

together we aspire,  
we discover,  
we excel



# 2021

## Lordswood Girls' School School Prospectus





**students experience  
the highest standard  
of teaching**

**putting students at  
the heart of every d**

# Welcome

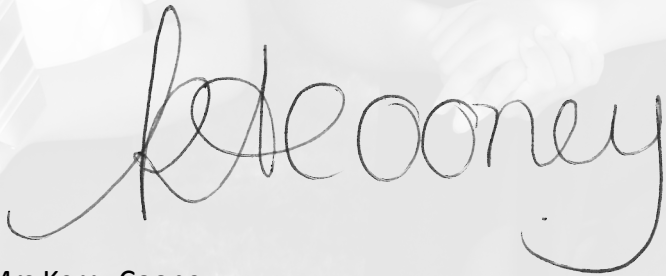
I would like to welcome you to our school, I hope this prospectus gives you a small flavour of what life is like at Lordswood Girls' School.

I feel truly privileged to have been appointed the new Headteacher of this outstanding school. Student outcomes place us in the highest category of schools nationally, but this is not what makes us most proud. Our school is a community, and whilst we value academic success, this is not the only objective of our school. We pride ourselves in growing good citizens, we help to develop girls who have the knowledge, skills and desire to make a difference to the world in which they live.

We have an excellent reputation for academic, sporting and artistic achievements. What makes this possible? We have high expectations of all our students. We place great importance on high standards of uniform and behaviour. We ensure that students experience the highest standard of teaching alongside a broad and balanced curriculum, as well as a wide range of fantastic extra-curricular opportunities.

The last two years have presented challenges that no one in the world of education could have ever imagined, but we have not just survived... we have thrived during the pandemic. We have continued to put students at the heart of every decision that we have made. As the world slowly rebuilds, we look forward to returning to a 'new normal' – one that is even stronger and brighter than before.

We hope that you will want to join us on this exciting journey.



Mrs Kerry Cooney  
Headteacher

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ecision



# Together we aspire, we discover, we excel

We believe that

- Lordswood Girls' School is an exceptional school, outstanding in the quality of all its learners.
- We are all learners; learning is enriching, enjoyable, and lifelong. We learn from each other.
- Academic achievement is a vital, but not exclusive, indicator of success. An effective, rounded education engages the whole person and extends beyond the academic.
- The quality of Lordswood Girls' School lies in the richness of its aspirations, the commitment of its learners, and the quality of the relationships within and beyond the school building.
- Our past success informs our present practice and will be the foundation, but not the limitation, of our future growth.
- Schools are communities within larger communities. Between us, we can create an excitingly rich and diverse pool of talent from which we can grow.

Therefore we aim to

- Value and include all who contribute to the life and growth of the school.
- Nurture mutually respectful, supportive relationships.
- Create a happy, purposeful, and secure learning environment which engenders in all a hunger to fulfil potential.
- Inspire a zest for learning which extends beyond the ordinary and endures beyond the temporary.
- Model and promote the value of lifelong learning.
- Develop enthusiastic, self-disciplined, and motivated learners who respect themselves, others, and the world around them.
- Recognise the unique talent within every individual and realise his or her full potential.
- Harness, integrate and develop the wealth of resources available to us within all of the communities of which we are part.
- Ensure the uncertainties of the future are anchored by strong self-belief, continuous development of skills, and an unwavering determination to realise the best in all of us.

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# How to Join Us

As an academy, Lordswood Girls' School and Sixth Form Centre operates the following admissions policy, which is based upon the Government's revised admissions code.

The admission criteria used to decide which students will be allocated places in Year 7 are:

- Children who are looked after or immediately after being looked after became subject to an adoption, child arrangement order or special guardianship order. This includes any child/young person who is subject to a Full Care Order, an interim Care Order accommodated under Section 22(1) of the Children Act 1989, is remanded or detained into Local Authority accommodation under Criminal Law or who has been placed for adoption.
- Children with an Education, Health & Care Plan (Special Educational Needs) if the school is named.
- Students with a sister already at the school (Years 7-11) or a brother or sister in Lordswood Sixth Form Centre, who will still be on roll at the time the sibling enters the school.
- Students who live nearest the school (calculated on the basis of a straight line measurement between home and school).

When a place becomes available after Year 7 transfer, it is allocated to a student on the waiting list according to the Government's revised admissions code.

The school continues to be heavily over-subscribed. In 2021, the last student admitted lived 1.962km from the school.

At Post 16 level, the Lordswood Sixth Form Centre is open access and welcomes both male and female applicants from across the city and outside Birmingham. Separate admission criteria operate for the Sixth Form. Admission is based on an assessment of a student's potential to benefit from the curriculum and facilities offered by the school.

In the event of over-subscription, preference will be given to existing students, then looked after or previously looked after children (in public care), then siblings and then those who live nearest the school.



an exceptional  
school

# Curriculum

At Lordswood Girls' School, students will experience a curriculum that meets their needs, abilities and aspirations, whilst also preparing them for the opportunities and responsibilities of adult life.

Students are required to stay in education or training until they are aged 18 and therefore it is important that they follow a curriculum that allows them to progress at Post 16 and also Post 18. To this end, personalised pathways are offered to students at both Key Stage 4 and Post 16. This allows students the opportunity to combine traditional subjects with vocational and skill based qualifications should they wish to do so. Core subjects are set according to ability to maximise student success.

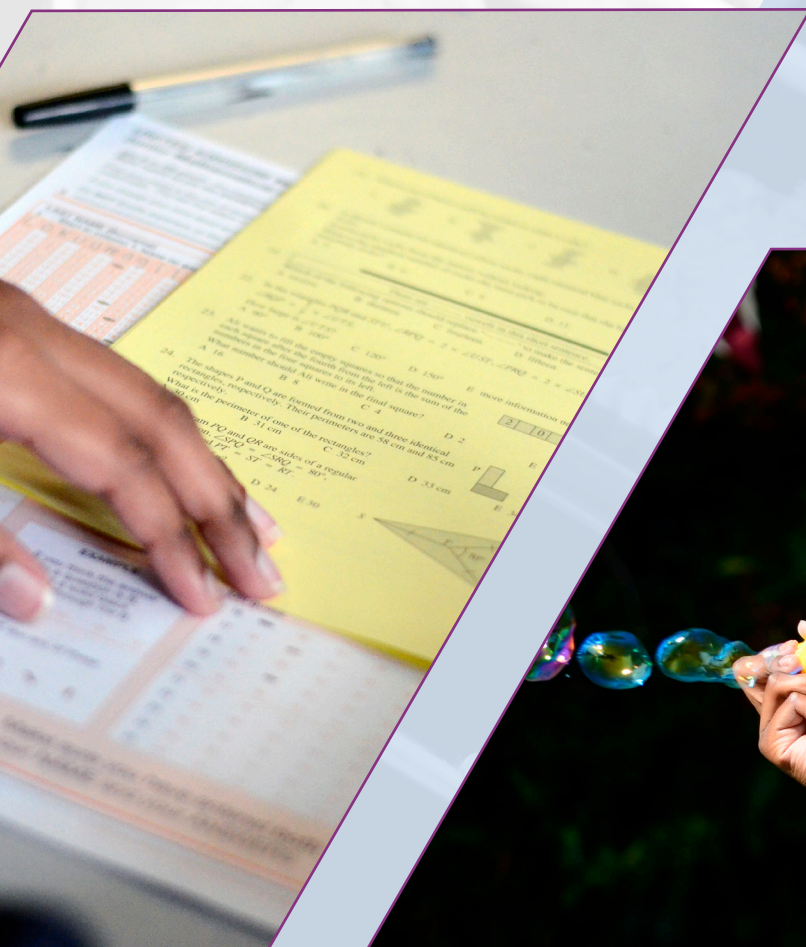
A wide range of enrichment courses complement the curriculum on offer and students are encouraged to participate in these.

# Inclusion

The school follows the National Code of Practice for all students with special needs.

Students with additional needs are catered for both in subject areas and through targeted support. Specialist subject staff and teaching assistants work alongside the subject teacher to support students within lessons. Additional support is offered outside of curriculum time, for example, before and after school.

All students requiring additional support are screened to assess their individual needs and an appropriate programme of work is then prepared. Progress is reviewed regularly and parents are fully involved in the process of future target setting.



# Homework

Homework is designed to be a purposeful task that develops students' resilience to learning, their ability to approach, plan and deal with challenges and build confidence to master new concepts and skills.

In Years 7-13, the homework set includes preparation, practice and reflection tasks, whilst maintaining a balance with extra-curricular activities and home life.

# Attendance

Regular attendance and good punctuality are essential if students are to achieve their full potential.

Students who require leave of absence for any reason, other than illness, must obtain permission at least one day in advance. A note from a parent should be shown to the Review Tutor and then taken to the School Office. Permission will not be given on the day.

In cases of illness, parents are requested to telephone the School Office on each day of illness before 9.00am.

Parents may be asked to produce medical evidence where there is persistent absence due to illness. Where attendance and punctuality issues arise, a referral may be made to the school's Education Social Worker.

In accordance with school and Government policy, holidays will not be authorised in term time.

# Behaviour & School Rules

School rules are kept to a minimum and self-discipline amongst students is strongly encouraged. The underlying principles are of respect, tolerance, and support for one another.

We believe that students should be allowed to learn and teachers to teach. Staff will respond to all cases of poor behaviour in a consistent way through the use of 'alerts'. These serve to inform the Review Tutor of any concerns regarding homework or behaviour. The Review Tutor will automatically discuss any concerns raised with students during regular review meetings. Detentions and the withdrawal of privileges are the main sanctions given by the school for poor behaviour. Internal exclusion is used for more serious infringements of the school's behaviour policy. Students whose attendance, punctuality, or behaviour are unsatisfactory may not be allowed to take part in special activities.



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# Student Support

On entry to the school, students are allocated to a Review Group which is overseen by a Review Tutor.

The Review Tutor has responsibility for the academic progress and welfare of each student. As well as overseeing the day to day wellbeing of students, Review Tutors also set targets and monitor achievement through individual reviews which provide opportunities for students to discuss any problems. Further support is available through the Achievement Co-ordinator who oversees the progress of all students within a particular phase.

# Teaching & Learning

Great importance is placed on teaching and learning; we want students to experience lessons that are stimulating, challenging and that allow all students, regardless of ability, to make outstanding progress. Students are encouraged to engage actively in their learning, to reflect and to apply their knowledge, and we aim to enable all students to develop the skills and attitudes which will equip them to meet the changing demands of employment in the 21st century.

# Developing Potential

On entry to the school, students are identified as high band or high potential. High band students are identified by prior attainment at KS2 or, in the case of the sixth form, GCSE point score. Students are identified as having high potential on the basis of their cognitive ability tests. In addition, students who have been identified by their teachers as having an aptitude in a specific subject area will be included on the exceptional potential register for that subject.

Students will have the opportunity to participate in enrichment events both in and out of school. These include the Forward Thinking programme, university master classes and academic mentoring.



# Praise & Rewards

Rewards play an important part in promoting a sense of responsibility and in developing caring and mature attitudes amongst students.

The school's website is updated regularly and is used to celebrate students' achievements both in and outside the classroom.

Subject merits and praise logs are given for particularly good effort, excellent work and good citizenship. Celebration and showcasing assemblies, as well as celebration events, are organised during the year to recognise the effort and achievements of students.

# Information, Advice & Guidance, & Work Related Learning

Providing students with the required information for them to make informed choices at transition points is essential to student success and progression. Students are supported through our Review Tutor programme, workshops, assemblies, taster days, information evenings, and PSHEE days. The School also works closely with an independent careers advisor who supports students in making the appropriate pathway choices and who is available at Parents' Evenings to advise on choices.

All students will participate in work related learning activities to support them in making decisions about their future through the PSHEE programme. Students following vocational courses will undertake work experience that is specifically related to their area of study. In Year 12, students will carry out work experience to give them an insight into the world of work and to allow them to consider their strengths and interests.



# PSHEE

All students in Years 7 to 11 follow a programme of personal, social, health, and enterprise education. This comprises issues such as healthy lifestyles, relationships, money management and economic awareness, sex and relationship education, as well as careers education and guidance.

## Religious Education & Collective Worship

In accordance with the Education Act 1988, religious education is a compulsory part of the school curriculum and students currently follow the Birmingham agreed syllabus.

We believe that teaching about the different faiths represented in society, and within the school community in particular, is vital in building tolerance and understanding and in challenging prejudice and stereotyping.

Assemblies at Lordswood Girls' School aim to:

- Celebrate the key festivals within each of the main religions.
- Complement work undertaken in religious education.
- Develop the spiritual, moral, and cultural understanding of students and thereby contribute to community cohesion.

Parents or carers who have any objections to their child attending collective worship or religious education lessons have the right to withdraw their child from these activities. Any parent or carer wishing to do this should contact the Headteacher so that suitable alternative arrangements can be made.

## Relationships & Sex Education

The Governors recognise that the prime responsibility for bringing up children rests in the home. The school has a supportive role in helping students to understand and manage the emotional and physical aspects of their growing up and in preparing them for the challenges and responsibilities that sexual maturity brings.

Relationships and sex education in Years 7 to 13 takes place within science, citizenship and RE lessons at Key Stage Three, Four and Five and through PSHEE Health Education days. Teaching staff generally deliver the PSHEE curriculum with support from professionals where appropriate. An outline of the sex and relationship education delivered to each year group can be found on the school website.

# Lunchtime Arrangements

In light of Government concerns to ensure that students are kept safe and eat healthily, students in Years 7 to 11 are expected to remain on site during lunchtime.

Students will only be allowed out of school where parents have requested, in writing, that their child returns home to eat lunch with the family and are able to ensure that she can return in time for afternoon school. We are committed to providing healthy, nutritious meals and school meals at Lordswood Girls' School are very popular amongst students.

# Extra-Curricular Activities & Extended Learning

At Lordswood Girls' School we recognise that some of the most effective learning takes place outside the classroom and therefore we aim to offer a range of activities, trips and visits to broaden students' horizons and extend their skills and experiences.

Activities include:

- Theatre and cinema visits.
- Peripatetic music lessons.
- Residential field courses and study visits both locally and abroad.

Subject areas organise trips which complement the curriculum and students are actively encouraged to join a wide range of clubs and groups outside lesson time.



# Student Voice

Student Voice is integral to the ethos of Lordswood Girls' School. Students are able to give their opinions in a variety of ways and know that their views are listened to and often acted upon. Students have the opportunity to put their questions to the Headteacher and a selected panel of school staff in regular 'Question Time' events as well as having access to a suggestion box and regular student forums.

Lordswood Girls' School Council is a democratically elected body comprising one Representative from each Review Group who is elected following an application process. This Council meets regularly to discuss issues brought to the group via the Reps and takes responsibility for resolving whole school matters. The Council is integral in suggesting and implementing school improvements, organising fundraising events, as well as reviewing and updating school policies.

# Lordswood Sixth Form Centre

Lordswood Sixth Form Centre enjoys an excellent reputation within the city, as a result of its success. It offers a broad curriculum which caters for a range of interests, abilities, and aspirations. The excellent results gained by our students allow all of them to progress into higher education, employment, or training and to pursue a variety of careers.

A new sixth form centre opened in 2018 offering purpose built facilities for post 16 learners.

For further information on Lordswood Sixth Form Centre, including admission arrangements, please ask for a copy of our Sixth Form prospectus.



LORDSWOOD GIRLS' SCHOOL  
SIXTH FORM CENTRE

# Partnerships Between Home & School

We work very closely with our parents to ensure the best results for our students and value their support in helping us to achieve our aims. We recognise that one of the key factors in a student's success is the relationship between home and school.

Consequently, parents are regularly updated about their daughter's progress and informed of school events and developments in the following ways:

- School website
- EduLink
- ParentMail
- Telephone calls and personal correspondence
- Text alert system via ParentMail
- Termly newsletters
- Personal Review Tutor meetings
- Parents' Meetings
- Information Evenings
- Parent representation on the governing body
- Full subject and interim reports

In addition, parents' views are sought through an externally commissioned survey (Kirkland Rowell) and termly parent forums.

## Links with the Community

Lordswood Girls' School has been successful in forging strong links with a number of community groups and organisations and has established a learning community which extends beyond the school.

We work closely with other schools and community organisations to offer high quality learning opportunities and enrichment for all students. Our facilities are also used extensively for meetings, sports, training, and other events, which are open to our local community.

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# Notes







## **Lordswood Girls' School**

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