technically accurate, stylistically adventurous, confident writers. Discussion tasks and drama-related activities are used as a way of engaging with and enlivening texts, developing analytical skills and preparing for written work.

The activities of English lessons are extended beyond the classroom in a variety of ways. The school's literary festival often encompasses literary events such as National Poetry Day, and provides an environment for reading on a grand scale including Readathon, poetry performances, readings by visiting authors, creative writing competitions and creative poetry work.

The level of students' enjoyment of English lessons is reflected in the popularity of Sixth Form courses offered by the Faculty. Each year, large numbers of students choose to pursue English Language, English Literature or Media Studies at Advanced Level and the faculty has a strong record of success with students who have taken these courses.

Geography

We have four dedicated specialist Geography teachers working in the department. We aim to stimulate student interest in their surroundings, inspire a sense of responsibility for the environment and increase their knowledge of places at a range of scales. We value the development of enquiry based learning and encourage students to ask questions and deepen their knowledge through keeping abreast of the news. Assessment for and of learning is also key to learning at all key stages. Fieldwork is an essential part of the curriculum at King James's and students across the key stages take part in local fieldwork exercises. The department also runs a residential trip to Iceland for GCSE and A Level students. At GCSE the examination specification encourages the development of fieldwork and decision making skills. At AS and A2 Level, all students follow a stimulating issue based course which allows for greater breadth and depth of key geographical issues to be studied.



History

History at King James's School is about building factual knowledge and chronological understanding but, above all, it is about developing a fascination with the past. Pupils studying History will gain a superb understanding of past societies and will also be taught how to think analytically and construct both written and spoken arguments.

At Key Stage 3 pupils follow an enquiry-based curriculum and, by the end of Year 9, will have an understanding of some of the most important events that have shaped our nation and our world. Topics include the Tudors and Stuarts, the English Civil War, Native Americans and the defining moments of the 20th Century, including the two World Wars and the Holocaust. History is extremely popular at GCSE and the department boasts excellent results. Topics include Germany 1919-1939, the Cold War, Medicine Through Time, and the Norman Conquest. The subject is also a popular choice at AS and A Level where we teach modules on the Wars of the Roses, Russia 1894 - 41 and the Tudors. Our teaching staff are all history graduates and experts in the subjects they teach at A Level. The Department is committed to ensuring the success of its students and many go on to study History at university.

Computing and IT

All students at King James's are encouraged to make full use of the wide range of ICT facilities. Subject departments have timetabled access to computer rooms. There are numerous fully equipped suites that offer multimedia resources and support a range of leading software applications. The school has also invested in a range of state of the art mobile equipment for classroom and teacher use. LCD projectors are a common feature and increasing use is made of Smartboard technology to enhance lessons. The curriculum network extends throughout the school allowing users to share resources and work from different locations. We have a filtered Internet service and all of our workstations provide access to Internet sites using the latest broadband technology, enabling students and staff to benefit from an information-rich learning environment.

In addition to the lessons given by specialist teachers, Computing and IT is taught across the curriculum and forms an integral part of most subjects. During Years 7, 8 and 9 students develop advanced skills and are taught by Computing and IT specialists. The course is varied, but particular emphasis is placed on programming concepts, practical programming, databases, spreadsheets and information presentation - including students designing their own web site. Students at KS4 have the option to take a GCSE in Computer Science. Students are given opportunities to acquire relevant skills by gaining practical experience in different areas of Computing and IT.

The four unit Cambridge Technical qualification in Information Technology allows post-16 students to develop their IT skills further. This enjoyable course uses a task driven approach to problem solving and decision making, which relies on the effective use of IT systems. By following this technical course, students will be involved in a variety of activities designed to enhance their role as Technician and IT expert, and to extend their concept of the effects and limitations of Information Technology. A-Level Computing is also offered; it's an intensely creative subject that combines invention and excitement and gives students the chance to extend their computational thinking, helping them to develop the skills to solve problems, design systems and understand the power and limitations of human and machine intelligence.

These exciting and stimulating IT courses are designed to provide and enhance the essential computer skills that are vital for both higher education and future professions. The courses are challenging, creative and interesting and we expect students to develop their own styles of system design and presentation in a professional and enjoyable environment.



Languages

The Languages Department has eight specialist language teachers who offer French, German and Spanish. Our aim is to make languages accessible and enjoyable for all students, introducing them to a different culture and a different way of life.

In Year 7, students will learn French - building on the language taught at Primary School – developing their linguistic skills, which can then be transferred to learning any language. They will be given the opportunity to learn a second language (German or Spanish) in Year 8, after which they will decide which language they would like to continue into Year 9 and thereafter to GCSE level.

In Sixth Form, A Level courses are available in all three languages. Our global and multicultural society means that learning a language is beneficial in all aspects of life, both to those wishing to enhance any future career prospects and to those who enjoy travelling. Many courses at university now require a language to GCSE level, and those who study to A Level are looked upon favourably.

We work hard to ensure students have the opportunity to put their linguistic skills into practice – offering exchanges to Privas in France, Bebra in Germany and Cordoba in Spain, and a trip to the German Christmas Markets in Cologne. For those who do not get the chance to go on the trips, we also celebrate traditional festivals during the year to enrich the students' cultural understanding of the languages - including Bastille Day, Sankt Nikolaus Tag and La Feria de Abril.

16

Mathematics

One of the primary aims of the Mathematics Department is to stimulate interest and enthusiasm for the subject. At all key stages, standards of attainment are consistently well in excess of national averages. We endeavour to develop, in all students, confidence and accuracy in handling everyday mathematical ideas and techniques. A variety of teaching and learning methods, incorporating both individual and group activities, develop each student's written, oral and practical skills.

Key Stage 3 Mathematics is delivered in line with the new National Curriculum and builds on work undertaken in Years 5 and 6. At Key Stage 4 as well as studying GCSE Mathematics, we also offer the Level 2 Certificate in Further Mathematics and Entry Level Certificates in Mathematics where appropriate. Interest in studying Mathematics at post-16 is very strong. The AS/A2 Mathematics course provides a stimulating and interesting base for further study. In addition we also offer AS/A2 Further Mathematics and also Mathematical Studies, a Level 3 Core Maths qualification, to ensure post-16 Mathematics is available to as many students as possible.

Careful monitoring of all students' performance throughout their time at King James's School enables us to set high and clear targets for each student and give them effective feedback to maximise their potential in the subject.



Music

Music is part of the Expressive Arts Faculty (Art, Music & Drama). This Faculty aims to develop realistic and workable links between each area whilst maintaining the strengths of these discrete subjects. There is opportunity to join with Art and Drama in ventures such as Arts Festivals like 'Arts on a Summer's Evening', joint residential trips, combined Arts projects undertaken by the Expressive Arts Club, or in musicals of which the most recent were "West Side Story" in February 2014, a 'Musicals Showcase' in 2015 and 'Little Shop of Horrors' in 2016.

The Music Department offers a tremendous variety of musical experiences, both inside the classroom and through an extensive extra-curricular programme. "Music For All" is our catchphrase and students are encouraged to develop their performing skills on an instrument taught by one of our thirteen peripatetic staff, join in one of the junior ensembles, or sing in one of the choirs. During the first three years all students undertake a course that is based upon National Curriculum guidelines with work being topic-centred. Students learn about composing and appraising through listening and performing as well as music technology. In Years 10 and 11 students can opt to study the subject to GCSE with Sixth Form courses offered at A Level in Music and Music Technology.

A wide range of instruments is available for class work including twenty Apple Mac computers, using Garageband and Logic Studio, numerous keyboards and a recording studio with professional level microphones and stage box. There are opportunities for two formal concerts per year and informal concerts, workshops and trips and we are often asked to provide music for charity and social events. Our reputation for quality music-making is known county-wide. Further details of extra-curricular activities are available to all students at the start of the year. We encourage students to get involved straight away in September as rehearsals start in the second week back. Further information can be obtained by contacting the Head of Music (Michael Barker) directly at school.

17

Physical Education

Lower School Physical Education consists of a broad and balanced programme, which includes dance, gymnastics, fitness, athletics, outdoor adventurous activities along with a variety of team games. Within the programme, students improve their practical skills, learn how to adapt and apply them to different activities, gain the ability to evaluate and improve performances, understand about health and fitness as well as developing their tactics & composition ideas. Pupils are encouraged to work together, develop their team work and communication, as well as have the opportunity to take on different leadership roles.

In Years 10 and 11, the emphasis is placed on physical activity and students adopting responsibilities within a sporting setting, as well as trying new activities to encourage more participation outside of school. PE at Key Stage 4 equips them with the skills and confidence to lead active and healthy lifestyles after they leave school. Students actively take on the role as fitness coaches, tacticians, coaches and officials in a number of games, fitness and athletics activities. Activities such as handball, ultimate frisbee, golf, world games and zumba are introduced to maintain motivation levels and interest. There is also the opportunity to obtain the Level 1 Sports Leaders Award and to follow one of the highly popular courses such as GCSE Physical Education or BTEC Sport.

The department runs a successful AS and A Level Physical Education course, which involves theoretical aspects from Skill Acquisition, Anatomy and Physiology, Sport History as well as a practical element and an analysis piece of coursework.

The Department's extra-curricular programme at lunchtime and after school is extensive, with over forty clubs running throughout the week. It includes recreational clubs and activities as well as competitive sports. The school enters both Area, County and National level competitions in a number of different sports.



Religious Studies and Philosophy

Throughout the school we seek to help students develop a sensitive, reflective and informed approach to the religious dimensions of life, and to instil a genuine, open-minded curiosity in the diversity of religious beliefs. There are many opportunities offered both inside and outside the classroom for students to see that Religious Studies matter.

Our Key Stage 3 course includes themes such as Community, Origins of Religions, Founders and Leaders, Philosophical questions about Belief, Science and Religion, Good and Evil, Human Rights, and other moral, ethical, spiritual and cultural issues raised by Religion. The Six world religions are covered in varying depths. Progress is assessed against the Local Authority's Agreed Syllabus Attainment Targets and emphasis is given to acquiring skills as well as knowledge and learning from the religions we study.

At Key Stage 4 students may opt to take GCSE Ethics, Religion and Life. The topics are studied from the viewpoint of Christianity and Islam and also a non-religious viewpoint. Students are encouraged to give good reasoning in their answers and to build up an argument supported by evidence – whatever their personal view on the religious or moral issue. Students are also encouraged to express their own opinions and to look at ethical questions from both sides of an argument. The course explores a range of philosophical, ethical and moral issues and various ways of expressing the Christian faith.

At Key Stage 5 students may opt to take A Level Philosophy and Ethics. Students will explore key themes in Philosophy and Religion such as; Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering; Religious language; Works of key philosophers and scholars; influences of developments in religious belief and key themes in Religious Ethics such as; Significant concepts in issues or debates in religious ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, virtue ethics and the works of philosophers and scholars; Medical ethics: beginning and end of life issues. Students will also study the philosophical and theological issues of a religion.

The Department is well-resourced, and the staff have a wealth of experience, expertise, commitment and enthusiasm. Guest speakers and visits to the various religious communities provide students with a wider experience and perspective. We welcome contact with parents and many have enjoyed accompanying us on our outings.

Science

King James's enjoys an established reputation for the quality of its Science teaching. We aim to foster a scientific understanding and interest in the world around us. Strong emphasis is placed on the applications of Science, and investigations into 'real world' problems are carried out alongside a wide range of other classroom activities. Members of the Faculty have set up innovative link projects with our family of primary schools and we have strong links with both York and Leeds University Education Departments. We also have links with local scientific establishments such as Harrogate District Hospital, Harlow Carr Gardens, Covance and Doncaster Wildlife Park.

Key Stage 3 Science is delivered using resources adapted from the Exploring Science course. The course is designed to develop the strengths of the Key Stage 2 Science curriculum and ensure progression through to Key Stage 4 particularly now with more emphasis on more challenging ideas in science. The course includes 'How Science Works' content and we have a large commitment to developing practical skills throughout KS3 and KS4 to complement the required practical component which will account for 155 of the new examined material. Knowledge and content is used as a basis for teaching the skills of scientific enquiry, analysis and evaluation as well as the ideas behind the development of scientific theories. The topics covered are chosen to make Science interesting and inspiring for students. ICT is a common feature of Science lessons at King James's and we have a full spectrum of electronic resources including worksheets, tests, video clips, website links and full electronic textbooks available through our Fronter VLE.

At Key Stage 4 the majority of our students complete a combined Science GCSE which covers all three science disciplines. There is an opportunity for students to opt to study the separate sciences in Biology, Chemistry and Physics which incorporate even more subject content from each of the three sciences. We also offer Astronomy in the options subjects. Students are taught by well-qualified specialists in Chemistry, Physics and Biology. These courses provide a broad knowledge of science, whilst providing effective preparation for the many students who choose to study one or more of the separate sciences in Biology, Chemistry, Physics or Applied Science at AS/A2 level.



Accelerated Reader

At King James's we recognise the positive impact reading for pleasure has on students. It enhances their academic achievement and improves their attitude towards learning and school in general. Reading forms part of the curriculum and all Year 7 students are enrolled onto **Accelerated Reader**. The lessons, led by our qualified librarian, are designed to encourage regular reading and students benefit enormously from specific guidance on which books are most appropriate for their reading level.

At the start of the programme, all students will be given a test to ascertain their current reading level. They then choose a suitable book to read. After finishing the book, they will take a computerised quiz and once they have achieved an average of 80% or more they will proceed to a higher level book. The lessons also involve students actively participating in specialized activities which are designed to further promote reading for pleasure.

Confidence and ability in reading can be a source of personal satisfaction and through *Accelerated Reader* we aim to instill in our students a life-long love of reading.

Aspire

All our Year 7 students also have an opportunity to follow a course designed by King James's staff. Lessons are delivered once per fortnight in specialist IT rooms and ensure students are equipped with the skills necessary for life at secondary school including: research skills, project and time management skills and presentation/communication skills.

19

Learning Support Department

The Learning Support Department works with teaching staff, the Year Manager and the Pastoral Officer to identify, assess and plan to meet the special educational needs of students at King James's School. We have established strong transition links with primary schools so that we can make full use of the information provided by Year 6 teachers. Once at King James's School, student progress is regularly monitored through the Learning Cycle process. For some students it is also monitored through the Education, Health and Care Plan process.

Our whole school policy is to provide appropriate support whilst enabling students to access a broad and balanced curriculum, which can be personalised to meet individual need. Some students may receive a personalised intervention programme depending on identified need. As an Enhanced Mainstream School, our team has additional knowledge, skills and experience to meet the support needs of our students with autism.

Bespoke Curriculum

At King James's we recognise that not all students are the same and therefore, we have a number of bespoke curriculum pathways for those students that require it. This includes a Student Support Group run by the Learning Support Department and additional Maths and English intervention at GCSE led by specialist teachers.



Open Mindsets and Challenges for All

At King James's School we have invested a great deal of time in researching and developing approaches to stretch and challenge the most able students. Working closely, since 2009, with Professor Barry Hymer we recognise the dangers of labelling our most able students as 'gifted or talented' and instead we realise that the excellence of these young people is more often based on hard work, practice and being interested and engaged.

Our main goal is to ensure that these students are tracked and monitored by their Learning Manager to ensure that they are fulfilling the highest levels of attainment, and that we offer them a broad and balanced education delivered through a challenging curriculum. We foster a learning community in which achievements and skills are recognised, respected and celebrated.

We still separately identify our top performing students, either in terms of academic ability or aptitude in arts, sport or music, and we ensure that there are programmes and opportunities available which meet their needs. We have a specific intervention programme through tutoring time that not only challenges our most able students, but that also identifies other students who have the potential to be top attainers and pushes them to achieve this.

Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

20

The Personal, Social, Health, Citizenship and Economic Education programme is delivered in timetabled sessions. PSHCEE studies culminate in a short course GCSE in preparation for working life. It seeks to address topics and issues relevant to students' moral and social development and to integrate cross-curricular themes such as Health and Environmental Education.

In lessons emphasis is placed upon discussion and group activities, however, it is recognised that teacher-led lessons have a place in such a programme. Students are encouraged to develop their viewpoints and learn to share these in a constructive manner. The use of presentations by outside agencies for whole and part year groups is an important part of the programme.

Citizenship helps students become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of the school, the local community and the wider world. They also find out about our economy, democratic institutions and values.

The PSHCEE curriculum is designed for each age-group leading to a coherent coverage of important issues such as personal relationships, social responsibility, health, diversity and economic well-being. Controversial and sensitive subjects are delivered with the assistance of approved published materials, selected and adapted by staff with requisite expertise. Specialist subject teachers also cover several aspects of PSHCEE work in other areas of the curriculum and there is substantial prevocational careers input.



ADDITIONAL INFORMATION

Anti-Bullying Policy

Our policy is to promote an ethos where all students, parents and staff treat each other with respect. We insist on polite and civilised relationships. Our aims are incompatible with bullying, hence all forms of bullying are unacceptable whether physical, verbal, emotional or cyber-based.

The school believes that the way in which students behave in school is influenced more by the atmosphere and expectations of the school than through rigid school rules and severe sanctions.

The first aspect of our policy is therefore pro-active – to foster a tolerant, friendly and purposeful atmosphere in which bullying is less likely to occur or to flourish. Adults should reinforce the aims and values of the school in the standards they set in their relationships with children and other adults, as well as in their expectations of the behaviour of students.

The second aspect of our policy is to be active in observing and recognising forms and patterns of behaviour which may be bullying. We will take seriously all reported cases of bullying and act upon them.

Student mentoring and emotional support

We have a highly qualified team of nurses and pastoral support workers who are able to offer emotional support along with the day to day welfare support required in such a large school.

Students also have access to a Local Authority Nurse who can offer more bespoke counselling. Referral to this service can be made through the relevant Pastoral Officer or Learning Manager.

Sex and Relationship Education (SRE)

Sex and relationship education is delivered in an integrated way through several areas of the curriculum across Key Stages 3 and 4. We aim to offer balanced, factual information and to acknowledge the moral and ethical issues involved.

Within Science in Year 7 we teach students the biological basis of human reproduction. In later years we cover other aspects of sex education in the Personal Social and Health Education programme, and in Science and Religious Studies lessons. This includes work on human development, sexually transmitted diseases, contraception, relationships and sexual behaviour. In Year 10 all students undertake a specific module on SRE in their PSHCEE lessons.

As part of the Science National Curriculum it is a requirement for all students to be taught the factual material on human reproduction. Parents do have a right, however, to withdraw their children from lessons dealing with the following topics: Acquired Immune Deficiency Syndrome (AIDS); any other sexually transmitted disease; aspects of human sexual behaviour apart from biological information. Extra support and guidance is provided to individual students and parents by our school nursing team if required.

Exam Entry Policy

It is our policy to enter all students for public examinations in the courses they have been studying. In exceptional circumstances, such as failure to complete coursework or controlled assessment, we may withdraw a student's entry for examination.

At Key Stage 4 the school may recommend that a student repeats an examination. The school will meet the cost of this "re-sit". Where a student requests to re-sit an examination against the advice of his/her subject teachers, then the cost of this examination entry, including associated administration costs will be met by the candidate at the time of entry. Where there are different tiers of entry, the school will advise the student of the most suitable level. Should the student wish to alter their tier of entry after the deadline, they will be fully liable for the cost.

Costs of entry for re-sit examinations or units for Sixth Form students (except those students following a formal course of tuition leading directly to a repeat examination), including associated administration costs, will be met by the candidate at the time of entry.



Internet Access

Access to the internet is an integral part of the curriculum at King James's School and is now incorporated into planned lessons as well as being used for research purposes outside lessons. As a matter of course all students are given access to the internet at the beginning of Year 7 but only after appropriate advice, information and guidance regarding safety online have been issued. Students are asked to sign an ICT user policy in their planners.

Internet provision is currently via a broadband connection through North Yorkshire County Council. The content allowed via this connection is filtered and regular checks are carried out by the school IT staff. However it must be emphasized that no filtering can be 100% effective. Improper use by any student of the Internet at school will result in their access being denied for a period of time.

Unless parents specifically request that their child be denied access, then they will be given internet access as outlined above when they start at King James's School.

School Documents

A number of documents are available to parents on the website, or on request. These include key school policies and other statutory documents, North Yorkshire curriculum information, Parent & Pupil Surveys and the Ofsted report on the 2011 inspection. Examination results can also be found on the school's website.

22

Charging for School Activities

The school organises a variety of educational and social visits in and out of school hours. In order to cater for some of the costs incurred it may be necessary to ask parents for a contribution. A parent's inability to contribute will not prevent a child from taking part in a curriculum activity. If parents find themselves in a financial position which threatens to compromise their child's welfare in school by not being able to provide the correct uniform or afford a curriculum trip they should contact the appropriate Year Team or Deputy Head (Student Services) Mrs Morgan.

The Head may ask a parent to pay for any damage caused willfully by a student.

Complaints Procedure

The Governors have approved a complaints procedure which is available on request at the school. In the first instance any parent who has a complaint which has not been resolved by the appropriate member of staff should contact the Head. The Local Authority has established a procedure for dealing with complaints where a matter has not been resolved at the school. Copies of this policy are available at the school.

Child Protection

King James's School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools follow the North Yorkshire Area Child Protection procedures and the Local Authority procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents.



School Uniform - A Basic Standard

Students are expected to arrive and leave school every day in FULL uniform. Coats and outdoor clothing should not be worn inside the school building.

Parents – If you are unsure of what style of uniform is allowed please check with school before purchase.

Years 7 & 8

Boys

- Plain black trousers (black jeans are not acceptable, no combat pockets, belts should be plain black)
- White shirt (top button fastened and should be tucked in)
- Official KJS bottle green blazer with school badge
- Royal Stewart tie
- Plain dark socks
- Plain black shoes (not boots, trainers or pumps)
NOTE: Black trainers and leisure shoes of any kind are not allowed

Girls

- Royal Stewart tartan kilt (worn to a respectable length)
- Plain white blouse with collar
- Bottle green v-necked pullover with KJS logo
- Bottle green tights
- Plain black SHOES - any heels should be low and no more than 3 cm high. We do not allow pumps, boots, stiletto, kitten heels, backless or open-toe shoes, or any styles we deem unsafe/unsuitable.

OR

- Official KJS trousers with Royal Stewart tartan trim
- Official KJS bottle green blazer with school badge
- White shirt with collar
- Royal Stewart tie
- Plain dark socks
- Plain black SHOES with a low heel, no more than 3 cm high, see above for details

Summer Uniform

Students are allowed to wear summer uniform after the summer half term break. Boys' is as above without blazers and for girls as above without pullovers.

Years 9, 10 & 11

Boys

- Plain black trousers (black jeans are not acceptable, no combat pockets, belts should be plain black)
- White shirt (top button fastened and should be tucked in)
- Official KJS bottle green blazer with school badge
- Hunting Stewart tie
- Plain dark socks
- Plain black shoes (not boots, trainers or pumps)
NOTE: Black trainers and leisure shoes of any kind are not allowed

Girls

- Hunting Stewart tartan kilt (worn to a respectable length)
- Plain white blouse with collar
- Bottle green v-necked pullover with KJS logo
- Bottle green tights
- Plain black SHOES - any heels should be low and no more than 3 cm high. We do not allow pumps, boots, stiletto, kitten heels, backless or open-toe shoes, or any styles we deem unsafe/unsuitable.

OR

- Official KJS trousers with Hunting Stewart tartan trim
- Official KJS bottle green blazer with school badge
- White shirt with collar
- Hunting Stewart tie
- Plain dark socks
- Plain black SHOES with a low heel, no more than 3 cm high, see above for details



Valuable Items, Jewellery, Make-Up & Hairstyles Rules

Failure to follow these rules will result in sanctions being imposed and parents being informed

- Jewellery and make-up are discouraged throughout the school. In Years 7 & 8 make-up is not permitted, whilst in Years 9 – 11, if worn, it should be discreet. Nail varnish is not permitted.
- Parents should seek advice from school before allowing their children to embark on any form of piercing that is not a traditional ear piercing. Pupils who have pierced ears may wear a discreet stud or sleeper in each ear. NB nose, tongue studs and other similar forms of facial jewellery are not permitted.
- A fine necklace chain and one flat ring may be worn, but this must be in keeping with the school uniform.
- Students should not wear bracelets/wrist chains except for the anti-bullying band that the school provides and recognised charity bands. These should be removed for practical subjects and no more than two worn at the same time.
- Extremes in hairstyle are to be avoided. Students should not have hair cut shorter than grade 2 or have patterns shaved into their hair. Hair should not be dyed any non-natural colour, i.e. orange, blue, etc.
- Once on school grounds mobile phones, i-pods and music systems should be turned off and not taken out unless they are being used as part of a lesson or organised school activity – this includes before and after school, break and lunchtime.
- If phones or i-pods are seen or being used on the school grounds they will be removed from the student and kept safe at reception until parents come to collect them.
- Aerosols are not to be brought into school
- Chewing gum and fizzy drinks are not allowed in school.

24

IMPORTANT – PLEASE NOTE:

- **Students must not bring expensive items or large sums of money on to the school site because of the risk of damage or loss. Such items may be confiscated and the school will not accept responsibility of replacement or repair of any items, or reimbursement of any sum of money.**

Outdoor Clothing – (not to be worn inside the building please!)

- Both boys and girls should wear outdoor clothing which is in keeping with school uniform. Coats should be worn that protect against the variable British weather! All coats should be worn over the blazer, not under.
- We discourage expensive fashion jackets that are not practical.

Specialist Clothing

In order to protect their ordinary school clothing, it is essential that all students wear an apron when they are attending Design activities, and we strongly recommend that this applies to Science lessons as well. Suitable aprons may be purchased at the school stockists.

It is the parents' responsibility to ensure that students have the necessary equipment and clothing for all activities. This includes correct waterproof clothing and also effective sun-screening and hats for summer activities.



Physical Education Equipment

A new PE Kit has been phased in since September 2013. It is compulsory for Year 7's and other years can replace and update items of their existing kit with the new one when they wish to do so.

Compulsory Boys

One pair of trainers
 One pair of football boots
 KJS green shorts
 KJS green t shirt
 KJS green & white fully reversible games shirt
 KJS green & white knee length socks
 Kit bag

Compulsory Girls

One pair of trainers
 KJS green & white shorts
 KJS green & white skorts
 KJS white & green t shirt
 KJS white hoody
 KJS green & white knee length socks
 Kit bag

Optional winter extras are available:

KJS black waterproof jackets (girls & boys)
 KJS black tracksuit bottoms (girls & boys) or any outdoor black tracksuit bottoms (not sweatshirt material)
 KJS white baselayer (girls & boys) or any plain white long sleeved top
 KJS hoody (boys)

The school's policy on the health and safety of all students taking part in Physical Education and sport within school during lessons, at lunchtime clubs and in practices and matches after school follows the recommendations set out by the various sporting governing bodies and the guidelines of the BAALPE (British Association of Advisers and Lecturers in Physical Education) handbook.

Rugby	Football	Hockey
Compulsory	Compulsory	Compulsory
Rugby safety studs in boots when taking part. (These are available at a small cost from all sports shops). 'Moulded' studs or 'blades' are fine to wear.	Shin pads	Shinpads
Recommended	Recommended	Recommended
Gumshield	-	Gumshield

If students want shoulder pads and other protective clothing it MUST be clearly labelled with an 'IRB' (International Rugby Board) approved label sewn into the clothing.



Staff List 2016/2017

Leadership Group

Mr C A Sugden
Headteacher

Mrs D Morgan
Deputy Head

Mrs H Millett
Deputy Head

Miss C Foden
Director of Sixth Form

Mrs H Handley
Assistant Head
Student Services

Mr S Giles
Assistant Head
Data Manager

Mr J Waters
Business Manager

Student Services

Mrs D Morgan Deputy Head
Mrs H Handley Assistant Head
Mr M McHugh-Hicks Pastoral Manager
Mrs S Kinsey-Stephens Family Support Officer
Miss A Jones Head of Learning Support
Mrs A Wilding 2nd in Learning Support

Year Teams

Mrs T Burt Learning Manager - Year 13
Ms J Watson Learning Manager - Year 13
Mr E Churchill Learning Manager - Year 12
Mr K Hall Learning Manager - Year 11
Mr K Wilson Learning Manager - Year 10
Mrs C Rees Learning Manager - Year 9
Mr S Keeble Learning Manager - Year 8
Mr P Keogh Learning Manager - Year 7
Miss L Baker Learning Manager - Pupil Premium
Miss M Wilson Pastoral Officer - Sixth Form
Mrs R Roberts Pastoral Officer - Year 11
Mrs J Mee Pastoral Officer - Year 10
Mr R Myers Pastoral Officer - Year 9
Mr S Bentley Pastoral Officer - Year 8
Miss S Ramplin Pastoral Officer - Year 7

Cover Supervisors

Mrs S Ashman
Mrs G Bachelierie
Mrs T Exley

Alternative Curriculum Coordinator

Mrs L Hazelton

Curriculum

Mrs H Millett

Learning Support Teachers

Miss A Jones
Miss A Wilding
Mrs J Keogh
Miss J Pottage EMS Specialist
Mrs A Vaux
Miss N Watson EMS Specialist
Mr S White
Mrs A Yardley

Learning Support Teaching Assistants

Mrs P Beastall Mrs K Holman
Mr R Beattie Ms L Hutchison
Mrs S Bousfield-Milton Mrs S Jarman
Miss L Bramham Mrs L Keightley
Miss J Breedon Mrs L Limbert
Ms L Brennan Mrs C Ramsay
Mrs C Brock Mrs S Recchia
Mrs J Brookes Mrs H Salmons
Miss M Dennis Miss N Spencer
Miss M Fuentes Miss J Stobbs
Miss S Gill Miss S Teece
Mrs G Hewitt Mrs J Westwood
Mrs M Hewitt Mrs M Williams



Teaching Staff

(First name is Head of Faculty/Department)

Business and Social Studies

Mr J Blane
Mrs T Burt
Mr P Grist
Miss H Hare
Miss G Skinner
Ms J Watson

Design & Technology

Mr A Bolger
Mrs N Armstrong
Dr N Brodie
Mrs C Buckland
Mrs A Garbutt
Mr S Hutchinson
Mrs C Rees

Expressive Arts

Art

Mr M Sloan
Miss L Clayton
Ms L Clitheroe
Mrs S Hodgson
Mrs S Scaife

Drama

Mrs J Tighe
Mr M Driver
Mr P Haughton

Music

Mr M Barker
Mrs R Derbyshire
Mrs S Jackson

English

Miss S Cunningham
Ms R Baker
Mr S Barrett
Ms B Belbin-McCaul
Miss E Dawson
Mr R Feltham
Mrs C Flatley
Miss S Howell
Mrs N Lawrence
Mr G McVeigh-Kaye
Mrs C Middleyard
Mrs H Millett
Mrs D Morgan
Ms A Rose
Mrs M Sanghera
Miss F Thompson

English continued ...

Mrs D Whiteman
Mr J Penn

Geography

Mrs P Eastaugh
Mr R Claughton
Mr S Giles
Mr S Keeble
Mrs L Westerman

History

Mr M Monaghan
Mrs E Adams
Miss S Beedel
Miss C Foden
Mrs H Handley
Mr G Ibbotson
Mr R Snow
Mr C Sugden

Information Technology

Mr R Heyes
Mrs S Blythe
Mrs A Dean
Mr J Hamer
Mr J Hooper
Mr G Smith

Languages

Mrs J Copperthwaite
Mrs J Allison
Ms N Bourré
Mr J Hooper
Mrs J Hopps
Mrs G Ingham
Mr P Keogh
Mrs S Thompson

Mathematics

Mr P Muskett
Mrs L Abeyawardene
Mr N Atton
Mr K Aughton
Miss E Bowe
Mrs S Coldrick
Mr P Holloway
Miss M James
Miss A Kuczynska
Mr J Macrow
Miss H Radcliffe
Mr S White

Physical Education

Miss R Burn
Mr A Atkinson
Miss L Baker
Mr D Berry
Mr E Churchill
Mrs L Cooper
Mr K Hall
Mrs L Holdsworth
Mr K Wilson

PSHCEE

Miss G Skinner
(this is taught by staff
across the curriculum)

Religious Studies

Miss E Stickland
Ms M Bowley
Miss E Saywood

Science

Mr N Mastin
Mrs G Boyle
Dr P Child
Mrs E Halpin-Durband
Mrs L Herbert
Miss S Hunt
Mrs K May
Miss J Mumford
Mrs J Ruff
Miss V Rigden
Mrs J Seymour
Mrs L Sibley
Mrs S Smith
Ms K Stewart
Mr I Wakefield
Mr A Wray



Associate Staff

Administration

Mrs E Beaumont	Business Admin/Cover Supervisor
Mrs J Benn	Finance Assistant
Mrs C Bothamley	Receptionist
Mrs L Brennan	HR Advisor (temporary)
Mrs L Bryden	Senior Librarian
Mrs S Chapman	Library Assistant
Mrs M Darley	Personal Assistant to the Head
Mrs S Dobson	Sixth Form Administrator
Mrs K Foster	Data Manager
Mrs S Jaconelli	HR and Payroll Administrator
Mrs C Leach	Finance Clerk
Mrs B Marcroft	Finance Officer
Mrs L Navier	Pastoral Administrator
Miss E O'Dowd	Personal Assistant to the Head
Mrs L Smith	Exams Officer
Mrs A Stark	School Nurse
Mrs J Swales	Student Services Administrator
Mrs D Sykes	Curriculum Administration
Mrs H Taylor	Careers Administrator
Ms L Tiso	Receptionist
Mrs J Walton	Reprographics Assistant
Mrs H Weatherill	Data Administrator
Mrs S White	White Rose Alliance Administrator
Mrs A Zenner	School Nurse

Technicians

Mrs J Akroyd	Food Technician
Miss L Ford	Science Technician
Mr P Hemstock	Senior IT Technician
Mr C Newby	PE Technician
Mr R Marriott	D&T Technician
Mrs T Middleton	IT Technician
Mr P Millard	IT Technician
Mrs L Revill	Science Technician
Mrs M Somerville	Art/Textiles Technician
Mr P Spafford	IT Technician
Mr M Taylor	Senior Science Technician

Maintenance and Caretaking

Mr D Williams	Site Manager
Mr A Kaye	Caretaker
Mr T Page	Caretaker
Mr G Thackway	Caretaker

Catering

Mr R Cummings	Chef
Mr R Fozard	Assistant Chef

Mrs J Davey
Mrs P Dawson
Mrs J Donegan
Mrs C Eastough
Mrs C Fox
Mrs J Hattersley
Mrs A Hebron
Mrs M Simpson
Mrs R Waller

Cleaning

Mrs J Fowler
Miss E Baptista
Mr M Brown
Mr P Brown
Miss L Bullock
Mrs S Bullock
Miss T Burdett
Mrs T Coote
Mr A Dean
Mrs S Edis
Mrs L Evans
Mrs D Halls
Mr T Harrison
Mr G Jenkinson
Mrs J Lofthouse
Miss J Russell
Mr M Pigg
Mrs E Sanderson
Mr J Sanderson
Mr C Stoker
Mrs L Titchener
Miss D Toro Veliz
Miss R Whincup
Mrs T Whincup
Mr R Whorley



School Governors As At September 2016

Chair of Governors

Mr D B James

Local Authority Appointed Governor

Mr S Johnson

Staff Governors

Mr R Snow

Mr C A Sugden (Head)

Co-opted Governors

Mrs P Dunnill

Mrs R Evans

Mr J Heap

Mr D B James (Chair)

Mr A Knight (Vice Chair)

Miss S Ramplin

Mr R Whitehead

Parent Governors

Ms J Hall

Mrs S Tabor

Clerk to Governors

Mrs D Howard

The School is maintained by North Yorkshire County Council



Destinations Of School Leavers 2016

Year 13 Leavers

Surname	First Name	Institution	Course
Almond	Kieren	Lancaster University	History & Politics
Amey	Charlotte	Harrogate College	Health & Social Care
Ashworth	Georgia	Leeds College of Art	Art Foundation
Aspinall	Sophie	Bolton University	Health & Social Care
Backhouse	Samuel	Apprenticeship	
Bakes	Francesca	Leeds Trinity University	Secondary Education, Physical Education & Sport
Barnes	Edward	Professional Contract with Yorkshire Cricket	
Barthorpe	Jack	Durham University	General Engineering
Batty	James	Manchester Metropolitan University	Economics & Finance
Bell	Lydia	Leeds College of Art	Art Foundation
Binks	Emily	Employment	
Bower	Lauren	Gap Year	
Bramley	Alice	Leeds College of Art	Art Foundation
Bridge	Max	University of Sheffield	Architecture
Butler	Thomas	The University of Liverpool	Mechatronics & Robotic Systems
Callaghan	Bethany	Nottingham Trent University	Psychology with Criminology
Carnazza	Matthew	Rose Bruford College	Lighting Design
Caton-Rose	Jacob	Employment	
Caton-Rose	Grace	Leeds College of Art	Art Foundation
Charlton	Beatrice	Northumbria University	Applied Sciences
Christie	Molly	University College Maastricht	Liberal Arts & Sciences
Coates	Matthew	Leeds City College	Performance Practice
Conkleton	Louise	York St John University	English Language & Linguistics
Coull	Megan	York St John University	Education Studies with SEN & Inclusion
Crabtree	Eleanor	Newcastle University	Psychology
Davies	George	Loughborough University	Sports Science
Davies	Abbie	University of Warwick	Mathematics
Dawson	Rebecca	Bishop Grosseteste University	History
Dawson	Alexander	Swansea University	Ancient History
Dickinson	Rhianna	York College	Art & Design
Dickson	Adam	University of Nottingham	Nursing (Adult)
Dodd	Marcus	Sheffield Hallam University	Mathematics
Dodsworth	Laura	Manchester Metropolitan University	Criminology
Downton	Bethany	Gap Year	
Dyer	Rosie	Sheffield Hallam University	History
Dykes	Joshua	York St John University	Media Production : Radio
Evans	Cleo	Lancaster University	English Language & Linguistics
Evans	Molly	Leeds College of Art	Art Foundation
Evans	Ben	Employment	



Ferguson	Eleanor		Leeds College of Art	Art Foundation
Fortune	Tallula		Newcastle University	Economics & Business Management
Ganley	Grace		University of Sheffield	History
Ganley	Catherine		York St John University	Occupational Therapy
Ghataora	Jasraj		Gap Year	
Gilbert	Georgia		Askham Bryan College	Horticulture
Gill	Georgina		Northumbria University	Drama
Gillson-Gant	Henry		University of Wales Trinity St David	Conflict & War
Glass	Lauren		Employment	
Goodall	Chloe		Birmingham City University	Fashion Business & Promotion
Gowing	Poppy		Manchester Metropolitan University	Business/Marketing
Graham	Cathy		University of East Anglia	Psychology
Grainger	James		Gap Year	
Greenaway	Frederick		University of Huddersfield	Music Technology & Popular Music
Greenwood	Georgia		University of Lincoln	Psychology
Hamilton	Charlotte		Manchester Metropolitan University	Fashion Buying and Merchandising
Hancock	Hannah		Leeds College of Art	Art Foundation
Hann	Ruby		University of Edinburgh	History
Harrold	Amy	Deferred	Northumbria University	Nursing Studies, Registered Nurse (Child)
Harvey	Lana		Apprenticeship	
Hendry	April	Deferred	York St John University	Criminology
Hendry	Shona		Durham University	Geography
Henry	Louise		Gap Year	
Hess	Emma	Deferred	Nottingham Trent University	Photography /Photography in Europe
Higgs	Thomas		University of the West of England	Forensic Computing with Security
Hillier	Zoe		University of Huddersfield	Physiotherapy
Hobson	Jackson		Employment	
Horner	Mitchell		Coventry University	Economics
Howard	Emily		Temple University, Philadelphia	Economics
Howe	Thomas		Leeds City College	Photography
Inglehearn	Frances		Ripon Evolve	
Jackson	Owen	Deferred	Liverpool John Moores University	Geography
Jewkes	Charley		University of Hull	Mathematics
Johnson	Joshua		Askham Bryan	Animal Care
Johnston	Colm		University of Exeter	Psychology with Sport & Exercise Science
Jones	Opi-Hana		Teesside University	Food & Nutrition
Kaiser	Ben		University of Bath	Physics
Kelly	Julia		Employment	
Kenealy	Nia		University of Chester	Zoo Management
Kestell	Kym		University of Edinburgh	History
Kilvington	Hope		Liverpool John Moores University	Education Studies & Early Years
Knight	Rachel		Sheffield Hallam University	Product Design
Lake	William		Ripon Evolve	



Light	Hope		Employment	
Logan	Phoebe		University of Stirling	Management
Lowe	Hayley		University of Glasgow	Earth Science
MacCormack	Alice		University of Edinburgh	Veterinary Medicine
MacGillivray	Hamish		Leeds Trinity University	Exercise, Health & Fitness
Madge	Olivia		University of Birmingham	History
Martin	Nathanael		Salford University	Music : Musical Arts
Mason	Robyn		Leeds Trinity University	Creative & Professional Writing
Mawer	William		Harrogate College	IT
McCann	Sophie		Gap Year	
McCready	Thomas		University of York	Politics with International Relations
McLeod	Callum		Manchester Metropolitan University	English
McMennum	Tara		Manchester Metropolitan University	International Business Management
Medlock	Mac		Sheffield Hallam University	Engineering & Mathematics
Meynell	Lucy		Askham Bryan College	Animal Management
Morley	Rachel		Northumbria University	Design for Industry
Newbould	Chloe		Harrogate College	
Parkinson	Abigail		Newcastle University	Politics
Pearson	Melissa		Bishop Grosseteste University	History
Pearson	Rebecca		York St John University	Occupational Therapy
Phillips	Charles		Employment	
Pollard	Megan	Deferred	Lancaster University	English Language & Linguistics
Pollock	Emma		Manchester Metropolitan University	Psychology with Counselling & Psychotherapy
Priestley	Poppy		York College	Childcare
Pyle	Lauren		University of Nottingham	Engineering & Physical Sciences
Revill	Sophie		Aberystwyth University	Equine & Veterinary Biosciences
Ryan	Georgia	Deferred	Leeds Trinity University	Secondary Education, Physical Education & Sport
Savage	Jacob		Newcastle University	Civil & Structural Engineering
Sayers	Briony		Aberystwyth University	Biology
Schofield	Bertie	Deferred	Swansea University	Modern Languages, Translation & Interpreting
Sheppard	William		University of Worcester	Computing, Multi Media & Graphic Design
Smithson	Jessica		Manchester Metropolitan University	English & Linguistics
Stevenson	Antonia		Leeds College of Art	Art Foundation
Stone	Lucy		Leeds Beckett University	Fashion
Swales	Connor		Newcastle University	Physics
Sword	Rosalyn		University of York	Linguistics with German
Taylor	Mark	Deferred	University of Exeter	Mathematics
Taylor	Eleanor		York St John University	History & American Studies
Taylor	William		Coventry University	Paramedic Science
Tee	Laura		University of Lincoln	Criminology
Thompson	James		Sheffield Hallam University	Product Design
Tillett	James		Sheffield Hallam University	Aerospace Engineering
Topham	Emily	Deferred	York St John University	Sport Development & Coaching



Tuley	Leah	Deferred	University of East Anglia	Geography & International Development
Vines	Shane		Askham Bryan	Animal Care
Vines	Charli		Askham Bryan	Animal Care
Weatherell	Georgina		Anglia Ruskin University	Interior Design
Webb	Georgina		Armed Forces	
Webster	William		University of Westminster	Fashion Buying Management
Wilkins	Jenna		Employment	
Wills	Harriet		Newcastle University	History
Wilson	Megan		Phil Winston's Theatreworks	Dance & Musical Theatre
Wray	Joshua		University of Chester	Politics
Wren	Stevie		London Academy of Music & Dramatic Art	Stage Management & Technical Theatre
Young	Georgina		University of York	History
Young	Jonathan		Askham Bryan	Animal Care

Destinations of Year 11 Leavers - 2015 data

Full time education – School 6 th Form	136	52.5%
Full time education – Further education	95	36.7%
Full time education – other (i.e. retaking Y11)	0	0%
Apprenticeship	20	7.7%
Employment – with accredited training/part time study	1	0.4%
Employment – with non-accredited training	0	0%
Seeking employment, education or training)	5	2.3%
Current situation not known	1	0.4%
Total	259	



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Pupil Absence Line: 01423 798728