

GEORGE PINDAR SCHOOL



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Hope SENTAMU
LEARNING TRUST

Principal: Mrs Lesley Welsh



Prospectus
2023-24



Hope SENTAMU
LEARNING TRUST

Life in all its fullness, a place to thrive...



George Pindar School is one of our schools within the Hope Sentamu Learning Trust family. As a Trust we have a simple motto which is 'Life in all its fullness, a place to thrive.' Living out this motto every day is crucial to the success of the Trust. All of our schools in the Trust are committed to supporting each other and working together for the benefit of our children.

George Pindar School has many strengths and much to share with

others and in turn, the school benefits from shared practice from other schools in the Trust. We are a big family, and we look after each other so that all of our pupils have the opportunity to thrive in a warm and welcoming learning environment. We are relentless in raising academic standards, whilst making sure that we develop the whole young person.

The team at George Pindar School is passionate about enabling every young person to

flourish academically, as creative and moral young people and as citizens who can make our community a better place to live.

We want every young person and their family to believe that if they choose a Hope Sentamu Learning Trust school, they have the best and most exciting education available.

Helen Winn
Chief Executive Officer,
Hope Sentamu Learning Trust

KEY PEOPLE AT GEORGE PINDAR SCHOOL



Mrs Lesley Welsh
Principal



Mr Blake Murray
Vice Principal



Mrs Catherine Prentice
Assistant Vice Principal:
Curriculum



Mr Luke Raisin
Assistant Vice Principal: Quality of Education



Mrs Rebecca Barraclough
Assistant Vice Principal:
Inclusion & SENDCo



Miss Bev Petts
Head of Year 7



Mrs Debbie Simpson
PA to the Principal

Welcome to our amazing school

I am delighted to welcome you to our school. I fully understand the importance of the choices prospective parents and carers face in the coming weeks; to entrust the care of your child to others is one of the most important decisions you can make. Thank you for considering George Pindar School.

Since joining the Hope Sentamu Learning Trust in 2019, we have enjoyed the benefits of belonging to a growing and successful multi-academy trust. We collaborate with schools who have a reputation for academic excellence, investing in our staff and their professional development and sharing resources.

At George Pindar School, we want the very best for our students and have high expectations for, and of, them. I believe that everyone needs high aspirations to succeed and this is especially true of young people. Our PINDAR values underpin the family ethos in school and we expect all members of our school

community to be proud, independent, neighbourly, determined, aspirational and respectful. We believe in a rounded education and are proud that we seek to develop the whole child, offering experiences throughout and beyond the normal school day to help every child flourish. George Pindar is a relatively small school with around 150 students in each year group which means that your child can truly be known as a unique individual by every one

of our dedicated and committed staff. At the same time, they reap the benefits of being a partner school to other successful secondary schools within the Trust. By joining together, your child has the advantage of shared staffing expertise and joint school trips and events.

As a teacher with over 20 years' experience, more than half of which have been at Senior Leader level, I understand how important it is to nurture the talents of each child, to ensure they feel rewarded by education and understand their own worth as an individual. I want to help every member of our school community feel 'Proud to be Pindar' and strive for success in everything we do. We would relish the opportunity to help shape your child's future.

We are delighted to welcome you to our Open Evening where you will have the opportunity to meet key staff, tour the school and get a taste of life at George Pindar School, after which I hope you will feel able to apply for a place for your child. We look forward to helping your child strive for success.



Mrs Lesley Welsh
Principal



The welfare of our students is at the very heart of everything that we do.

Our school

The school has a warm and caring ethos and students are supported by excellent professional relationships developed between staff and students. The welfare of our students is at the very centre of everything that we do.

Students are supported by Form Tutors and their Head of Year who ensure that students quickly settle into the life of the school and any concerns raised are quickly dealt with.

We have high expectations of all our students in every area of school life, including uniform and behaviour, which leads to an atmosphere of purposeful learning. Our behaviour policy seeks to reward students and encourages a positive and supportive environment.

We strive to develop close

relationships with parents and carers and encourage you to take a close interest in the progress of your children through regular communication with school.

We use the EduLink app, emails, text messages and social media to ensure parents are fully informed and able to support the individual needs of students to achieve the best possible learning outcomes for them.

Our school is an exciting place to learn. It creates opportunities to broaden the range of experiences available to our students, helping to build confidence and self-esteem. There are a wide range of extracurricular activities on offer across a range of sporting and non-sporting activities offered to provide our students with a wide variety of opportunities.

THE SCHOOL DAY

Students are required to be on site by 8:35am, ready to start the school day at 8:40am. The pattern of the school day is as follows:

08:40 – 09:10	Registration
09:10 – 10:10	Lesson 1
10:10 – 10:30	Break
10:30 – 11:30	Lesson 2
11:30 – 12:30	Lesson 3
12:30 – 13:00	Lunch
13:00 – 14:00	Lesson 4
14:00 – 15:00	Lesson 5



FOOD AND DRINK AT GEORGE PINDAR SCHOOL

We offer a breakfast club from 8.10am where children can have a hot drink and toast to help them be ready for the day. At lunch time we work with Hutchison Catering who provide a delicious range of healthy food which is extremely popular with students.

We ensure value for money by keeping costs to a minimum, freshly

preparing a variety of dishes including hot meals, pasta dishes, sandwiches, salads, wraps and desserts. Drinks are available including bottled water, milk and juices.

Free water supplies are also available around school for students to fill up their own water bottles. Food and drink may be paid for using ParentPay, a secure

online cashless system.

Any students with allergies or specific dietary requirements are fully catered for. Parents are encouraged to share this information with us as soon as possible so that we can ensure students are able to dine with their peers. Students can also bring in a packed-lunch.

Students are not allowed off-site at lunchtimes.





Our students develop confidence and maturity for the next stage in their lives.

An extensive curriculum

OUR APPROACH

We are committed to ensuring that all students fulfil their potential, are well prepared for adult life and the world of work, and are able to make a positive contribution to the society in which they live.

We offer a broad and balanced curriculum which strives to meet the needs of students of all abilities. We believe that learning should be stimulating and enjoyable and our staff employ a wide range of teaching strategies to engage and inspire students.

We constantly monitor our students' progress to ensure continued high standards of achievement and we have high expectations in terms of the quality of work produced. Students can access additional support through specialist teaching and a dedicated team of teaching assistants who focus on developing skills such as literacy and numeracy. For more able students, there are extra opportunities within and beyond the curriculum.

ADDITIONAL SUPPORT

Special educational needs provision is located right at the heart of the school. We work with students with

a wide range of additional needs including dyslexia, physical difficulties, speech, language and communication difficulties, autistic spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders. The Learning Support Team works alongside each faculty and the Pastoral team. Support is tailored as far as possible to each individual student's need and is usually a combination of in-class support and access to appropriate interventions.

Developing close, positive links with parents and carers is vital to our successful working. We also liaise with a range of external agencies, utilising their expertise to help us overcome a student's particular barriers to learning. The team welcome enquiries and are more than happy to meet with you to answer any questions you may have.

At all stages, the curriculum carefully considers progression routes and ensures close links with local businesses, our primary providers and post-16 providers to support and enhance transition arrangements. Our careers programme begins in Year 7 to equip students with the vital knowledge they need for the next stage in their lives.

WE BELIEVE THAT LEARNING SHOULD BE STIMULATING AND ENJOYABLE AND STAFF EMPLOY A WIDE RANGE OF TEACHING STRATEGIES TO ENGAGE AND INSPIRE STUDENTS.

ART

CURRICULUM AIM

Within a supportive framework based around themes, students are encouraged to produce personal ideas within the four sections of their sketchbooks: Artists; Experiments; Observational Work; and Plans for final pieces.

Art students are given a great deal of freedom and are encouraged to develop their sketchbooks in a unique way. Taught elements and technique workshops are inserted into the courses to strengthen skills and techniques.

All young artists copy. Moving students from copying to creating their own work is one of our central foci. Preparing students to move into post-16 creative courses with the ability to think and develop projects creatively is at the heart of all we do.

KEY STAGE 3 CURRICULUM OVERVIEW

Students will work on one or two themes per year. Final outcomes include larger art works linked to section four of each sketchbook. Workshop technical elements are linked to the theme and a fine art diet of drawing and painting, printmaking and sculpture is embedded within the scheme of learning. Art history and critical studies form a large part of section one within sketchbooks. Students gather evidence of their own famous artists as well as engaging with class examples.



COMPUTING



CURRICULUM AIM

Computing is embedded in all aspects of life – our students will never have known a world without mobile phones, the internet or social media. Computing is delivered by a passionate team of professionals in three specialist computer teaching rooms. The subject is always delivered with a 1:1 computer to student ratio. Formal assessment takes place throughout the year using a wide range of methods to help students demonstrate their true computing capability.

KEY STAGE 3 CURRICULUM OVERVIEW

We develop and use a range of software and hardware throughout Key Stage 3 and we ensure that our students are increasingly independent and creative in the design and use of software and hardware.

We also plan creative lessons to help students to develop a good understanding of how computing can enhance their work in other subjects and become increasingly independent users of computer tools and information sources.

Our Key Stage 3 programme of study builds on work completed at primary school and follows the Teach Computing curriculum journey. Students learn how to collaborate online respectfully, find out more about networks, think about the impact of technology when trying to gain support for a cause, start to program using Scratch and begin to model data using spreadsheets.

DESIGN AND TECHNOLOGY

CURRICULUM AIM

Design and Technology is important because it helps us to appreciate the designed world around us and how many of the products we encounter are manufactured in a particular way. It offers an opportunity to explore the processes, materials and ingredients involved in making a vast range of products. It helps young people to develop a discerning mind as informed consumers through the application of hands-on skills, manipulating a wide range of materials and ingredients, with a diverse range of techniques. The manipulation of materials and ingredients through a wide range of processes are part of the Design Process. We will teach students how to communicate their ideas to a range of audiences through methods that are fun to use and encourage a range of learning styles to enhance creativity. Encouraging students to think for themselves, using hands-on learning is central to our ethos.

KEY STAGE 3 CURRICULUM OVERVIEW

Students are encouraged to develop skills across all Design and Technology subjects in KS3. In Design and Technology, students undertake creative activities helping them to develop their communication of ideas, technical knowledge and practical skills. Specialist equipment, well-equipped workshops and passionate teachers help students to explore their full potential within a highly structured, yet creative environment.



DRAMA

CURRICULUM AIM

Our Drama curriculum, whilst equipping students to perform with excellence, is also focused on helping students to build essential key skills such as creative thinking and expression, empathy, communication, independent learning, leadership and working with others. These skills help students to develop into young adults who will be increasingly effective in the modern world.

KEY STAGE 3 CURRICULUM OVERVIEW

The Drama course challenges students to consider other views and opinions about the world in which they live, exploring many social and global issues. This work is taught in a variety of ways using contemporary texts, devised work and creative games and exercises. The lessons strive to stretch and strengthen the physical and vocal capabilities of our students, as well as deepening their knowledge, understanding and appreciation of theatre and performance.



ENGLISH

LANGUAGE & LITERATURE

CURRICULUM AIM

English at George Pindar School encompasses all the skills students need to succeed in their studies and to be culturally aware, global citizens. During Key Stage 3, students study a range of literature including titles from literary heritage and from contemporary authors. Language and structure are key focuses, with students writing their own fiction and developing an appreciation for a mature and sophisticated style. Students are encouraged to read widely at every opportunity and enjoy taking part in events to showcase their achievements.

KEY STAGE 3 CURRICULUM OVERVIEW

English at KS3 is broad and engaging, with a variety of rich and inspirational texts to discover. Students study Shakespeare, modern plays, seminal literature, poetry, 19th century texts and non-fiction. The focus of study is not only on the analysis of language, structure and form but to also challenges students to think critically and draw comparisons between issues in the texts and the wider world. Writing is taught and assessed regularly, with an emphasis on shaping texts to purpose, audience and context.





GEOGRAPHY

CURRICULUM AIM

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed and change over time, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

KEY STAGE 3 CURRICULUM OVERVIEW

Geography offers a holistic view of contemporary world challenges, at a range of scales and fosters pupils' awareness of their wider responsibilities and the impacts of their choices, as global citizens. As a cross-curricular subject geography develops a range of skills in literacy (evaluative and analytical writing), numeracy, graphical and cartographic skills. **In Year 7**, pupils study human geography with the key topic of development linking to all other topics within the curriculum. This influences globalisation, which in turn promotes urbanisation, which links to local opportunities for enquiry such as investigating Scarborough's urban regeneration. **In Year 8**, pupils study physical and environmental geography topics of plate tectonics, glaciation, climate change, weather and climate and global biomes. **In Year 9**, pupils study geology/soils/hydrology and resource security issues (from a range of perspectives and scales), drawing links across the curriculum and developing analytical thinking to appreciate the intrinsic value of nature, the equity rights of shared natural resources and appreciate how human activity is affected by and relies on the functioning of natural systems.

HISTORY

CURRICULUM AIM

This course is designed to develop an understanding of how the actions of key individuals and events, in Britain and around the world, have influenced how we live today. It revolves around people, how they used to live and how their actions have affected the world. This course allows students to develop their understanding of historical concepts, such as cause and consequence, change and continuity and significance. It also enables students to develop their source skills, become critical thinkers and to investigate why there are different interpretations of the past. It is designed to ignite their curiosity and promote their love of learning about the past.

KEY STAGE 3 CURRICULUM OVERVIEW

Our Year 7 Scheme of Learning builds upon knowledge and understanding from Key Stage 2. Using historical terms and concepts in an increasingly sophisticated way, students continue from 1066 onwards to study the development of Church, state and society in Medieval Britain, finding out more about the Battles of Stamford Bridge and Hastings, the Domesday Book and how castles have evolved along with awareness of medieval warfare techniques. Cultural capital is enhanced through a study on the origins of parliament before they compare and contrast life then and now by studying medieval towns and villages. The War of the Roses and Henry VIII brings an end to the Year 7 scheme before embarking on study of life from the 1600s and beyond in Year 8.



MATHEMATICS

CURRICULUM AIM

The Mathematics curriculum aims to help all students acquire the knowledge and skills they will need to be successful in their learning. Mathematics is taught by a team of enthusiastic professionals in a suite of classrooms. There is an interactive whiteboard in each room with access to a range of software to further enhance the learning experience of our students.

A variety of teaching and learning methods are used to challenge and motivate students. Formal departmental assessment takes place throughout the year at regular intervals to help allocate students to the appropriate set, to inform students and staff of progress made, and highlight areas for further intervention.

The school subscribes to several online providers of mathematical enrichment which can be accessed from home, via the internet, free of charge to help students make progress. We are also becoming increasingly involved with other online providers of mathematical enrichment.

Mathematics staff offer help outside of lessons for all students. Our high-achieving students are entered for the United Kingdom Mathematical Challenge at Junior and Intermediate Levels and are rewarded with Bronze, Silver or Gold certificates.

KEY STAGE 3 CURRICULUM OVERVIEW

At Key Stage 3 our students will cover:

- Number
- Algebra
- Geometry
- Proportional reasoning
- Statistics and Probability

MODERN FOREIGN LANGUAGES

CURRICULUM AIM

Language skills are vital for our country and particularly for our students who are destined to become our future workforce. However, learning a language is not only important for the world of work, it is also a wonderful life-enriching skill which gives our students the confidence to travel and explore the world. At George Pindar School we offer French to Year 7, building on knowledge they have gained in primary school. Learning French continues throughout KS3 and our languages offer is further enriched in Year 9 when students are introduced to German as an additional MFL so that students are able to make clear and informed choices about learning languages at KS4.

KEY STAGE 3 CURRICULUM OVERVIEW

At KS3, students' skills are developed, their cultural awareness is increased and knowledge acquired through various topics. Key objectives include listening and interpreting detail and tone, reading different text types and producing writing that builds vocabulary and structure. We also focus on speaking and developing social and expressive techniques. This is all underpinned by phonics and grammar, emphasising high frequency words and tenses.



MUSIC

CURRICULUM AIM

The Music curriculum in our school helps students to develop a passion for a great subject and helps them develop practical skills that will extend way beyond the classroom into adult life.

Activities within this highly structured course build musical skills and knowledge which leads to students performing confidently to an audience.

KEY STAGE 3 CURRICULUM OVERVIEW

At KS3 students are taught the fundamentals of the subject including how to read music if not already known. The course is structured around various types of music such as Film, Pop, Classical, World and Dance Music. Students work on several composition projects and learn how to compose music. They learn new songs and have access to expert tuition for the following: vocals, guitar, drums, woodwind and strings.

PHYSICAL EDUCATION

CURRICULUM AIM

Physical Education seeks to offer a wide range of both recreational and competitive activities that actively encourage mass participation, an understanding of lifelong physical health and the development of fine motor skills. Programmes of study are consciously planned with the intention of developing students' decision-making not merely for the purpose of sport but for wider life scenarios. In addition to the PE curriculum, an extensive selection of extracurricular activities is offered, intended to meet the needs of all students and provide a route into club sport. Students will also gain the opportunity to develop excellence through specialisation through both local and district competitions.

PERSONAL DEVELOPMENT

To further support students' personal development we have a PSHE and Careers programme that is delivered in tutor time and in carousel with Drama lessons at Key Stage 3.

KEY STAGE 3 CURRICULUM OVERVIEW

Our curriculum is a developmental programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, students develop the qualities and attributes they need to thrive as individuals, family members and members of society. Our curriculum responds to the needs of our students within their local context as well as responding to national and global issues as they arise throughout the year. Topics covered include Health and Wellbeing, Relationships and Sex Education and Living in the Wider World.

KEY STAGE 3 CURRICULUM OVERVIEW

Sports routinely taught at George Pindar School are: athletics, football, badminton, rugby, netball, hockey, gymnastics, fitness, table tennis, trampolining, outdoor education (OAA) and dance. A broad range of activities intends to allow students to develop their technique, improve their performance and solve problems, either individually or as a group. Lessons are strategically planned to ensure students develop their ability to implement a range of tactics and strategies to outwit opponents in direct competition in both team and individual games. Students are consistently encouraged to analyse their performances compared with previous ones

RELIGIOUS EDUCATION

CURRICULUM AIM

The aim of Religious Education at George Pindar School is to ensure students have knowledge of religious beliefs and practices, to explain how these are applied in people's lives and to evaluate and show empathy towards the different beliefs in today's society. We aim to develop the student's knowledge and understanding of principal religions of the world as well as non-religious world views e.g Humanism.

KEY STAGE 3 CURRICULUM OVERVIEW

All students study RE for one hour a week at Key Stage 3 which reflects the intent of the NYCC locally agreed syllabus 'to support pupils' personal search for meaning by engaging enquiry into the question "what is it to be human?" Through exploring answers offered by religion and belief, our intent is to provide an academic RE curriculum that enables pupils to hold balanced and informed conversations about religion and worldviews.

to highlight improvement, achievement and help them achieve their personal best. Teaching is fully inclusive and allows students to learn through a combination of both active and leadership and officiating roles.

Activities are seamlessly linked to theoretical concepts to meet not only the requirements of further physical education courses but also to build understanding of what it means to be healthy for life. Our aim is to develop not only knowledge, but a love of sport that leads students into fulfilling lifelong participation, actively encouraging and directing students to take part in recreational activities and competitive sports outside school through community links.

SCIENCE

CURRICULUM AIM

Science has a huge impact on the world around us and as a subject, it has something to offer every student. Good science involves questioning, investigating, observing, experimenting or testing out ideas and thinking about them. We aim to foster an enthusiasm of science whilst developing knowledge, understanding and the skills needed in a good science student: one who can apply their knowledge to new contexts and use these skills for life in the 21st century. Our science courses also place a high emphasis on cross-curricular skills from literacy and numeracy.

KEY STAGE 3 CURRICULUM OVERVIEW

Our Key Stage 3 Science course provides the foundation stone for study to GCSE level. At George Pindar we see Science very much as a five-year course. There is a high degree of practical and investigation content and students study a range of topics to further develop their knowledge, understanding and skills from KS2. Topics include: Sound and light, energy, chemical reactions, acids and alkalis, plants and photosynthesis, forces, electricity, interdependence, variation and inheritance, the Earth and Earth structure, particles and elements and organ systems.





We like to celebrate your success here at George Pindar School.

Strive for success

We are proud to be a community school and are committed to ensuring that all our students fulfil their potential, are well prepared for adult life and the world of work and are able to make a positive and sustained contribution to the area in which they live. At George Pindar School our values form the basis for our code of conduct which helps us create the learning environment we desire. At all times, we are:

PROUD
INDEPENDENT
NEIGHBOURLY
DETERMINED
ASPIRATIONAL
RESPECTFUL

CELEBRATE SUCCESS

Our Positive Discipline policy aims to catch students doing what is right and reward them for



it. Students are awarded stamps for basic school expectations including attendance, punctuality and carrying the correct equipment, whilst in lessons teachers give stamps for excellent contributions, effort and progress. In tutor time, students log the stamps they have received and reflect on their behaviour choices, then have the opportunity to trade their stamps for small, medium or larger rewards including ice-cream vouchers, cinema tickets or vouchers.

LOOKING FORWARD

We want to engage all students in developments at George Pindar School and our Student Council is filled with passionate form and year group representatives who want to make our community the very best it can be. The PINDAR Pledge offers our new Year 7 students the opportunity to better understand the PINDAR values and the role they can have in our school, wider community and society through a series of challenges and charity work.



WE ACTIVELY SEEK TO ENCOURAGE STUDENTS TO PREPARE FOR THEIR FUTURE AND WE ARE PROUD OF THE CAREERS-BASED OPPORTUNITIES WE OFFER IN SCHOOL.



A place to flourish

WHAT TO EXPECT

We are delighted to welcome you to our Open Evening this year where you can get to know the school before making your application. Applications close on 31 October. You will be notified of your child's place at the beginning of March and during the spring term, we will visit your child's primary school to build relationships, answer questions and provide peace of mind.

In July of Year 6, your son or daughter will visit our school to take part in our two-day induction programme. This provides our new students the opportunity to take part in a number of activities and to start to form relationships with new friends and staff. As a parent you will be invited to the school in July, to meet your child's tutor, view uniform and formally register.

On joining school, your child will be placed into a tutor group with a fixed form room, alongside at least one other nominated friend from their primary school. Each child will be issued with a planner in which they store their daily timetable and homework and staff will use this to communicate directly with parents. In turn, this will be your first port of call should you wish to contact school.

Students are able to buy lunch using a cashless system which can be topped up from home or they can bring a packed lunch. After school there are a multitude of sporting activities and other clubs, including homework club.

Parents receive a report about their child's progress twice a year and there are two opportunities through the year to meet both your child's tutor and subject teachers.

HOMEWORK

Homework is an essential part of every child's working week. It develops the skills of independent learning, self-sufficiency and determination. Homework will consolidate skills learned or prepare students for their next lessons or support revision.

It often provides the opportunity for the child to spend extended time on their learning and dig deeper into broader contexts. It will be set daily as per the homework timetable. Each child records homework in their planner and this will be checked weekly by the form tutor.



A uniform to unite us all

All George Pindar School students are required to wear school uniform. It is important that the standard of uniform reflects a pride and sense of belonging in the school and presents our students in the best possible light to visitors and the wider community.

BUYING UNIFORM

Due to changes in Government guidance, there have been changes to the school uniform and the number of branded items which must be purchased.

There are two uniform providers in Scarborough who sell branded items as well as non-branded items. Non-branded items can also be purchased from supermarkets/high-street stores.

OUR UNIFORM PROVIDERS:

EDGE CLOTHING

Unit 5, Wareham Road, Eastfield, Scarborough, YO11 3UW
Email: info@edgeclothing.co.uk
Tel: 01723 585837

RUMOURS

17 Victoria Road, Scarborough, YO11 1SB
Tel: 01723 501989

SCHOOL UNIFORM

- Plain white shirt with collar that can be buttoned with a grey and blue tie
- Black George Pindar School blazer with school badge
- Black tailored trousers (denim/cord material is not acceptable or skinny style). The trousers should be able to fit over the shoes and

must not have external pockets, zips or decoration

- A black pleated skirt may be worn as an alternative to trousers (pencil/tight-fitting skirts are not acceptable)
- Grey slipover with the school badge
- Socks must be black, white or grey only. Tights must be worn with a skirt and must be black

- Plain black leather (look) flat shoes or plain black trainers (canvas/branded are not permitted)

UNISEX PE KIT

- Navy blue polo shirt
- Navy blue shorts
- Navy blue sports socks
- Trainers

- A George Pindar School black or navy blue top is also available to purchase, for use outdoors, and is entirely optional
- Gum shields are highly recommended for all students for certain sporting activities such as rugby, hockey, etc in line with sporting guidelines.

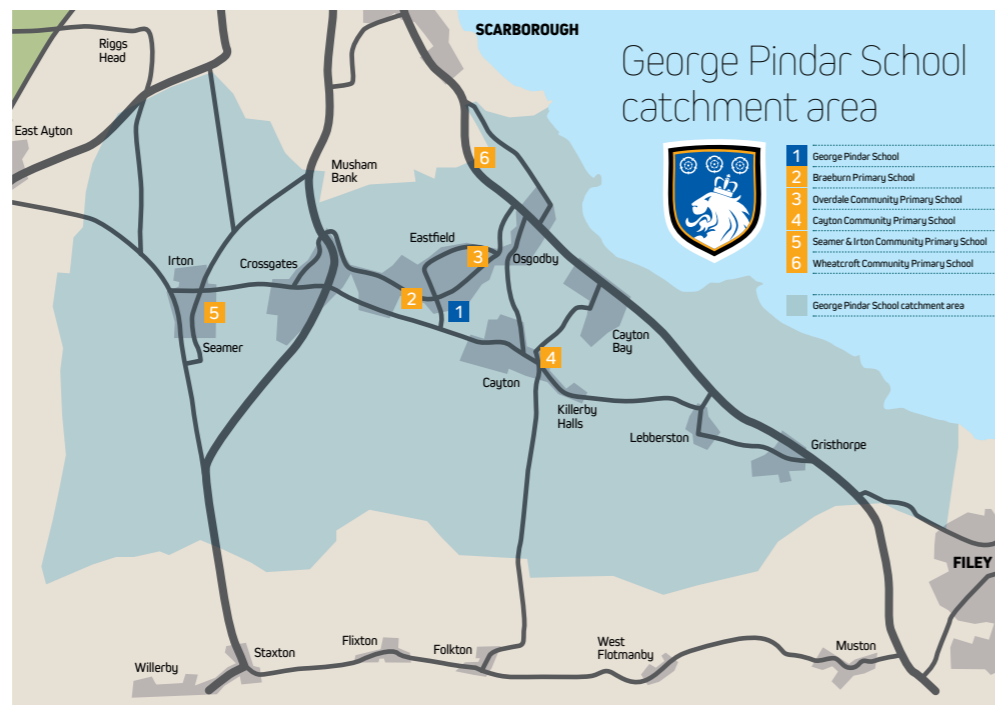


We are delighted to welcome all students within our immediate catchment and those from beyond.

Joining us...

The school has a designated catchment area defined by North Yorkshire Council. If you live within North Yorkshire and your child was born between 1 September 2012 and 31 August 2013, your child will be eligible to transfer to secondary school at the start of the academic year 2024-25 and you will need to apply for a secondary school place for September 2024.

You will be able to apply for a secondary school place from 1 September 2023. If you do not live in North Yorkshire, you must apply directly to the authority where you live. We are delighted to welcome all students within our immediate catchment and those from beyond. Students outside this area and when the school is over-subscribed are allocated places according to the Council criteria which can be found at www.northyorks.gov.uk/admissions-policies. Parents need to make



an online application or request a paper copy of the secondary common application form and return it to North Yorkshire Council by 31 October 2023. Information can be found at www.northyorks.gov.uk/apply-secondary-school-place

Further information is available from the Admissions Team at North Yorkshire Council where council officers will also be able to offer advice to parents on low incomes on assistance with uniform purchase and entitlement to free school meals.

A WARM WELCOME

We are delighted to welcome you to our open evening. If you have further questions and have checked our prospectus and website, please contact reception and a member of staff will be in touch.

