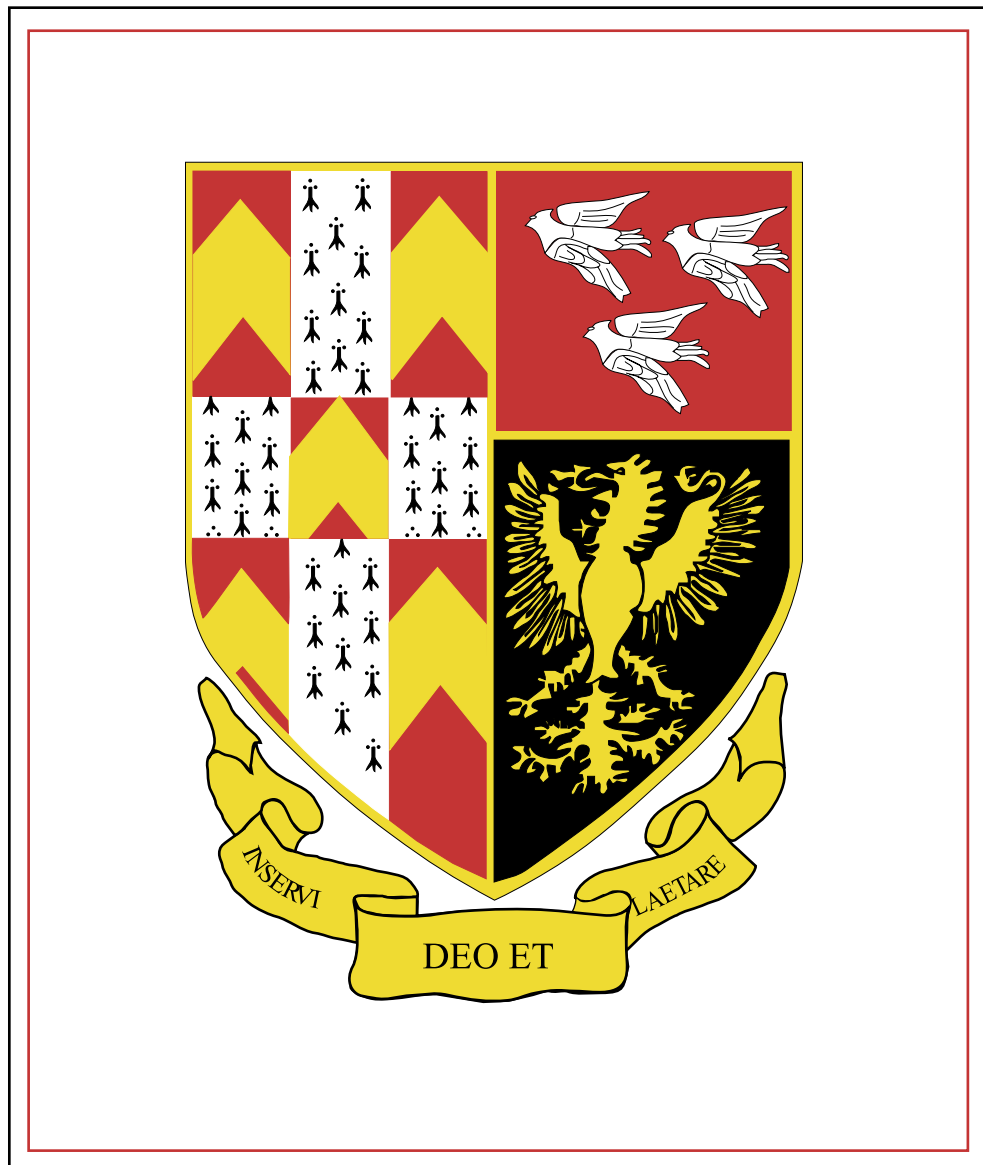


THE FRIARY SCHOOL

LICHFIELD

an Arts and Sports College



P R O S P E C T U S

The fundamental purpose of The Friary School is to provide high quality education for all pupils within a caring environment dedicated to learning, in which independence, tolerance and partnership are encouraged.

Aims of The Friary School

- To enable our students to gain a foundation of knowledge, skills, and an understanding of the world which will serve their own particular needs and prepare them for adult life.
- To help students to develop enquiring, critical and imaginative minds and to stimulate the desire to learn, beyond the school as well as within.
- To encourage students to develop their own talents and to increase their aspirations of what they may achieve.
- To create an environment and ethos in which students develop respect for others, both as people and as learners, finding enrichment in the differences of belief, custom, race, age and gender.
- To share with parents the task of caring for each child's happiness, health and development.
- To ensure that our specialist status in Arts and Sports enhances standards of performance across the whole school.

Foreword

The Friary School was founded in 1892 as a private fee-paying institution called Lichfield High School for Girls and has undergone several changes since then, including three relocations and changes of status until finally becoming designated a mixed Comprehensive School in 1971, settling on its present site on Eastern Avenue in 1973. The school was delighted to be awarded specialist status in Arts and Sports from September 2006.



The school buildings are modern and include an impressive Theatre, Music, Drama and Computer Suites with links to the Internet, purpose built Science, Technology and Creative Studies facilities, Language Laboratory and a Sports Centre which incorporates a Sports Hall, Swimming Pool, Squash Courts, Fitness Room, Sauna and Solarium.



The extensive grounds provide games facilities which are amongst the best in the county.

Each pupil entering the school is treated as an individual, with full regard for his/her own qualities, attributes and requirements. This consideration, given to each pupil, helps to build the concept of individuality within a caring community while preparing the pupil for "Life After School" whether in the work place or continuing education.



In times of change the excellent academic traditions of the school have been maintained and every year a large proportion of our pupils enters Higher Education.

We co-operate very closely with the Connexions Service, local industry and commerce. Currently, all pupils are offered a Work Experience placement during Year 10 or Year 11, and Year 12.

Through the many and varied extra-curricular activities, such as theatrical and musical performances and sport, pupils develop a sense of community spirit and enhance the school's reputation for achievement. Prior to its designation as a specialist Arts and Sports College The Friary had already gained government Artsmark and Sportsmark status.

The school encourages every pupil to take advantage of the excellent facilities which are available and, supported by enthusiastic contributions from the staff, many have done so and gained recognition at both County and National levels.

This prospectus can provide only a brief insight into the nature of "The Friary" and a personal visit to the school will help you to appreciate the friendly and purposeful atmosphere.



School Crest

The School Crest is greatly valued. It includes the Eagle of Mercia, the Doves of St. Francis of Assisi, in whose name the Friary was founded, and the Arms of the City of Lichfield which are associated with the Town and Cathedral.

The motto "Inserui Deo Et Laetare" is that of Bishop Hackett, who translated it "Serve God and be Cheerful" and is an appropriate summary of the general ethos of the Friary where we strive to encourage all pupils to appreciate, use and develop their individual talents for their own benefit and that of the community.

General Information

Admissions Policy

The Friary School is a co-educational, community school with specialist Arts and Sports status, administered by the Staffordshire County Council Education Committee, admitting pupils aged 11-18, in accordance with the Local Education Authority's admissions policy.

This states that if the number of pupils seeking admission to the school exceeds the number of places available, then the following order of priority will be used:

- a) Pupils whose statutory statement of special needs names the preferred school as the most appropriate mainstream school to meet the pupil's needs.
- b) Pupils living within the catchment area of the school;
- c) Pupils who have an elder brother or sister in attendance at the school, in the first year to which the application relates;
- d) Pupils who satisfy both of the following tests:

Test 1: they are distinguished from the great majority of other applicants either on medical grounds or by other exceptional circumstances.

Medical grounds must be supported by a medical report (obtained by the parents). It must clearly justify, for health reasons, why it is better for the child to attend the preferred school rather than any other school, (i.e. the circumstances of the child, not the economic or social circumstances of the parent) and be supported by a professional report (e.g. social worker) justifying why it is better for the child to attend the preferred school rather than any other school.

Test 2: They would suffer hardship if they were unable to attend the school.

- e) Other pupils arranged in order of priority according to the practical walking distance between their home addresses and the school. Those pupils deemed to live closest to the school will be given the highest priority. Practical walking distances are determined by the Authority with the assistance of a computerised system.

Looked after children falling into any of the categories (b) – (e) above are given first priority for places within that category.

All applications are considered against this published criteria, with no priority awarded for early applications.

The School serves mainly the western half of the Cathedral City of Lichfield, and the following places in the rural vicinity: Longdon, Fradley, Elmhurst, Chorley, Stonnall and Wall. It also draws a number of pupils from other surrounding areas.

Address:	The Friary School, Eastern Avenue, Lichfield, Staffordshire. WS13 7EW
Telephone Number:	01543 510631
Fax Number:	01543 510634
E-mail:	office@friary.staffs.sch.uk
Website:	www.friary.staffs.sch.uk
Headteacher:	J.M. Brough, B.A.
Chairman of the Governors:	Mr. S. James

School Uniform

Pupils are required to wear the Friary School uniform which is outlined below. The school uniform serves the following purposes:-

- (a) It provides a standard wear for all pupils, regardless of financial means or social position.
- (b) It helps to provide a sense of belonging to a community larger than the family.
- (c) The uniform also provides some protection for its wearers at a time when the real ages of young people are not always easily recognisable from their dress.

Boys

Black blazer with school badge
Black trousers
Plain white shirt
School tie
Plain black V-neck sweater
Black or brown shoes (suitable for school wear)
Plain black, grey or white socks.

Girls

Black blazer with school badge
Black skirt or
Black trousers
Plain white blouse
School tie
Plain black V-neck sweater
Black or brown shoes (suitable for school wear)
Plain black, grey or white socks; beige, black or grey tights

There are separate uniform requirements for the Sixth Form.

The School Day

8.50 a.m. – 9.45 a.m. - Lesson 1
9.45 a.m. – 10.35 a.m. - Lesson 2
10.35 a.m. – 10.55 a.m. - Assembly/Tutorial
10.55 a.m. – 11.15 a.m. - Break
11.15 a.m. – 12.05 p.m. - Lesson 3
12.05 p.m. – 12.55 p.m. - Lesson 4
12.55 p.m. – 1.45 p.m. - Lunch
1.45 p.m. – 2.35 p.m. - Lesson 5
2.35 p.m. – 3.25 p.m. - Lesson 6

The number of hours per week spent on teaching is therefore 25.

Organisation and Pastoral Care

Close contact is maintained with primary schools and special consideration given to the particular needs of pupils moving into secondary education. Each year group is divided into mixed ability forms, each with a Form Tutor. The tutor registers pupils, oversees their welfare and academic progress, gives guidance when important decisions are to be made and ensures that records of pupils' achievements and personal development are kept up to date. Pupils usually remain in their original form throughout the first five years and every effort is made to ensure continuity of tutors. Form tutors in each year group are advised by and responsible to the Head of Year.

In some subjects teaching is arranged in sets, i.e. pupils are grouped by aptitude, enabling them to progress at a rate more suited to their abilities. This setting is flexible and allows for the possibility of movement between sets. Progressively from Year 7, more teaching takes place in sets.

The Sixth Form (Years 12 and 13) comes under the guidance of the Head of Sixth Form and the Tutors. Entry to the Sixth Form is determined by attitude as well as by academic performance and a more adult atmosphere is cultivated in preparing students for the responsibilities of future study and work. There is close liaison with the Connexions Service, Universities, other places of Higher Education and with employers.

Emphasis is placed upon positive achievement and a record of all such achievements is maintained. This record is summarised and presented to the student upon leaving school, in the form of a Progress File.

Students are also given the opportunity to express their views



and make suggestions about the life of the school through their School Council, the members of which are elected by the pupils themselves.

The school attaches great importance to the welfare of all its pupils and became the first secondary school in Staffordshire to be awarded the Inclusion Quality Mark in 2003.

In accordance with Staffordshire County Council guidelines, parents should note that there may be occasions when confidential information about pupils needs to be shared with agencies who work in association with the school. This will, of course, be handled sensitively and professionally and, if appropriate, parents will be informed.

Also photographs of pupils may be taken in the course of the school year for a variety of purposes:

- In school materials aimed at the school community
- On the school web site
- In LEA materials
- On the LEA web site
- In media coverage of the school

Any parents who are unwilling to permit photographs of their children to be used for the above purposes should contact the appropriate Head of Year.

Special Educational Needs

The Friary supports the principle that all pupils, including those with special needs, have a right to a broad and balanced curriculum, differentiated according to individual need.

The school is being progressively adapted to receive pupils with mobility problems, including those in wheelchairs. The school's priorities are detailed in the Accessibility Plan available on the school website or from the office.

It is school policy that the earliest possible efforts are made to:

- identify each individual pupil who has special needs, including the gifted and talented,
- assess the educational need,
- determine how help can be most effectively provided,
- evaluate the results of the help given and
- compile and maintain an up-to-date register of special needs pupils along with records relating to their needs and development.

At The Friary all pupils, irrespective of ability or need, are respected and valued as complete individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education and work experience and in pupils' Progress Files. Thus pupils with special needs are integrated as fully as possible into the life of the school as a whole, including its social and cultural activities.

The Curriculum

The Governors endorse the Authority's statement of the aims of the curriculum. A broad, balanced and relevant curriculum will:-

- Enhance learning.
- Promote the spiritual, moral, cultural, mental, emotional and physical development of pupils in school and in society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Satisfy the requirements of the National Curriculum.



In Years 7, 8, 9 (Key Stage 3)

All pupils study the same entitlement curriculum:

English	Religious Education
Mathematics	French
Science	Art
Design and Technology	Drama
Information Technology	Music
Home Economics	Physical Education
Geography	Personal and Social Education
History	Citizenship

Setting is introduced in some subjects from Year 7 onwards.

In addition to the above, pupils who demonstrate a very promising aptitude for modern languages are offered the opportunity to begin a second modern language, Spanish, in Year 8. In the Spring Term of Year 9, pupils and parents are invited to talk with tutors, teaching staff and personal advisers before choices are made for the two years leading to GCSE.

In Years 10, 11 (Key Stage 4)

All pupils study the same core curriculum:

English	Religious Education
Mathematics	Physical Education
Science	Personal and Social Education
ICT	Citizenship

Pupils also choose from a range of subjects which are grouped in 4 different pathways - 'general'; 'arts enhanced'; 'sports enhanced'; and 'vocational' - in such a way that breadth and balance is ensured across all routes. Full details of all courses

offered are covered in our KS4 Options booklet, copies of which can be obtained from the school office. They include Business, a full suite of Design and Technology options, Geography, History, Psychology, French, Spanish, Art, Music, Performing Arts, Sport, Child Development, R.E. and a number of vocational courses provided mainly within the KS4 Lichfield Collegiate of schools and colleges.



In addition, all pupils, during Year 10 or Year 11, currently take part in a programme of Work Experience.

At appropriate times and to an appropriate level, throughout the first five years, all pupils will follow programmes of study in Health and Sex Education, Careers Education, Enterprise Education and Environmental Education. The Friary has been awarded both Health Promoting School and Eco-School status in recognition of its support for these areas.

In respect of Sex Education, the biological aspects are covered within the compulsory National Curriculum Science course; the moral and spiritual elements are discussed within the Personal, Social and Health Education programme at a level appropriate to the age of the child. Parents may obtain further information about the course by contacting the school. There is a statutory right for parents to withdraw their child from the non-compulsory element of the sex education programme, should they wish to do so.

The programmes of study for Religious Education are multi-faith, including Christianity, with an emphasis on broadening pupils' spiritual and moral experience. Our aim is to make Religious Education and collective worship as broad and inclusive as possible, but if parents wish to do so they may withdraw their children from both, in which case private study facilities will be made available in the School Library.

Careers Education/Guidance and Work Related Learning

The aim of the Careers Education and Guidance Programme is to assist young people to develop towards adulthood by gaining independence of thought, maturity, sensitivity and self-confidence, based upon their understanding of themselves and others, together with the ability to adjust to a culture beyond school.

In Years 7 and 8, the Personal and Social Education programme is designed to develop within each pupil self-awareness, ability to co-operate with others, decision-making skills, information-seeking skills, flexibility and initiative, which are invaluable for the future.

In Year 9, we build upon the foundations laid in Years 7 and 8. The main objective is to assist pupils to make informed Option Choices, and to develop an understanding of the possible career relevance of subject choices.

In Year 10 and Year 11, all pupils follow a course of lessons designed to enable them to demonstrate competence in using school-based and other resources, in order to discover possible occupations and opportunities for further education and training, analyse and compare various occupations and demonstrate job-seeking skills. Pupils are invited to attend talks by visiting speakers, see films and videos and take part in visits which support the work undertaken by the Careers Department and the Connexions Service.

Connexions is a national service for 13 to 19 year olds, delivered locally by Connexions Staffordshire. It provides information, advice and support to young people about learning, work, and leisure activities as well as many other issues. Young people have been involved in the design of Connexions and will continue to be involved as it develops further, for example in telling Connexions about the sort of service they want.

Connexions can help with advice about careers and where to find jobs and training opportunities. It can also help with confidence building, motivation and more personal issues such as drug taking, family problems and bullying. Support, advice and information is offered in different ways including face to face contact, individually or in groups, through videos, leaflets, computer programmes and the internet.

Every young person has access to a Personal Adviser. Personal Advisers work in schools, colleges, Connexions Centres and other places such as Youth Clubs. Personal Advisers help young people to achieve their goals and work with other organisations on their behalf. Personal Advisers conduct interviews with pupils in Years 9, 10 and 11, in order to assist them in formulating future career plans, ideas about further education, higher education and employment. Further counselling is provided by careers staff, tutors and Heads of Year.

As part of their work related learning, all pupils currently take part in the Work Experience programme for one week in July of Year 10. All Sixth Formers are offered the opportunity to undertake Work Experience. This is either arranged as a week's placement towards the end of the Lower Sixth or as a placement for one day per week, depending on the individual student's programme of study.

In the Sixth Form

For pupils who wish to study subjects to advanced level (including vocational courses) the following are usually

offered:

Mathematics, Physics, Chemistry, Biology, Further Mathematics, English, French, German, Business, Geography,



History, Religious Education, Art, Design and Technology, Music, P.E., Psychology, Performing Arts, Sociology, Travel and Tourism and General Studies.

Students are also expected to follow a programme of enrichment studies, including Work Experience, designed to broaden their education and to improve their key skills in which additional qualifications are offered. In addition students are encouraged to take part in the Young Enterprise scheme.

In addition to courses at advanced level, courses are available at intermediate level, for example GNVQ Business. Alternatively there is a wide range of GNVQ titles at intermediate and foundation levels through link courses with



Tamworth and Lichfield College. Students attend school for two days, the College for a further two days and spend one day on Work Experience.

Before making their choices pupils are advised by specialist tutors.

Public Examinations

Pupils in Year 11 are entered for the General Certificate in Secondary Education or equivalent qualifications.

In the Sixth Form, the majority of pupils are entered for four subjects at AS level at the end of the Lower Sixth. Typically, three of these subjects are pursued into the Upper Sixth,

leading to the full A level (A2) qualification. Some students are entered for examinations at Intermediate or Foundation level, usually after one year of study. All pupils have the opportunity to take tests in connection with the national Key Skills Qualification.

The subjects offered in these examinations may change from year to year but a full list can be obtained at any time from the school. Statutory school performance targets are set at Key Stage 3 and Key Stage 4 in accordance with government guidelines. Details of these may be found in the appendices.

Homework Policy

Pupils are given homework as appropriate so that they may practise what they have learned in class, complete unfinished work, prepare work for lessons or demonstrate their understanding. A Homework Timetable is seen as an important feature of our programme and through it pupils learn the habit of independent study and effort. A Year 7 Homework Club is also held on two evenings per week.

Each pupil has a Student Planner in which details of homework set are recorded; this also serves as a two-way communication between teachers and parents.

Reports to Parents

During the school year, internal monitoring of progress includes interim assessment of a pupil's attitude, his/her ability to organise the work and the standard of work which has been achieved.

Then at the end of the summer term or earlier if appropriate, parents receive a full report which has two distinct parts.

The first of these, the academic report, will inform parents of the level of attainment reached in each subject studied. This will be supplemented by comments on students' attitude to work, behaviour, homework and progress, with suggested targets for further improvement. There is also a section for parental comments.



The second part, which will follow discussion between pupil and tutor, will summarise a pupil's development as an individual, recognising his/her qualities, interests, personal achievements and general involvement in the life of the school.

Arrangements for Parent Visits

An open evening is held each year, during the Autumn Term, to which parents who are considering sending their child to the school are invited. Details of this meeting will normally be supplied by letter. Members of staff will be present to answer enquiries and the Headteacher will address parents in the Theatre.



In addition there will be a meeting for parents whose children are to be admitted to the school for the first time in September; this will be held during the Summer Term.

The main opportunity for parents to discuss their children's progress or problems with appropriate staff is at Parents' Evenings. Parents or staff may request additional personal interviews at other times. Parents who wish to take advantage of this facility are encouraged to contact the school in order to arrange an appointment. In an emergency, parents are welcome to visit the school at the earliest convenient time without having made an appointment.

Co-operation between the school and parents is extremely important throughout the years of Primary and Secondary Education and it is hoped that all parents will feel willing and able to liaise with the school whenever possible. Accordingly all parents are asked to sign a Home-School Agreement when their child joins the school.

Details of reports and policy documents which have to be made available under the Freedom of Information Publications Scheme can be accessed via the school website or by contacting the school office.

All formal complaints should be made to the Headteacher in the first instance, but referral can be made to the Governors and the Director of Education when and where appropriate. The school's document on "Compliments, Comments and Complaints" explains the procedures in detail.

School Rules and Discipline

The structure of the disciplinary system within the school is based upon the principles of courtesy and consideration for others and respect for oneself. The detailed rules are discussed with pupils at the beginning of each school year.

The support of parents is invaluable in seeing that these conventions are observed. Such support is the best guarantee of a disciplined, ordered working environment. At times it is necessary to take special measures to ensure this. The system of punishment is designed to be sensible and fair in reminding pupils of their need for discipline in work and behaviour. Minor breaches may involve extra work, supervised isolation or day-time detention. For more serious cases, pupils may be placed in after-school detention for up to an hour. Parents are given 24 hours' written notice for such

detention and it is their responsibility to make arrangements for transport home if necessary. Some pupils are made subject to Work and/or Behaviour Reports within the school. These reports should be inspected and initialled daily by parents, teachers and the Head of Year. If appropriate, parents will be invited to visit the school to discuss particular problems and conversely they may request such an interview at any time. The Secretary of State empowers the Headteacher to exclude a pupil from the school where this is considered necessary.

In accordance with the Education Act, 1986, corporal punishment is not to be administered in county and voluntary controlled schools maintained by the Local Authority.

Health, Attendance and Safety

To help us to make the most appropriate arrangements for the care of individual pupils, parents are asked to inform the school of any disability or medical condition which may affect their child during school-time. Parents are also asked to ensure that the school is provided with up-to-date information on how they may be contacted in the event of illness or injury during the day. Cases of infectious illness should be notified to the school as quickly as possible. It is normal procedure for the School Doctor to meet a senior member of staff from time to time to discuss the welfare of pupils and, in particular, those pupils with known medical problems. The medical authorities give notification to parents in advance of any proposed physical examination, immunisation and the like.

Parents should be aware that they have a legal responsibility to ensure that their children attend full-time education. Regular attendance is an important factor in achievement in class. If, however, your child is too ill to attend, please contact the school at the beginning of any period of absence – however short. Upon a child's return to school, a note should be sent to the Tutor, briefly giving the reason for the absence. When a pupil is away for more than three days without notification, a standard letter may be sent home. Alternatively the Education Welfare Officer may call to see the parents.

In respect of family holidays, parents are strongly advised that these should **not** be taken during term-time and especially not during examination periods. Parents should note the dates of school holidays and examinations accordingly. The maximum amount of time for which authorised leave of absence may be granted is ten days in any calendar year.



At lunchtime, pupils in Years 7, 8, and 9 may only leave the school premises if they are going home for lunch. Pupils in Years 10 and 11 may leave the premises provided that parents have given their permission in writing.

Visits and Excursions from School

It is school policy to encourage visits and excursions, both for the variety of learning experiences which they offer and for the social benefits to pupils. Approval for school trips is considered in the light of the following:

- The educational value of the visit, especially where it takes place in school time.
- The implication of the trip for pupils and staff missing lessons.
- The acceptability of the arrangements for safety, supervision, transport, insurance, etc.

Full information is given to parents concerning visits and activities wherever consent slips are requested. This includes, where appropriate, a brief itinerary, mode of transport, costs, planned activities and level of supervision (normally at least one adult to 15 pupils). Following the distribution of information, sufficient time is given for parents to request details before the first consent slips are accepted. Parents will always be advised of the expected time of return to school.



Minibus Travel

The school currently has two minibuses which are maintained regularly, with forward-facing seats and seat belts. All minibus drivers must be on the official 'approved' list. Adults are not allowed to transport pupils unless they have passed the official County Council Drivers' Assessment Test. There are strict regulations concerning the maximum permitted periods of continuous driving and the necessity for an additional driver on long trips or on those which return late at night.

Parents are asked to sign the school's standard admission form giving their consent for pupils to travel in the school minibus.

Personal Insurance

The school does not hold a policy for pupils involved in

school activities insuring against permanent injury or loss of property, although insurance is taken out on occasion for specific activities. Parents may wish to consider arranging privately for such cover on a permanent basis.

Parent Teacher Association

The Association was founded in 1938 with the aim of bringing parents and staff of the school into close contact with each other in view of their common interest. There are many ways in which the PTA supports school activities: recent examples include raising monies for the specialist school project, assistance with the refurbishment of the Theatre and the provision of specialist equipment including computers for school use. Members of staff and pupils are most grateful for this support.

Many parents have specific skills, talents, facilities or ideas which may enhance the quality of education offered at the school and, at the same time, create a positive and constructive liaison between the school and local community. The PTA provides the opportunities and means through which such links can be fostered.



School Activities

There are many lunchtime and after school activities which are open to all pupils.

Advantage is taken of our splendid facilities to include: athletics, badminton, basketball, chess, climbing, computing, cricket, dance, drama, gymnastics, hockey, life saving, music, netball, orienteering, photography, reading, rugby, soccer, squash, swimming, tennis and trampolining.

Often school journeys are arranged, including visits abroad, skiing, summer camping and fieldwork.

In the last few days of the school year different activities



are often undertaken by all pupils and staff so that we can extend the curriculum and broaden interest by offering new experiences.

School Finance

The school is funded by Staffordshire County Council and their funds are administered by the Governors in accordance with the County Council scheme for the local management of schools. Reports are produced annually.

Details of the policies adopted by the Education Committee and Governors in connection with any charges or fees are available from the school.

Any charges made by the school meet the requirements of the Education Reform Act 1988. The Governors endorse the guiding principles contained in the Act, in particular that no child should have its access to the curriculum limited by charges.

Charges will not be made for any activities which form part of a prescribed examination syllabus, or are in fulfilment of National Curriculum requirements.

Activities which are wholly or mainly within school hours should not normally be chargeable. However, instrumental music tuition and/or loan of instruments will be charged unless it is part of a public examination or National Curriculum course.

In practical subjects parents may be asked for the full or partial cost of materials or ingredients if they have indicated in advance that they wish to own the finished product.

Voluntary contributions may be invited for trips which take place mainly within school hours. No child will be excluded because of inability to pay but the school may have to cancel the trip if the level of contributions does not meet its budgetary requirements.

Trips which take place mainly out of school hours are usually chargeable.

School Fund

In common with many other schools, The Friary operates a School Fund. This was established in order to support school societies, contribute towards transport costs for educational visits, fieldwork and sports matches and to pay for corporate donations and subscriptions.

The fund also helps to provide decorations for school events such as prize-giving ceremonies, and may be used to make grants towards the minibus fund.

The minibuses form a very valuable asset for the school providing the opportunities to undertake educational visits, fieldwork and other activities with relatively small groups, and most pupils will benefit directly from their use. However, minibuses are expensive to purchase and maintain and the school now operates a range of fund-raising activities to help offset this expenditure.

It is hoped that all parents will feel willing and able to support the fund.



INVESTOR IN PEOPLE

