

School Prospectus 2010—11

Ethos and Values of the School

Heworth Grange School aims to value every individual and to maximise the opportunities for his/her intellectual, moral, spiritual, physical, aesthetic and social development. In particular, we aim :

- To create a safe and caring environment through the organisation of our pastoral system, considered as a strength of the school by OFSTED.
- To promote creativity through our Arts College status.
- To encourage respect for oneself and others irrespective of social, religious or ethnic background.
- To help pupils to develop as self-motivated, adaptable, rational individuals, with enquiring minds, thus fitting them for adult life.
- To raise pupil awareness of their role as a member of a school, local, national and world community.
- To create a stimulating learning environment where pupils can succeed.

The Curriculum at Heworth Grange.

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

All pupils follow a course of secondary education for Key Stage 3 as laid down by the National Curriculum.

Core subjects: English, Mathematics, Science.

Foundation Subjects: History, Information and Communication Technology, Geography, Modern Language (French), Physical Education, Music, Art and Design, Design Technology and Citizenship.

In addition all pupils have lessons in: Religious Education, Personal and Social Education and Expressive Arts.

In Years 8 and 9 selected pupils are offered the opportunity to study a second Modern Language (German, Italian, Spanish)

The curriculum is delivered via banded arrangements of classes. Banding in Year 7 is based on feeder school recommendations, supported by KS2 SATs results. Additional lessons in Mathematics are timetabled where pupils are working at a level beneath Level 4. All pupils in Year 7 receive four lessons of English per week. Those needing additional support receive 2 lessons of Literacy per week instead of 2 lessons of French.

As pupils progress through the school, setting is introduced into the bands so that individual strengths and weaknesses can be appropriately addressed.

Normally, classes in the lower ability band are smaller and special needs support teachers work closely with subject teachers or individual pupils as the need arises. The aim is to maximise pupil progress and keep all pupils working at the pace of the class.

Key Stage 4 (Years 10 and 11)

Pupils follow a curriculum programme as laid down by the National Curriculum and special provision is made for Work Experience and Enterprise Education. The Curriculum is delivered via the following compulsory subjects:

Mathematics, English Language, Literature and Oral, Physical Education, Science (double accreditation), Personal Social and Religious Education, Design and Technology, Creative and Performing Arts and Information Technology.

Pupils currently studying Italian, German or Spanish can continue that subject to GCSE level.

One further subject must be chosen from:

Geography, History or French.

Pupils, if recommended to do so, may do separate **Sciences, GCSE PE or one of two vocational subjects in ICT or Travel and Tourism.**

Please note: The LA admission policy for secondary schools is contained in Appendix A.

For a small number of pupils, where the full national curriculum is not deemed the most suitable path, a narrower, more relevant curriculum has been introduced. This involves studying Mathematics, English, Science, ICT, Technology, PSRE, PE and General Studies.

Pupils following this programme do so after consultation with parents.

Key Stage 5 (Years 12 and 13).

An A level programme is normally undertaken by those pupils who have gained five or more A* to C passes at GCSE level. Four subjects are normally studied in Year 12 (AS level), which will probably reduce to three in Year 13 (A2 level). All A level students in Year 12 take a Key Skills programme in English, Mathematics and Information Technology if a GCSE result at Grade C has not been achieved by the end of KS4.

In addition all Year 12 students take AS General Studies, and this is an option in Year 13.

The full range of A level subjects is given below, however, the actual number of subjects made available will depend on the levels of choice made and whether or not the numbers opting for the subject make running the course viable.

Mathematics, Physics, Chemistry, Biology, English Language, English Literature, French, Spanish, Italian, German, Information Technology, Business Studies, Media Studies, Psychology, Sociology, Geography, History, Performance Studies, Art and Design Textiles, Music, Product Design, P.E., Food Studies, Vocational ICT.

For pupils who have been successful in vocational subjects at Key Stage 4, there will be the option of choosing from a range of vocational subjects at Key Stage 5.

Pupils who do not gain 5 or more A* to C grades at GCSE would normally follow a one-year programme at BTEC Intermediate Level. Currently only an Information Technology course is running.

EMA

The Education Maintenance Allowance (EMA) is a weekly payment of up to £30, paid directly to young people who stay on in further education after they reach statutory leaving age. This allowance is means tested. Young people may also receive bonuses if they remain on their course and make good progress with their learning.

Please note: The LA Admission Policy for entry to Sixth Forms is contained in Appendix B

Religious Education

The school is not affiliated to a particular religious denomination.

Religious Education is an essential part of the curriculum. The programme followed is one agreed upon and approved by the LA. The course is non-denominational and aims to foster an appreciation of human relationships and create a community based on respect. Morning assemblies include a Corporate Act of Worship which is largely Christian in nature.

Parents who wish to exercise their rights to withdraw their son/daughter from RE and/or the Corporate Act of Worship, under the Education Acts of 1944 and 1988, may do so by arrangement in writing, with the Head Teacher.

Sex Education.

Sex Education forms part of the school's general curriculum, not as a separate topic, but as part of a Personal and Social Development Programme. All teaching on sexual matters is set within a clear moral framework, which emphasises the benefits of a stable family life. The school exercises particular care and sensitivity in matching teaching to the maturity of the pupil, bearing in mind that this may not always be adequately indicated by chronological age.

The context and organisation of the relevant part of the curriculum dealing with sex education is as follows:

- Science lessons - from a biological standpoint - from fertilisation to child development.
- Personal and Social Education - puberty, adolescence, relationships, contraception, pregnancy, abortion, sexually transmitted diseases (venereal diseases and Aids), parenting.

Parents have the right to withdraw their child/children from all or part of the Sex Education Programme if they so wish. The request for withdrawal from the programme must be made in writing and the school will take the appropriate action.

Careers Education and Work Experience

Careers Education is an essential part of the school's Personal and Social Education Programme, which starts in Year 7. The course is supported by Connexions Careers Advisers who regularly visit the school for group sessions and individual consultations with pupils and their parents. In Year 10 all pupils will have the opportunity to take part in a Work Experience programme which is as closely linked as possible to the pupils' interests. Connexions assists the school in securing these Work Experience placements.

Sports Provision.

The school provides a broad, well-balanced programme of Physical Education based on the areas of study laid down in the National Curriculum, including gymnastics, athletics, dance, and games. We encourage all pupils, irrespective of ability, to participate enthusiastically.

Pupils will be encouraged to further develop their skills by making use of off-site sports facilities and clubs during their leisure time. They will be invited to participate in extra-curricular activities with a view to representing their form group and school in a variety of sports.

The school has a well-equipped dance studio, two large sports halls, a fitness room, and tennis and netball courts. There are also extensive grassed areas, which will all help to facilitate the teaching of numerous sporting activities.

Public Examinations

The school's policy is to pay all necessary fees to enter a pupil for any one public examination for which the pupil has been prepared in a subject area. Any subsequent resit examination, where further preparation has been given by the school, would receive the same consideration. Thus no charges will be made for entry. Entry may be withheld if:

- There are educational reasons.
- The parents request this in writing.
- There is an unacceptable level of absence.

Charges will be levied on parents if:

- A pupil fails to complete an examination without good reason.
- A pupil fails to complete the necessary coursework without good reason.

Extra Curricular Activities

The school offers pupils a number of activities in and out of school hours including:

Athletics, Badminton, Basketball, Football, Netball Club, Tennis Club. Heworth Grange Youth Theatre, String Band, Pit Band, Wind Band, Junior Band, Ceilidh Band, Keyboard Club, Choirs, Dance Clubs, Maths Club, Computer Club, Science Club, Duke of Edinburgh Award Scheme

In addition, the school runs a large number of trips and educational visits e.g. theatre/gallery/concert trips, Geography/History/Science fieldwork trips and educational visits abroad.

Heworth Grange Arts College

Heworth Grange has been an Arts College since September 2005. This means that the school receives additional funding to support and develop arts teaching within the school and community. Partner schools in the Arts College programme are Colegate, Brandling, Lingey House, Wardley, Roman Road, The Drive, Bill Quay and Whitemere Primary Schools, Dryden Special School and Ryton Comprehensive.

The purpose of the Arts College is to raise standards of achievement in the school and enrich the artistic learning opportunities in the community.

The School has close links with major arts providers in the region such as The Sage, Gateshead, The Baltic, Northern Stage and Dance City. The Arts College programme will give pupils increasing opportunities to work with professional artists of all kinds and they will have access to high quality performance opportunities.

Pastoral Care

- The school is organised on the basis of year groups, each year group having its own Head of Year and Year Block for meeting and activities. The year teams, under the guidance of the Head of Year, are an important element in the organisation of the school, since they have a responsibility for the progress, welfare and development of the pupils in their care for long periods of time.
- When pupils enter the school from their primary schools they are placed in the care of a team of Year 7 tutors who look after them for this critical induction year.
- As the pupils move to Year 8 they are placed in the care of a Head of Year and his/her team of teachers, who will take them through to Year 11.
- A new Head of Year and team of teachers take over for those pupils entering the Sixth Form, preparing them for the rigorous standards required in higher education, within the University system.
- These arrangements reduce the possibility of pupils feeling lost or unrecognised in a very large school and make opportunities for the development of varied social activities.
- Heads of Year are responsible for pupils in their groups and are the first point of contact between parents and school. Any difficulties parents may wish to discuss should always be raised with the appropriate Head of Year. **Consultation is possible between 9.00am and 3.30pm. An appointment should be made in advance to avoid the interruption of lessons.**
- Health Advisers come into the school every Wednesday lunchtime and offer a confidential service to any pupils who wish to meet them. The Connexions Adviser has two lunchtime drop-ins. Learning Mentors are available in school to discuss issues on a one-to-one basis.

Special Educational Needs (1993 Education Act)

The overall aim is to ensure all children identified as having special educational needs are supported as necessary in order that they may work confidently towards reaching their full potential.

- The special educational needs of children will normally be met in the mainstream setting.
- The views of the child should be sought and taken into account.
- Parents have a role to play in supporting their child's education.

Children with special educational needs are offered full access to a broad, balanced and relevant education.

Access for Physically Disabled

The LA has made a commitment that, wherever possible, children with physical disabilities will be educated in their local secondary school. Governors give particular consideration to applications for pupils with physical handicaps. If it can be shown to be necessary, and it is practicable and reasonable to do so, then minor adaptations to the buildings will be considered by the school and/or LA to enable a child to attend his/her neighbourhood school.

The completion of ramps at ground floor level throughout the school has solved the problems of access at this level. The two-storey Mathematics/English Block and the Modern Languages/PSRE Block have a lift installed. A two stage lift system gives access throughout the Academic Block. The City Learning Centre attached to the school also has a fully accessible lift system. This Centre is a state of the art Information Technology Centre for use by the school, partner schools and the community.

Currently the only areas not accessible by wheelchair are the first and second floor levels of the science block, the art department and the staff room area. The school is part of a substantial re-building programme under the Government scheme of 'Building Schools for the Future'. It is anticipated when this programme is completed all outstanding issues related to access for the physically disabled will have been addressed.

Discipline Policy

Our aim is to cause pupils to develop high levels of self-discipline, mutual trust and respect.

Classroom Code of Conduct

- Mutual trust and respect are shown by all members of school to one another by not engaging in any abuse of themselves or others within the school.
- Everyone's right within the school to work and make progress is respected.
- All property within the school, either privately or school-owned, is respected and valued.
- Mutual trust and respect must be shown by all members of the school in such a way that by word or action the safety or welfare of other members of the school is not endangered.

Methods used to secure discipline

- **Praise:** Most often it is informal; written comments on work; weekly credit card system; in-school reports.
- **Punishment.** The facts are established before any sanctions are applied.
Informal and private admonishment
Confiscation
Impositions
Additional work in subject.
A maximum of 30 minutes detention may be given - parents to be given at least 24 hours notice.
Involvement of parents
Report sheets
Withdrawal from lessons
Exclusion
- Where necessary, the School Psychological Services may be used to advise parents and the school about ways forward.

Homework

Homework is considered to be an important part of the work pupils do each week because it gives them an opportunity to consolidate the work done in school, discover where points are not understood and develop their knowledge of a subject in some detail.

The amount of homework set will be appropriate to the age and maturity of the pupil:

- Between 20-30 minutes per subject for pupils in Year 7, steadily increasing to about one hour per subject per week for pupils in Years 10 and 11 who are following courses for public examinations.

All pupils in Years 7 to 11 are given a school diary each year. Pupils are expected to carry these with them at all times. The teaching staff will ask pupils to record details of any homework given and the time it should be returned.

Parents are asked to give children every support and encouragement with their homework.

School Dress Code

- Black shoes
- Black sweatshirt
- Plain white shirt
- Black skirt/trousers

Any flamboyant or attention-seeking dress is definitely not acceptable. Sweaters bearing manufacturers' trade names should not be worn. Denim clothing is not considered appropriate.

No jewellery to be worn in the interests of safety.

Black sweatshirts with the school name embossed on them are available from school at a cost of £10 (S), £11.00 (M and L) and £13 (XL).

All sizes of PE tops (with school logo) are available to order from the school at a cost of £8.

PE Kit

Acceptable clothing for PE is listed below:

GIRLS

Plain navy blue polo top
Plain navy sweat shirt
or tracksuit top
Navy blue shorts
Navy or plain socks
Training shoes

BOYS

Plain navy blue polo top
Plain navy sweat shirt
or tracksuit top
Navy blue shorts
Navy or plain socks
Training shoes
Football boots are essential

School Rules

- Smoking by pupils is forbidden. No matches or lighters may be brought into school.
- Pupils must not bring knives of any kind into school.
- Chewing gum must not be brought into school
- Money and valuables must not be left unattended.
- School uniform must be worn at all times.
- Flamboyant dress is unacceptable.
- Jewellery, fancy belts and similar trinkets are forbidden, as are ornate rings, for safety reasons.
- Since the safety of property such as walkmans, mobile phones and CD players cannot be guaranteed they should not be brought into school.
- No glass to be brought into school.
- No illegal substances to be brought into school.

Please note: The Charges and Remissions Policy for the school is contained in Appendix C

Important Dates and Times

We would ask you to take particular note of the times below and ensure that your son or daughter arrives in good time for the morning and afternoon sessions. By encouraging our pupils to realise the importance of good punctuality we hope to instil in them a good habit that will fit them well for the world of work.

The School Day - Session Times - 2010/2011

8.55am	Beginning of morning school
9.15am	First lesson
10.15am	Second lesson
11.10am	Morning break
11.25am	Third lesson
12.20pm	End of morning school
1.20pm	Beginning of afternoon school/fourth lesson
2.30pm	Fifth lesson
3.25pm	End of school

We believe that good attendance helps to ensure the educational development of our pupils. We would therefore ask parents, whenever possible, to avoid taking their children out of school for holidays during normal school time, as this may disrupt their progress.

Please note: The LA Complaints Procedure is contained in Appendix D

Disclaimer

The particulars this prospectus contains are correct at the time of publication, but it must not be assumed that there will be no changes affecting arrangements before the start of, or during, the next academic year or in subsequent years. Such changes could arise from variation in government legislation or LA Policy, insofar as these would affect the school.

Summary of Results
Summer 2008

End of Key Stage 3 Comparative Data
Percentage of pupils at each level

Test Result		Absent	N	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
English	Heworth	1	2	"	"	6	17	42	25	7	"
	National	4	3	"	"	2	13	39	26	9	"
Maths	Heworth	0	2	0	1	8	14	23	21	23	9
	National	2	1	0	1	6	12	19	27	22	9
Science	Heworth	1 pupil	0	0	1 pupil	3	28	32	22	15	"
	National	3	1	0	0	5	18	30	28	14	"

Figures have been rounded and may not total 100%
The National figures are those for 2007

Teacher Assessment		Absent	N	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
English	Heworth	0	0	0	0	7	21	48	21	4	"
	National	1	0	0	1	5	18	38	27	9	"
Maths	Heworth	0	0	0	1	5	13	31	21	25	4
	National	0	0	0	1	5	14	23	28	21	7
Science	Heworth	0	0	0	0	7	39	27	25	2	"
	National	1	0	0	1	5	18	34	29	12	"
Technology	Heworth	0	0	0	0	4	31	51	13	0	0
I.T.	Heworth	1	0	0	0	0	15	52	32	0	0
History	Heworth	0	0	0	0	5	22	44	22	7	1
Geography	Heworth	1	0	0	0	4	35	38	14	10	0
French	Heworth	0	0	0	1 pupil	5	44	42	9	0	0
Arts	Heworth	0	0	0	0	3	30	60	7	0	0
Music	Heworth	0	0	0	0	0	13	62	20	5	1 pupil
P.E.	Heworth	1	0	0	0	10	39	38	10	2	0

GCSE Examination Results Summary – Summer 2008

Subject	A*	A	B	C	D	E	F	G	U	Total
Art	0	0	6	14	10	3	3	0	0	36
Biology	0	12	20	15	0	0	0	0	0	47
Business Studies	1	3	1	0	0	0	0	0	0	5
Chemistry	2	9	17	18	1	0	0	0	0	47
DT Resistant Materials Tech.	2	1	19	16	4	8	3	2	0	45
Electronics	0	0	8	8	1	0	0	0	0	10
English Literature	6	12	14	20	3	1	0	0	0	66
English Language	3	15	0	76	40	34	14	9	1	236
Engineering	0	0	10	0	9	8	9	6	0	32
Expressive Arts	1	5	8	9	2	3	4	2	0	36
Food Technology	3	15	2	52	13	2	1	0	0	94
French	2	5	0	13	17	14	4	1	0	58
General Studies	0	0	2	0	1	2	10	7	2	22
Geography	2	3	2	26	21	13	13	5	3	88
German	0	1	6	18	14	7	7	4	1	44
Graphics	0	1	21	10	15	5	5	2	3	47
History	0	12	26	26	30	10	7	1	5	112
Information Technology	0	3	21	21	21	9	6	1	0	68

Subject	A*	A	B	C	D	E	F	G	U	Total
Italian	1	8	7	3	5	4	6	1	0	35
Mathematics	8	19	35	79	49	24	15	8	1	238
Media Studies	7	14	12	12	1	0	0	0	0	46
Music	0	3	3	11	1	5	2	1	0	26
Physical Education	1	1	4	9	14	5	1	0	0	35
Physics	0	9	19	16	2	1	0	0	0	47
Science (Single Award)	0	2	32	30	21	22	18	1	0	126
Science (Additional)	1	4	25	16	13	0	0	0	0	49
Science (Applied)	0	0	3	12	20	11	5	1	0	52
Spanish	0	5	8	16	11	6	5	0	0	49
Textiles	0	2	11	21	13	8	3	0	0	58
TOTALS	41	169	347	579	350	208	141	52	16	1903
Science BTEC			17 (x4)	44						
Travel and Tourism			5 (x4)	11 (x4)						
BTEC ICT	3 (x4)	4 (x4)	4 (x4)	3 (x4) 1 (x2)	4 (x4) 4 (x2)	6 (x4) 4 (x2)	1 (x4) 2 (x2)			

Total Number of Pupils in Year	240
Achieving 1 or more GCSE passes	99.2%
Achieving 5+ A*-C passes (inc English and Maths)	45.4%
Achieving 5+ A*-C passes	67.5%
Average point score	376.05
Average point score (capped)	306.9

Summary of pupils gaining A*-C Grades over sixteen years from 1993-2008

Year	No In Year	12	11	10	9	8	7	6	5	4	3	2	1	5 or more A*- C	Ave pass per Pupil	% gaining 5 or more A* - C	Ave Points Score
1993	189	3	20	12	7	7	5	3	3	6	4	8	23	60	3.38	31.75	31.30
1994	238	0	1	20	11	8	9	10	10	8	14	16	27	69	2.86	28.99	22.05
1995	237	1	21	12	9	8	5	8	7	10	13	8	15	71	3.10	29.96	30.46
1996	251	0	12	17	12	7	9	7	16	13	18	16	23	80	3.24	31.87	28.92
1997	233	2	21	9	9	9	13	6	10	13	11	11	28	79	3.48	33.91	33.38
1998	256	0	13	20	10	14	11	10	16	12	8	15	24	94	3.47	36.72	32.60
1999	261	1	32	16	7	12	11	9	15	12	13	9	27	103	3.93	39.46	34.31
2000	238	0	24	12	11	3	9	10	5	9	9	20	22	74	3.28	31.09	33.66
2001	241	0	28	16	15	11	13	13	10	15	15	19	21	106	4.45	43.98	39.80
2002	240	1	26	17	9	10	11	9	10	15	15	19	26	93	4.08	38.75	38.78
2003	227	4	24	11	8	9	14	8	11	7	5	15	16	89	3.77	39.21	34.81
2004	233	5	29	14	18	13	5	14	14	8	18	13	23	112	4.76	48.07	41.24
2005	241	0	29	18	10	9	12	7	18	17	12	15	19	103	4.27	42.73	311.91
2006	237	6	29	9	14	13	9	9	18	14	10	12	19	107	4.41	45.15	
2007	232	1	22	17	13	18	15	18	17	18	13	8	20	121	4.87	52.15	327.15
2008	240	13	31	24	18	26	20	15	15	12	9	6	7	162	6.28	67.5	

Targets for 2010

KS4 5 A* - C inc. English and Maths: 48%
KS4 5 A* - C: 60% **5 A* - G: 29%** **1 A*-G: 98%**
Average Points Score (capped): 302 **Attendance: 93%**

Destinations of Year 11 pupils leaving Heworth Grange from 2005 – 2008

	Sixth Form	Further Education	Training	Foundation Modern Apprenticeship	Advanced Modern Apprenticeship	Employment	Moved	Not in Emp. Edctn. / trn.	Not Available	Unknown	Total
2005	40%	21%	6%	3%	1%	7%	2%	18%	0%	2%	100%
2006	42%	20%	7%	5%	1%	11%	2%	8%	2%	2%	100%
2007	40%	32%	9%	-	-	11%	1%	7%	0%	0%	100%
2008	40%	39%	6%	-	-	6%	1%	6%	1%	1%	100%

A level 2008 Results (AS Grades in brackets)

Subject	A	B	C	D	E	U
Art (Textiles)	3 (1)	0	1	3 (1)	0	0
Biology	3	7	2	3	4	0
Business Studies	0	1	1	1 (1)	1 (1)	0
Chemistry	1 (1)	1	2 (1)	2 (1)	0	0
English Language	5 (1)	7	5	3	2 (2)	0
English Literature	1	0	0	0	0	0
Performance Studies	0	1	1	2	1 (1)	0
French	0	2	2	1	0	0
General Studies	2 (7)	2	2 (6)	0 (13)	0 (6)	0
Geography	0	7 (7)	3	1	0	0
German	0	0	1	0	0	0
History	3	0	2	2 (1)	0	0
ICT	0	4	0	2	0	1
Vocational ICT	0	0	1	0	1	0
Maths	6 (1)	0	2 (2)	2 (1)	3 (3)	0
Further Maths	2	2	0	0	0 (2)	0
Media Studies	2	0	2	0 (1)	0 (1)	0
Physics	3	4 (1)	3	3 (3)	0 (1)	0
Psychology	2	2	3	2	2 (2)	0
Italian	0	0	0	0	0	0
Sociology	1	1	0	1	0	0
Music	2	2	0	1	0 (1)	0
Spanish	0	0	1 (1)	1 (2)	0	0
Sport / PE Studies	0	1 (1)	1	1	0	0
Product Design	0	2 (2)	1	1	0	0
Food Studies	1	0	1	0	0	0
Russian	1	0	0	0	0	0
TOTALS	37 (11)	39 (11)	37 (10)	32 (24)	14 (20)	1

Distribution of point scores for the 55 A-level candidates are as follows.

0-60 points	61-119 points	120-180 points	181-239 points	240-300 points	301-359 points	360+ points	Average points score
1	4	3	9	11	10	17	301.3

Attendance Data: Autumn Term 2008

Number of day pupils of compulsory school age on roll for at least one session	1198
Number of pupil sessions	171225
Number of sessions missed through authorised absence	14240
Number of sessions missed through unauthorised absences	1233
% sessions missed through authorised absence	8.32%
% sessions missed through unauthorised absence	0.72%
Total percentage attendance for this period	90.96%

The pattern of attendance over the last ten years is as follows:-

	Authorised	Unauthorised	Total	Attendance
1997	9.5	2.4	11.9	88.1
1998	10.0	2.5	12.5	87.5
1999	9.2	1.4	10.6	89.4
2000	9.2	1.2	10.4	89.6
2001	9.9	0.9	10.8	89.2
2002	8.2	1.3	9.5	90.5
2003	9.0	1.0	10.0	90.0
2004	8.8	0.9	9.7	90.3
2005	9.0	0.9	9.9	90.1
2006	8.3	1.5	9.8	90.2
2007	8.03	0.49	8.52	91.46
2008	7.44	0.49	7.93	92.07

Pupils on Roll (January 2009 Pupil Census)

	Boys	Girls	Total
Year 7	132	105	237
Year 8	133	106	234
Year 9	130	110	240
Year 10	113	127	240
Year 11	123	108	231
Year 12	42	45	87
Year 13	24	33	57
Totals	697	634	1331

The initial number applying for admission to Heworth in September 2009 was distributed as follows

First preference applications	211
Second preference applications	85
Third preference applications	52
Total	348

PARENTS' AFTERNOON

We hope you will be able to join us at

**Heworth Grange
School**

on Tuesday 29th September

at 6:30 pm

**when you will be given the
opportunity to find out more
about the school, ask any
questions you may have and be
given a guided tour.**