

# GRAHAM SCHOOL



Graham School  
Woodlands Drive  
Scarborough  
North Yorkshire  
YO12 6QW

Telephone: 01723 366451  
Email: [hello@gra.hlt.academy](mailto:hello@gra.hlt.academy)  
Website: [www.grahamschool.org](http://www.grahamschool.org)  
FaceBook: [@GrahamSchoolOfficial](https://www.facebook.com/GrahamSchoolOfficial)  
Twitter: [@GrahamSchool](https://twitter.com/GrahamSchool)

Principal: Ms Emma Robins

**Hope** Learning  
Trust, York

Prospectus 2020-21



# A warm welcome to Hope



Graham School is one of our schools within the Hope Learning Trust family. As a Trust we have a simple motto which is 'Serving others, growing together, living life to the full.' 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.

Graham 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 Graham 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 Learning Trust school, they have the best and most exciting education available.

**Helen Winn**  
Chief Executive Officer,  
Hope Learning Trust, York

## KEY PEOPLE AT GRAHAM SCHOOL



**Emma Robins**  
Principal



**Andrew Wilson**  
Vice Principal



**Norma Enright**  
Vice Principal



**Karen Shires**  
Assistant Vice Principal



**Graeme Peattie**  
Assistant Vice Principal



**Catherine Connell**  
Associate Assistant Vice Principal



**Emma Millican**  
Associate Assistant Vice Principal



**Mark Ward**  
Support Services Manager

# Welcome to Graham School

I am delighted to welcome you to Graham School. I fully understand the importance of choosing the right secondary school for your child. To entrust the care of your child to others is one of the most important decisions you will make. I would like to thank you for considering Graham School for your child and I look forward to meeting you in the coming weeks.

Our school is a growing school on a journey. Our student numbers have increased in the last two years, significant parts of our school building have been updated and we have many new teachers and members of staff.

We are proud to be part of Hope Learning Trust which is supporting us as we continue to grow and develop. Hope Learning Trust is a growing successful multi-academy trust which brings together secondary schools and primary schools from Scarborough, York, Selby and Hull. As part of the Trust, we are able to collaborate with other Hope schools who have a reputation for academic excellence to ensure the best

possible opportunities for your child. The Trust has a vision that every child should flourish and develop a real love for learning. At Graham School we want everyone in our community to 'Grow, Learn and Achieve together' and we believe that an appreciation of the importance of learning and education is crucial. Through our school values of 'Honesty, Empathy, Aspiration, Resilience and Teamwork' we believe we can support every child to be successful and to achieve their aspirations, whatever their starting point.

As an experienced teacher and leader, I understand the importance of nurturing the talents of all children to ensure they both value and feel rewarded by education. I believe that all children should enjoy learning and be given every chance to achieve their dreams and aspirations. It would be a privilege to see your child realise their potential at Graham School in



the years to come. We would relish the opportunity to help shape your child's future.

Please take time to enjoy visiting our school. Our staff and students will be delighted to answer your questions. If you would prefer a one-to-one meeting or tour of the school, this can be arranged – please contact reception to make an appointment. We are very much looking forward to meeting you!

**Emma Robins**  
Principal, Graham School



The welfare of our students is at the very centre of everything that we do, supported by positive relationships developed between staff and students.

# Our school

Students are supported throughout the day by form tutors and heads of year who ensure that students settle quickly into the life of the school. We also have a strong pastoral support team which includes a Pastoral Support Officer, Behaviour Support Officers and a Learning Mentor. This team ensure any concerns are addressed on a daily basis.

We have high expectations of all of our students in every area of school life, including uniform and behaviour, allowing us to establish a meaningful learning environment. Our behaviour policy seeks to reward students and encourage a positive and supportive environment.

Students are encouraged to involve themselves fully in every aspect of the school. We have

a thriving School Council and great opportunities for students to be involved in the life of our school. Our students are at the heart of our school and we listen carefully to their views.

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. Your child will receive a progress report three times a year and there are two parents evenings for each year group each year – one with subject teachers and the other with your child’s Form Tutor. The Y7 Form Tutor evening is early in the Autumn term and is a great opportunity for you to meet your child’s Form Tutor and

Head of Year to discuss their first few weeks at Graham School.

We always encourage parents to contact us if they have any concerns at all and we keep parents updated more informally through our Facebook page and our Twitter account. We also have an excellent website ([www.grahamschool.org](http://www.grahamschool.org)) which is regularly updated and has all the information you will need about our school.

We regularly use text and email to ensure parents are kept up-to-date about what is happening at school. We value the support of our parents in ensuring we all meet the individual needs of students. This enables us to achieve the best possible learning outcomes and successes for all.

## FOOD AND DRINK

At Graham School we provide nutritional food at breakfast, break and lunch. We have recently entered a new partnership with Hutchison’s Catering who provide a delicious range of healthy food which is extremely popular with both our students and staff.

We operate a cafeteria style system and 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.

We offer a variety of hot food and drinks at breakfast and have a ‘free toast to all’ initiative in place. At breaktime, hot and cold options are available ranging from cheesy bagels to fruit pots.

Drinks are available including bottled water, flavoured milk, juices and hot chocolate amongst others. Free water supplies

are also available around school for students to fill up their own water bottles.

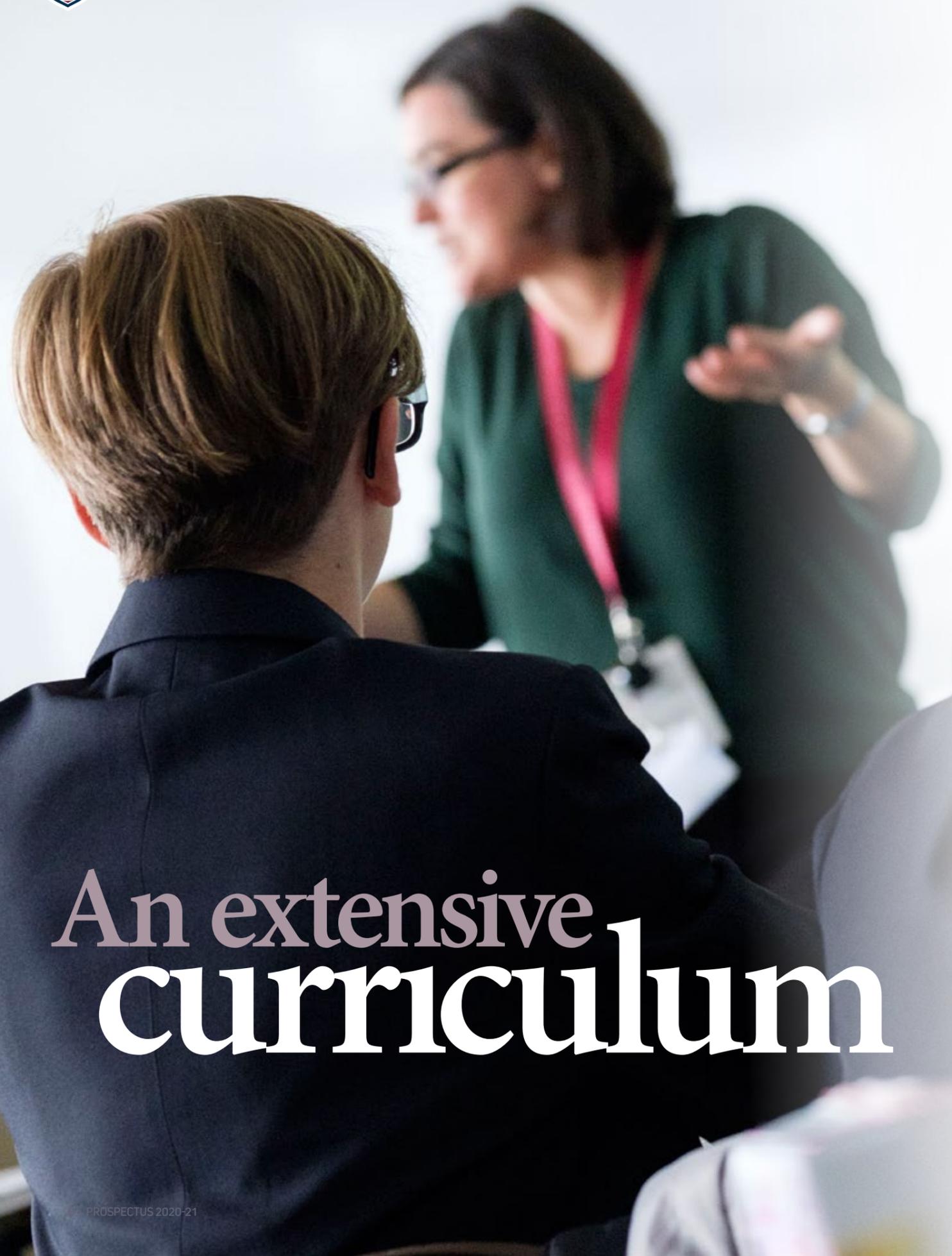
All food and drink is paid for using ParentPay, a secure online cashless system and students use their finger or thumb print to identify themselves to authorise the payment from their account.

Any students with allergies or specific dietary requirements can be 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 if preferred which is eaten in the dining room alongside those using the canteen.



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

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 all students of all abilities.

We believe that learning should be stimulating and enjoyable and staff employ a wide range of teaching strategies to engage and inspire students.

The progress of students is constantly monitored to ensure continued high standards of achievement and high expectation 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, numeracy and science. For more able students, there are extra opportunities within and beyond the curriculum.

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 subject faculty and the Pastoral Team. Support is tailored as far as possible to each individual student's needs and is usually a combination of in-class support and access to appropriate intervention groups.

Developing close, positive links with parents is vital to our successful working. We also liaise with a range of external agencies to utilise their further expertise and to help us to overcome a student's particular barriers to learning. The Learning Support Team led by our SENCo, Mrs Atkinson, 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 both our primary partner schools and post-16 providers to support and enhance transition arrangements. Our students leave with the confidence and maturity for the next stage in their lives.

# An extensive curriculum

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

### OUR CURRICULUM

The following pages outline our GCSE curriculum which students follow from Year 9 through to Year 11. In Years 7 and 8, students will cover a broad curriculum including Maths, English, Science, Humanities, Performing Arts, Technology, Fine Art and French before choosing their options at the end of Year 8. Students are taught in mixed ability groups apart from Maths, English and Science where they are grouped on prior performance in those subjects.

**GCSE ART AND DESIGN**

**GCSE ART AND DESIGN**  
Exam 40%  
Controlled Assessment 60%  
Led by: Mr S Granger

**EXAM BOARD:**  
AQA

**WHAT WILL I BE STUDYING?**

This exciting, creative and practical GCSE is comprised of two parts. Students will produce a portfolio of Controlled Assessment work; this will add up to 60% of their overall grade. In the Spring Term of Year 11 students will undertake an Externally Set Task, this is a project set by AQA and is worth 40% of their GCSE grade.

Students are encouraged during the course to produce project-based work using a variety of different two and three-dimensional media. Students are encouraged to record observations; analyse images/artefacts; develop their own ideas relating to the theme and produce a personal response.

**WHAT CAN I DO AFTERWARDS?**

In a world where we are constantly bombarded with visual imagery, visual literacy is increasingly important. A career within the Arts is possible, with hard work, dedication and commitment. This qualification can be studied in Higher Education and can lead successfully to many career paths: designer, animation, freelance artist, advertising, illustration, photographer, film and television, architect, interior designer, textile designer, fashion, teaching and gallery work/curator.

**CACHE CHILDCARE**

**CACHE CHILDCARE**  
This course is offered at George Pindar School  
Led by: Mr Lyell

**WHAT WILL I BE STUDYING?**

Childcare is a vocational based subject which is ideal for learners who are considering a career as an early years or childcare worker. It allows learners to experience the practical aspects of childcare as well as learning through taught sessions and the completion of two assignments and a multiple choice question paper exam.

It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

**CONTENT OVERVIEW**

Unit 1: An introduction to working with children aged 0-5 years  
Unit 2: Development and well-being 0-5 years  
Unit 3: Childcare and development 0-5 years

**ASSESSMENT OVERVIEW:**

Unit 1: Written assignment  
Unit 2: Written assignment  
Unit 3: Multiple choice exam paper

**WHAT CAN I DO WITH THIS SUBJECT WHEN I LEAVE SCHOOL?**

It provides a basis for those seeking employment in a range of careers, such as working with children, nursing, midwifery, social work, playgroup leaders, teaching, teaching assistants and is beneficial to all as Life Skills training.

**GCSE COMPUTER SCIENCE**

**GCSE COMPUTER SCIENCE**  
Exam 80%  
Non-Exam Assessment 20%  
Led by: Mr C Williams

**EXAM BOARD:**  
OCR

**ENTRY REQUIREMENTS:**  
High set Maths

**WHAT WILL I BE STUDYING?**

This course encourages students to explore how computers work and communicate in a variety of contexts. There is ample opportunity for them to apply and consolidate their knowledge by carrying out practical tasks that will develop their capacity for imaginative, innovative thinking, creativity and independence. Computer Science allows students to develop the ability to problem solve, seeing a project through a system life cycle from Planning to Testing and Evaluating.

**WHAT CAN I DO AFTERWARDS?**

Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

CREATIVE CAREERS	TECHNICAL CAREERS
<ul style="list-style-type: none"> <li>■ Web Designer</li> <li>■ Web Developer</li> <li>■ Animator</li> <li>■ Games Designer/ Developer</li> </ul>	<ul style="list-style-type: none"> <li>■ Network Engineer</li> <li>■ Network Manager</li> <li>■ IT Technician</li> <li>■ Product Developer</li> <li>■ Database Developer/ Manager</li> <li>■ Software Developer</li> <li>■ Programmer</li> <li>■ IT Consultant</li> </ul>

**WJEC CONSTRUCTION**

**WJEC CONSTRUCTION**  
This course is offered at George Pindar School  
Led by: Mr Lyell

**WHAT WILL I BE STUDYING?**

This qualification is designed for students who are interested in how things are constructed. You will use a range of hand tools and materials. You can select from a range of areas in construction for example: plumbing, joinery, electrics, painting and decorating.

**CONTENT OVERVIEW**

There are three main parts:  
1 Safety and security in construction.  
2 Using practical construction techniques.  
3 Understanding how to plan a construction project.

**ASSESSMENT OVERVIEW**

25% One two-hour timed assessment on how to plan a construction project.  
50% Three practical assignments to demonstrate practical construction skills.  
25% One exam to show your understanding of how to work safely and securely in construction.

**WHAT CAN I DO WITH THIS SUBJECT WHEN I LEAVE SCHOOL?**

Assistant project manager, building inspector, carpenter, civil engineer, construction engineer, crane operator, electrician, equipment operator, joiner, painter, planner, plumber, project manager, roofer, surveyor, welder.

**CREATIVE IMEDIA: CAMBRIDGE NATIONAL CERTIFICATE**

**CREATIVE IMEDIA: CAMBRIDGE NATIONAL CERTIFICATE**  
Cambridge National Certificate Level 2  
25% Exam  
75% Controlled Assessment  
Led by: Mr C Williams

**EXAM BOARD:**  
OCR

**WHAT WILL I BE STUDYING?**

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

Cambridge National in Creative iMedia teaches students the pre-production skills required in areas including film, television, web development, gaming and animation, and has the development of key IT skills at the heart of the course.

This qualification helps students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts.

**WHAT CAN I DO AFTERWARDS?**

The Creative iMedia course can help lead to careers in the following areas:

CREATIVE CAREERS	TECHNICAL CAREERS
<ul style="list-style-type: none"> <li>■ Web Designer</li> <li>■ Web Developer</li> <li>■ Graphic Designer</li> <li>■ Animator</li> <li>■ Games Designer/ Developer</li> </ul>	<ul style="list-style-type: none"> <li>■ IT Technician</li> <li>■ Project Management</li> <li>■ IT Consultant</li> </ul>

**BTEC TECHNICAL AWARD FOR PERFORMING ARTS: DANCE**

**BTEC TECHNICAL AWARD FOR PERFORMING ARTS: DANCE\***  
40% External Assignment,  
60% Internal Assignment  
Led by: Miss G Noble

**EXAM BOARD:**  
Edexcel

**WHAT WILL I BE STUDYING?**

The course is made up of three components:  
1 Exploring the Performing Arts.  
2 Developing Skills & Techniques in Performing Arts.  
3 Performing to a Brief.

The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. There are expectations that:  
■ Students will bring kit to change into every lesson.  
■ Students will perform in front of their class and larger audiences.  
■ Assessments will be filmed.  
■ Students will need determination to improve – some content is difficult at the beginning.  
■ Students will give and receive feedback.  
■ For all components written coursework is required.

**WHAT CAN I DO AFTERWARDS?**

The BTEC Technical Award is a practical introduction to life and work in Performing Arts, so you can develop your understanding of the sector and see whether it's an industry you would like to be in. It gives students a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

**GCSE DESIGN AND TECHNOLOGY: PRODUCT DESIGN**

**GCSE DESIGN AND TECHNOLOGY: PRODUCT DESIGN**  
Exam 50%  
Controlled Assessment 50%  
Led by: Mrs E Millican

**EXAM BOARD:**  
AQA

**WHAT WILL I BE STUDYING?**

Students will be required to cover all aspects of the core content delivered as product design. Students will design and make quality products with creativity, originality and flair using a wide range of materials, new technologies and modern electronic devices. This course is partly practical with students designing and making their own prototype products such as LED lighting and stereo MP3 speakers. They will also be able to design and respond to design briefs and contexts. Students will learn about computer-aided design and use software to simulate electronic circuits and render 3D designs that they could print out using a 3D printer.

**WHAT CAN I DO AFTERWARDS?**

With a GCSE in Design and Technology students can show that they have the practical skills and technical understanding to progress further in subjects such as Engineering, Electronics, Product Design and apprenticeships in plumbing, electrics and motor vehicle maintenance. They can also go into areas such as computer and game console repair and generally any job requiring a practically skilled individual.

**GCSE DESIGN AND TECHNOLOGY: TEXTILES**

**GCSE DESIGN AND TECHNOLOGY: TEXTILES**  
Coursework 40%  
Controlled Assessment 60%  
Led by: Mrs E Millican

This course, Art and Design and the Graphics course are based on the same GCSE. Only one choice can be made between them. They cannot be taken together.

**EXAM BOARD:**  
AQA

**WHAT WILL I BE STUDYING?**

Students will immerse themselves in decorative and functional textiles by exploring the subject in two parts. You will produce a portfolio of Controlled Assessment work; this will add up to 60% of your overall grade. In the Spring Term of Year 11 you will undertake an Externally Set Task, which is worth 40% of your GCSE grade. This course allows students who have the ability to be creative and experimental with textiles, to combine this with mixed media and produce a range of textiles outcome suitable for fashion, interiors or costume. We will investigate thoroughly a range of skills, the work of others and create a personal response.

**WHAT CAN I DO AFTERWARDS?**

With a GCSE in Textile design students can show that they have the practical skills and technical understanding to progress further in subjects such as fashion, accessories design, fabric styling, visual merchandiser, stylist, teacher and generally any job requiring a practically skilled individual.

**GCSE DRAMA****GCSE DRAMA\***

40% Exam  
40% Coursework Component  
20% Practical Exam  
Led by: Ms K Jessup

**EXAM BOARD:**

Pearson (Edexcel)

Students opting for this subject will be required, at times, to work outside of normal school hours. For example; evening performances to public audiences and additional rehearsals outside of lesson time.

**WHAT WILL I BE STUDYING?**

**Component 1** Devising (Practical coursework and a written portfolio).

**Component 2** Performance from Text (Practical Exam – with an audience and a visiting examiner).

**Component 3** Theatre Makers in Practice (Written exam based on a set text and a live performance). This course is challenging and creative and allows students to develop skills in a number of different areas. Students will develop acting and performance skills as well as an overall understanding of the theatre. Students can choose different areas to develop their work in such as Performance, Lighting, Costume & Makeup, Set Design and Sound Design. Students will get the chance to take part in workshops delivered by professional actors and practitioners. This course requires a lot of commitment, hard work and self-discipline.

**WHAT CAN I DO AFTERWARDS?**

Students who take this course will be able to go on to study Drama at college such as A Level Drama and Theatre Studies. Drama also teaches you a number of other skills such as building confidence, improving group work, problem solving, time management and effective communication skills.

**EAL LEVEL 1/2 ENGINEERING TECHNOLOGY****EAL LEVEL 1/2 IN ENGINEERING TECHNOLOGY**

Led by: Mrs E Millican

**WHAT WILL I BE STUDYING?**

This course is designed for students who are interested in engineering and would like to acquire knowledge and understanding about the engineering sector. The course is taught through three core units of work and one additional unit chosen by the school. Each core unit is externally assessed by a short on-screen examination worth 50% and the remaining 50% is examined through an internal synoptic assessment.

The core elements of environment awareness, engineering techniques and engineering principles

are taught through a mixture of practical and written assignments in order to build students' understanding and support the online examinations. These assignments focus on understanding working drawings and using tools and equipment through metal work and electronic based practicals. Computer aided design and computer aided manufacture will also be a key feature of the work.

**WHAT CAN I DO AFTERWARDS?**

Level 3 qualifications in engineering, electrical installation, and plumbing. There are also clear links with apprenticeships in many areas including aerospace, marine, mechanical, maintenance, fabrication, electrical engineering sectors.

**GCSE ENGINEERING****GCSE ENGINEERING**

Led by: Mrs E Millican

**EXAM BOARD:**

AQA

**WHAT WILL I BE STUDYING?**

The core content for the Engineering GCSE includes: using engineering materials and manufacturing processes, looking at systems used in engineering, testing and investigating how engineered products work, understanding the impact of modern technologies such as 3D printers and electronics, and using engineering skills to manufacture and make products. A mathematical understanding will be required for this GCSE and questions on some maths problems will be asked in the exam.

40% of the marks are awarded through the controlled assessment which is started in June of Year 10 and takes most of Year 11 to complete and 60% is a written exam which is two hours long and has multiple choice and some short answer questions. Students will also be given a problem to solve using notes and sketches to produce a solution.

**WHAT CAN I DO AFTERWARDS?**

With a GCSE in Engineering, students can show that they have the practical skills and technical understanding to progress further in subjects such as Engineering, Electronics, Product Design and apprenticeships in plumbing, electrics and motor vehicle maintenance. They can also go into areas such as computer and game console repair and generally any job requiring a practically skilled individual.

**ENGLISH LANGUAGE & ENGLISH LITERATURE****ENGLISH LANGUAGE GCSE**

100% Exam  
No Controlled Assessment  
Led by: Mrs F Norton

**EXAM BOARD**

AQA

**WHAT WILL I BE STUDYING?**

When studying English Language, students will consolidate and build on the literacy skills they will need in the wider world by developing their functional, persuasive, narrative and descriptive writing expertise. In addition students will examine a wide range of non-fiction and fiction texts in order to progress their analysis skills.

**WHAT CAN I DO AFTERWARDS?**

The skills developed while studying English can open the door to an incredible variety of careers and courses, with many further education courses and jobs now requiring a GCSE qualification in this subject. Students can choose to study English at A Level and then as a degree subject or to enable you to enter professions such as a law, journalism, teaching, social work, engineering and the armed forces.

**ENGLISH LITERATURE GCSE**

100% Exam  
No Controlled Assessment  
Led by: Mrs F Norton

**EXAM BOARD**

AQA

**WHAT WILL I BE STUDYING?**

Students will study a diverse range of texts by authors such as Willy Russell, Alan Bennett and William Shakespeare. They will also learn how social, historical and cultural context impacts on these works, encountering issues such as racism, the changing roles of women and even the impact of music in play texts.

**WHAT CAN I DO AFTERWARDS?**

The skills developed while studying English can open the door to an incredible variety of careers and courses, with many further education courses and jobs now requiring a GCSE qualification in this subject. Students can choose to study English at A Level and then as a degree subject or to enable you to enter professions such as a law, journalism, teaching, social work, engineering and the armed forces.

**ENTERPRISE AND MARKETING****ENTERPRISE AND MARKETING**

Level 2 Certificate  
Exam 50%, Controlled Assessment 50%  
Led by: Mr C Williams

**EXAM BOARD:**

OCR

**WHAT WILL I BE STUDYING?**

This course is designed for students who want an introduction to business and enterprise which includes a vocational and hands-on element. It has been developed to enthuse and inspire students about a career in enterprise and marketing. The course will appeal to students who wish to either set up their own business, move into employment or progress onto further study.

Students will develop transferable skills including team working; communication skills; presentation skills; using initiative; and working independently

**WHAT CAN I DO AFTERWARDS?**

This course will open the doors to Higher Education and give students the necessary skills, knowledge and understanding to succeed in whatever future pathway they choose. Remember even scientists, engineers and artists will have to understand at least the basics of business.

**GCSE FILM STUDIES****GCSE FILM STUDIES**

100% Exam  
Led by: Mr S Williams

**EXAM BOARD:**

Eduqas

**WHAT WILL I BE STUDYING?**

This interesting and varied course teaches you how movies are made and how they are designed to have an effect on an audience. You will learn how camera work, design, editing and music are all used together to manipulate an audience's emotions and provoke specific emotions. You will watch and analyse films from lots of different places and times to examine the similarities and differences. You will have the opportunity to put what you have learned into practice by making or writing your own short film. Key skills needed for this course include; the ability to write clearly, the ability to concentrate, the ability to take notes. Key skills you will learn include; visual comprehension, media literacy, the ability to construct a written argument, an understanding of film and TV language. The course is examined by three papers:

- Paper 1** Hollywood Movies and Genre (35%)
- Paper 2** Films from the UK and other countries (35%)
- Paper 3** Film Production (30%)

**WHAT CAN I DO AFTERWARDS?**

This course leads to A Levels and BTECS in Media at the TEC, Scarborough 6th Form and York College. A number of our students have gone on to study Film at degree level and work in the industry.

**GCSE FOOD PREPARATION AND NUTRITION****GCSE FOOD PREPARATION AND NUTRITION**

50% Exam  
50% Controlled Assessment  
Led by: Mrs E Millican

**EXAM BOARD:**  
AQA**WHAT WILL I BE STUDYING?**

This new GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This new course is suitable for any student who enjoys working with food and is interested in all aspects of the food industry, enjoys solving creative problems and who is able to work individually and as part of a team. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics: Food, Nutrition & Health, Food Science, Food Safety, Food Choice and Food Provenance.

**WHAT CAN I DO AFTERWARDS?**

Beyond GCSE there are good opportunities in many different fields of work and higher education such as: hospitality and catering; food technologist; food manufacturing; food scientists and microbiologists; teaching; food retail; or food photography and journalism.

**GCSE FRENCH****GCSE FRENCH**

100% Exam,  
No Controlled Assessment  
Led by: Mrs K Curtis

**EXAM BOARD:**  
AQA**WHAT WILL I BE STUDYING?**

You will learn how to communicate about a wide variety of everyday topics in your chosen language. You will develop your reading, writing and listening skills. You will be assessed by a conversation lasting at least five minutes, a written examination testing your reading of your language and a listening examination. A good memory is essential to success on this course.

**WHAT CAN I DO AFTERWARDS?**

A GCSE in a modern foreign language is now an entrance requirement for some degrees at University. This course will prepare you to move on to A Levels in your chosen language and can help you access careers such as journalism, primary and secondary teacher, translation and interpretation, lawyer, doctor, air steward or the diplomatic service.

**GCSE FURTHER MATHS****GCSE FURTHER MATHS**

100% Exam, No  
Controlled Assessment  
Led by: Ms G Taylor

**EXAM BOARD:** AQA

The qualification is suitable for students from Year 10 onwards, who are expected to get grades 7 – 9 in GCSE Mathematics and who are likely to progress to A Level study in Mathematics and possibly Further Mathematics.

**WHAT WILL I BE STUDYING?**

The iGCSE in Further Mathematics places an emphasis on higher order technical proficiency, rigorous argument, algebraic reasoning and problem-solving skills.

It is an iGCSE style qualification. Transferable skills such as Cognitive, Interpersonal and Intrapersonal skills will be taught to enable students to face the demands of further and higher education, as well as the demands of the workplace.

**WHAT CAN I DO AFTERWARDS?**

The iGCSE in Further Mathematics prepares students for progression to further study of mathematics at AS and A level, and also to the study of Core Mathematics. This qualification also supports further training and employment where mathematical skills are required.

**GCSE GEOGRAPHY****GCSE GEOGRAPHY**

GCSE Specification A  
100% Exam  
No Controlled Assessment  
Led by: Miss N Henderson

**EXAM BOARD:**  
Edexcel**WHAT WILL I BE STUDYING?**

Students will explore the inter-relationship between the human and physical world. As part of this course students will cover topics including the changing landscapes of the UK, weather hazards and climate change, ecosystems, biodiversity and management, changing cities, global development and resource management. Students will also need to undertake two pieces of fieldwork in preparation for their final paper. Throughout the course students will undertake a number of tasks designed to enhance valuable skills such as photograph analysis, problem solving, communication and team work which employers look for.

**WHAT CAN I DO AFTERWARDS?**

In terms of progression many students who have studied Geography at GCSE go on to study the subject at AS Level and beyond. This subject is highly valued by employers and is useful in many careers such as town planner, crime analyst, travel agent, lawyer and diplomat to name just a few.

**NCFE LEVEL 2 TECHNICAL AWARD: GRAPHIC DESIGN****NCFE LEVEL 2 TECHNICAL AWARD: GRAPHIC DESIGN**

Led by: Mrs E Millican

**EXAM BOARD:**  
NCFE

This course and the Art and Design and Textiles course are based on the same awarding code. Only one choice can be made between them. They cannot be taken together.

**WHAT WILL I BE STUDYING?**

Students will develop an understanding of the components of graphic design, colour, typography, imagery and composition. They will do this by working with physical and/or digital materials and techniques including drawing skills, 3D modelling and a wide range of CAD software e.g. Photoshop and Illustrator. Learners will explore design disciplines, examine the work of recognised designers and apply this knowledge to their own creative outcomes. They will learn how to produce creative designs in response to a range of real world design briefs. Learners will explore working in the graphic design industry and they will design and create their own portfolio and review how the portfolio presents their skills as a graphic designer. The course is continually assessed, four 30 hour internal assessments (coursework) and a ten-hour exam. All units must be achieved to gain the award.

**WHAT CAN I DO AFTERWARDS?**

This course will provide students with a sound knowledge of a range of software design packages that are used in industry. This, coupled with the practical skills that they gain, will prepare them for a career in graphics, art and design, architecture, advertising and the media and computer game design.

**VTCT HAIR AND BEAUTY THERAPY****HAIR AND BEAUTY THERAPY**

Led by: Mr Lyell

**EXAM BOARD:**  
VTCT**WHAT WILL I BE STUDYING?**

This qualification has been designed to use the context of Hairdressing and Beauty Therapy as a vehicle to support the learner to develop broad and comprehensive understanding of this sector but more importantly of core subject knowledge and study skills that will support their progression.

**CONTENT OVERVIEW**

There are four main parts:

- 1 Understand the Hair and Beauty Sector
- 2 Hair and Beauty research project
- 3 Hair and Beauty Science
- 4 Responding to a Hair and Beauty brief

**ASSESSMENT OVERVIEW**

One external exam. Three externally set and internally moderated assignments. All four assessments must be passed to achieve the qualification.

**WHAT CAN I DO AFTERWARDS?**

Media, Drama & Theatre Studies, Applied Business/ Business Studies, Travel & Tourism, Physical Education and General Studies Apprenticeships, Hairdressing, Beauty Therapy General, Beauty Therapy Make-up, Nail Services.

**HEALTH AND SOCIAL CARE: CAMBRIDGE NATIONAL CERTIFICATE****HEALTH AND SOCIAL CARE**

BTEC Level 2 course  
40% exam and 60% coursework  
Led by: Ms L Johnson

**EXAM BOARD:**  
Pearson (Edexcel)**WHAT WILL I BE STUDYING?**

The course covers how we grow from babies to older adults. It looks at the changes we face in our lives and the life events we experience.

We also look at different services like hospitals, nurseries and care homes and the type of care and support we receive from each at different points of our lives.

The final unit covers health, both good and bad, and what we can do to improve our health.

**WHAT CAN I DO AFTERWARDS?**

Students who study this course often continue to study health and social care at college, get an apprenticeship or go on to university. Potential jobs include: midwife, doctor, youth worker, social worker, nurse, teacher, child-minder, teaching assistant, nursery worker.

**GCSE HISTORY****GCSE HISTORY**

100% Exam  
No Controlled Assessment  
Led by: Mr M Sissons

**EXAM BOARD:**  
AQA**WHAT WILL I BE STUDYING?**

**Paper 1** is called Understanding the Modern World. Students will study aspects of international history, including a study on either Germany 1891-1945 or the USA 1920-1973 and a period study encompassing the two World Wars.

**Paper 2** is called Shaping the Nation. Students will study aspects of British history, including a study on the Norman Conquest and a thematic study based on key developments in British society. History focuses on developing explanation and analysis, the critical use of source material and our understanding of how the past has been interpreted.

**WHAT CAN I DO AFTERWARDS?**

GCSE History is an academic course that focuses on key skills that are keenly sought by colleges and universities. This includes research skills and personal organisation; forming an opinion based on the facts and then express this verbally and on paper; the ability to discuss ideas and come to a balanced conclusion; the ability to analyse a wide range of source material to decide what is true and what is not. Career paths that use History include law, journalism, government, education, research, management, communications and PR.

**GCSE MATHEMATICS****GCSE MATHEMATICS**

100% Exam  
Led by: Ms G Taylor

**EXAM BOARD:**  
Edexcel

**WHAT WILL I BE STUDYING?**

The course aims to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- acquire, select and apply mathematical techniques to solve problems, reason mathematically, make deductions and inferences, and draw conclusions.
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

**CONTENT WEIGHTINGS:**

TIER	TOPIC AREA	WEIGHTING
HIGHER	Number	12 – 18%
	Algebra	27 – 33%
	Ratio, Proportion and Rates of Change	17 – 23%
	Geometry and Measures	17 – 23%
	Statistics & Probability	12 – 18%
FOUNDATION	Number	22 – 28%
	Algebra	17 – 23%
	Ratio, Proportion and Rates of Change	22 – 28%
	Geometry and Measures	12 – 18%
	Statistics & Probability	12 – 18%

**GCSE MUSIC****GCSE MUSIC**

This course is offered at George Pindar School  
Led by: Mr Worrell

**EXAM BOARD:**  
Edexcel

**WHAT WILL I BE STUDYING?**

This qualification has been designed to develop your musical skills. You will receive a weekly group instrumental or vocal lesson from NYCC Music service. If you are a beginner, you will need to commit to a daily 20-30 minute practice routine. All students perform as soloists to the class as well as working in small band groups. You will be expected to perform at school functions.

**CONTENT OVERVIEW**

All students are expected to sing, write essays and produce a composition portfolio.

**ASSESSMENT OVERVIEW**

**30%** performance (15% solo Grade 4-5 and 15% ensemble)

**30%** composition and/or arrangement  
**40%** listening/essay paper based around set works

**WHAT CAN I DO AFTERWARDS?**

Higher Education in music; the music industry; acoustics, sound engineering; game, TV and film industry, multimedia composer; musical theatre.

**GCSE PHOTOGRAPHY****GCSE PHOTOGRAPHY**

Exam 40%  
Coursework 60%  
Led by: Mr S Granger

**EXAM BOARD:**  
AQA

**WHAT WILL I BE STUDYING?**

Photography is an exciting and creative course. You will complete a series of projects, learning to use a digital camera and editing software to turn your ideas into images. This is an excellent course for students who are creative but struggle with more traditional artistic techniques such as drawing and painting. You will study other photographers' work in order to develop your own style and will produce a portfolio of work that is worth 60% of your final marks. In Year 11 you will complete a task set by the exam board which will include a ten-hour examination; this will be the final 40% of your marks.

This is an intensive course and will require a lot of work outside school time.

**WHAT CAN I DO AFTERWARDS?**

Photography will teach you skills that you can use in a range of Arts careers such as Media Studies, Graphics and Art and Design. Photographers can find work in a variety of different industries such as newspapers, magazines, fashion, film, television, books, and web design. Photography is also used in industry, medicine and advertising.

**CORE PE****CORE PE**

Physical Education (core) – non-examination  
Led by: Mr M Bell

**WHAT WILL I BE STUDYING?**

Physical Education in Key Stage 4 will provide students with the opportunity to take some of the activities covered in Key Stage 3 further. Physical Education is a statutory subject for all students up to, and including, Year 11. As well as contributing to the development of healthy lifestyle choices, it provides students with opportunities to develop skills that are not so easily developed in a classroom setting.

We adhere to the guidance set out in the National Curriculum to provide a broad and balanced learning experience. As well as the traditional games activities, such as football, netball and rugby, students participate in non-competitive environments, such as team building and fitness.

There are also opportunities to participate in school teams across a range of different sports.

**GCSE PSYCHOLOGY****GCSE PSYCHOLOGY**

100% Exam  
Students must have GCSE targets of 5 and above.  
Led by: Mr D Barber

**EXAM BOARD:**  
OCR

**WHAT WILL I BE STUDYING?**

In Psychology we study human behaviour and what makes us do what we do in a variety of situations. Psychology is a science-based subject as we plan and conduct research like you do in science but we test people in an attempt to understand why we behave as we do. In this course we cover six main topics:

- Criminal Psychology
- Psychological Problems
- Development
- Memory
- Social Influence
- Perception and Dreaming.

In order to be successful on this course you need to be genuinely interested in people and what makes them behave as they do. You also need to be logical and organised to plan research and analyse the data that you collect. Very importantly, you also need to be able to be honest about your own behaviour as we will discuss why you behave as you do in different situations.

**WHAT CAN I DO AFTERWARDS?**

Psychologists work in education, crime, mental health and many other areas. The subject links well to nursing, teaching and management and many other professions as we all need to work alongside others and we need to know how to get the best from people around us and this subject helps with this understanding of others.

**GCSE RELIGIOUS STUDIES****GCSE RELIGIOUS STUDIES**

100% Exam  
No Controlled Assessment  
Led by: Ms E Saxton

**EXAM BOARD:**  
Pearson

**WHAT WILL I BE STUDYING?**

GCSE Religious Studies allows students to study an extensive list of topics, for example: abortion/euthanasia, the death penalty, war/justice, and marriage/divorce just to name a few!

The course focuses on two religious perspectives: Christianity and Islam. It allows students to develop their understanding of different cultural perspectives and also develop their own view on the world and what it has to offer. Students will have an opportunity to take part in debates, pretend court trials, and take roles of lawyers. The course is assessed through two exams, one on each religion.

**WHAT CAN I DO AFTERWARDS?**

A qualification in this subject is useful in many jobs including: lawyer, police, barrister, teacher, social work, government, marketing and management.

**WJEC RETAIL AND TOURISM****RETAIL AND TOURISM**

This course is offered at George Pindar School  
Led by: Mr Lyell

**EXAM BOARD:**  
WJEC

**WHAT WILL I BE STUDYING?**

This is a course about understanding how businesses work, particularly businesses that affect tourism. The learning and assessment is based upon a plan, do and review model of learning. It is important to know that this is a very hands-on type of real life learning, where the student will be involved in all aspects of the business of Tourism.

**CONTENT OVERVIEW**

There are three main parts:

- Customer service
- The retail business
- Retail operations

**ASSESSMENT OVERVIEW**

**25%** Portfolio based upon the theme of being a customer.

**25%** Exam with short and long answers based upon running a retail business.

**50%** Personal project portfolio showing how you would develop a business.

**WHAT CAN I DO AFTERWARDS?**

Travel representative, trainee tourist guide, conservation assistant, museum curator, cabin crew, apprenticeships in the travel service, marketing and branding, Level 3 courses relating to business, travel and tourism.

**GCSE SCIENCE****GCSE SCIENCE**

100% Exam  
Led by: Ms C Swinton

**EXAM BOARD:**  
AQA

**WHAT WILL I BE STUDYING?**

Science is vital to understand how the world around us works. The skills developed in Science link into many other curriculum subjects. Students will develop practical, observational and analytical skills throughout the different topics that cover Biology, Chemistry and Physics. Topic areas include animal and plant biology, carbon chemistry, the periodic table, application of forces and the electromagnetic spectrum amongst many others. There is a strong emphasis on practical science in this course and students will complete a range of required experiments.

**WHAT CAN I DO AFTERWARDS?**

The qualification will award two GCSE grades. Students achieving grade 5 or above will be able to access A Level Biology, Chemistry or Physics courses or the equivalent in Further Education establishments.

There are two papers available Higher and Foundation. Higher level students can gain grades 4-9 and Foundation level students can gain grades 1-5.



### GCSE SEPARATE SCIENCES

#### GCSE SEPARATE SCIENCES

- GCSE Biology A
- GCSE Chemistry A
- GCSE Physics A

100% Exam,  
No Controlled Assessment  
Led by: Mrs C Swinton

#### EXAM BOARD: AQA

Students should only choose Separate Sciences if it has been recommended they do so.

#### WHAT WILL I BE STUDYING?

In Separate Sciences, students have the opportunity to study Biology, Chemistry and Physics in greater depth.

For each branch of science, a series of practical skills will be examined in addition to the theory content. At the end of the course, students will be awarded a separate GCSE grade for each of the separate sciences, giving three grades in total. The separate sciences are ideal preparation for the study of the separate sciences at A Level.

Students require a good level of numeracy and literacy to access the higher level material on the course.

#### WHAT CAN I DO AFTERWARDS?

Separate Science provides a sound basis for A Level Biology, Chemistry and Physics and would be an advantage to students wishing to study science at University or follow a career in science such as medicine, psychology or engineering. The analytical skills developed in the separate sciences can be transferred to subjects such as law or architecture.

### GCSE SPANISH

#### GCSE SPANISH

100% Exam  
No Controlled Assessment  
Led by: Mrs K Curtis

#### EXAM BOARD: AQA

#### WHAT WILL I BE STUDYING?

You will learn how to communicate about a wide variety of everyday topics in your chosen language. You will develop your reading, writing and listening skills. You will be assessed by a conversation lasting at least five minutes, a written examination testing your reading of your language and a listening examination. A good memory is essential to success on this course.

#### WHAT CAN I DO AFTERWARDS?

A GCSE in a modern foreign language is now an entrance requirement for some degrees at University. This course will prepare you to move on to A-Levels in your chosen language and can help you access careers such as journalism, primary and secondary teacher, translation and interpretation, lawyer, doctor, air steward or the diplomatic service.

### BTEC SPORT, ACTIVITY AND FITNESS



#### BTEC SPORT, ACTIVITY AND FITNESS

BTEC Technical Award  
40% Exam  
60% Coursework  
Led by: Mr M Bell

#### EXAM BOARD: Pearson (Edexcel)

#### WHAT WILL I BE STUDYING?

This course has been designed to provide an engaging and stimulating introduction to the world of sport. It encourages personal development through practical participation and performance in a range of sports and exercise activities. It also gives learners the opportunity to develop the communication skills needed for working in the sport sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions. Learners will cover three units of work: Understand the Body and the Supporting Technology for Sport and Activity (written

assignments), The Principles of Training, Nutrition and Psychology for Sport and Activity (external written exam paper) and Applying the Principles of Sport and Activity (written assignments). In order to gain a high grade in this subject, you will need to be competent at working independently, possess good IT skills, able to work as part of a group and meet deadlines.

#### WHAT CAN I DO AFTERWARDS?

This qualification gives learners the opportunity to progress to other vocational qualifications, such as the Pearson BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences, or onto GCE AS or A Level, and, in due course, to enter employment in the sport and active leisure sector. It also gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.





We offer a range of opportunities beyond the classroom to encourage students to extend their talents.

# An enriching environment

Our school is an exciting place to learn. We actively create opportunities to broaden the experiences of our students, seeking to build confidence and self-esteem and raise aspirations.

We encourage students to extend their learning and develop their talents by offering a range of opportunities beyond the classroom. Our library is vibrant and as well as offering our students a wide range of books to read it is a well-used study area. It hosts after school reading clubs, organises quizzes and other fun activities. Students are also welcome to complete homework in the library which is open every break, lunchtime and after school.

### LEARNING SUPPORT

Our Learning Support area is also well used by students who can benefit from one-to-one



support, take the chance to practise new skills and develop friendships at social times.

Students can take advantage of a wide range of extra-curricular activities such as photography and art club, Duke of Edinburgh Award, CAD CAM 3D printing or choreography and dance club. Many of these activities take place at the end of the school day and also include a wide variety of more traditional sporting activities and teams.

### PREPARING FOR THE FUTURE

We actively seek to encourage students to prepare for their future and we are proud of the careers-based opportunities we offer in school. Amongst others, students can benefit

from engineering and design workshops, enterprise challenges, careers interviews and visits to local colleges and universities. We regularly welcome professionals in to school to talk to students about their own careers.

We believe that offering students the chance to explore the wider world is important to broaden horizons and as such, the school has a well-established programme of visits both within the UK and abroad. All Year 7 students will be supported to participate in a residential opportunity at the YHA Boggle Hole near Whitby and every two years an expedition is planned. In 2019 students visited Ecuador and a group of students are currently preparing for their expedition to Kenya in 2021.



Graham students take part in the annual Rock Challenge contest



**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

Prior to joining Graham School, your child will hopefully have taken some of the opportunities to visit us. Some of our key staff will have visited your child's school on a number of occasions to build relationships, answer questions and provide peace of mind.

In July of Year 6, your child will take part in our two-day induction programme which will allow them to start to form

relationships with new friends and staff. They will get to know their way around and experience the life of the school. Parents and carers will also have the opportunity to visit the school to meet key staff and learn more about life at Graham School.

All students are invited to participate in our popular summer school in the summer holidays when they have left primary school.

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.

## HOMEWORK

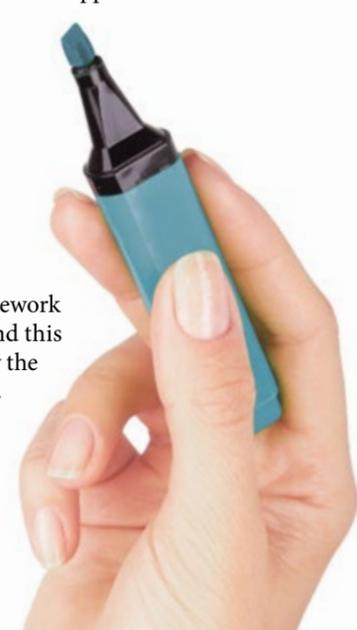
Homework is an essential part of every child's working week. It develops the skills of independent learning, self-sufficiency and determination.

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. Homework will be set daily; each child records homework in their planner and this will be checked by the form tutor weekly.

## THE SCHOOL DAY

Our school day is slightly different for each Key Stage. This is to allow a split lunchtime to shorten the length of queues the students experience and to allow them longer to enjoy their meal. We believe this also helps with the transition from primary school as lunch time is earlier in the day for Year 7, which is more in line with their previous primary school timings.

YEARS 7-8		YEARS 9-10-11	
08:40	Arrive	08:40	Arrive
09:10	Lesson 1	09:10	Lesson 1
10:10	Lesson 2	10:10	Lesson 2
11:10	Break	11:10	Break
11:30	Lesson 3	11:30	Lesson 3
12:30	Lunch	12:30	Lesson 4
13:00	Lesson 4	13:30	Lunch
14:00	Lesson 5	14:00	Lesson 5
15:00	School ends	15:00	School ends



## A uniform to unite us all

All students at Graham School 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. School uniform can be purchased from: **Rumours, 17 Victoria Rd, Scarborough YO11 1SB. Tel: 01723 501989**

### GIRLS' UNIFORM

- School Logo Blazer
- Sleeveless V-Neck Logo Jumper: Year 7 and 8 Maroon Year 9, 10 and 11 Navy
- School Kilted Skirt or Grey trousers  
If wearing the skirt, girls can choose to wear:
  - a collared shirt with tie or the white open-necked blouse with no tie
  - If trousers are preferred, they must be grey, straight legged without zips or external pockets and must be worn with the collared shirt and tie
- School tie: Year 7 and 8 Navy tie Year 9, 10 and 11 Maroon tie
- Black tights (with skirt) During summer term white ankle socks may be worn
- Black shoes (not boots) Sensible leather/leather-look, not trainer style or canvas

### BOYS' UNIFORM

- School Logo Blazer
- Sleeveless V-Neck Logo Jumper: Year 7 and 8 Maroon Year 9, 10 and 11 Navy
- White shirt and school tie Year 7 and 8 Navy tie Year 9, 10 and 11 Maroon tie
- Grey trousers must be straight legged and without zips or external pockets
- Black shoes (not boots) Sensible leather/leather-look, not trainer style or canvas

### UNISEX PE KIT

- Maroon Polo Shirt
- Maroon Shorts
- Long sleeved Jersey (optional)
- School regulation socks



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

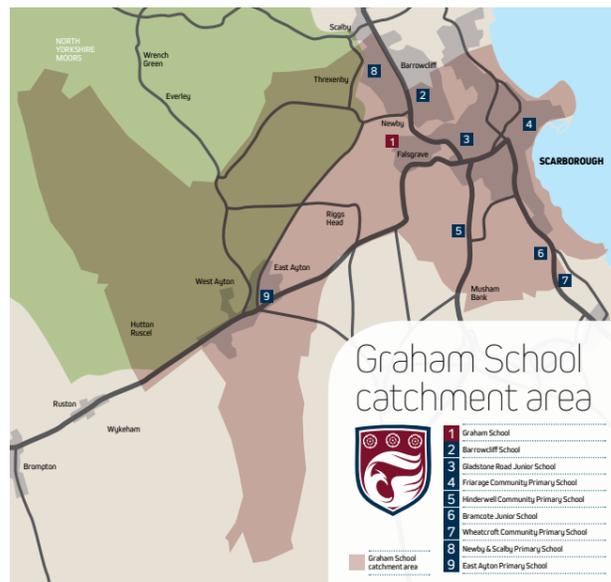
# Joining us...

## ADMISSIONS

The school has a designated catchment area defined by North Yorkshire County Council. If you live within North Yorkshire and your child was born between 1 September 2009 and 31 August 2010, your child will be eligible to transfer to secondary school at the start of the academic year 2021-22 and you will need to apply for a secondary school place for September 2021.

You will be able to apply for a secondary school place from 1 September 2020. 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 oversubscribed are allocated places according to the county council criteria which can be found at [www.northyorks.gov.uk/admissions-policies](http://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 County

Council by 31 October 2020. Information can be found at [www.northyorks.gov.uk/apply-secondary-school-place](http://www.northyorks.gov.uk/apply-secondary-school-place)

Further information is available from the Admissions Team at North Yorkshire County 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

During these unprecedented times, we want to introduce our school to you and your child virtually. Please take the time to watch all our videos and updates. We would be delighted to answer any questions you may have. Please contact reception to make an appointment for a personal phone call.



## GETTING TO GRAHAM SCHOOL

There are a number of buses which our students catch to get to school. Please note that Graham School does not set the service routes, timings or fares. All services are either contracted by NYCC Integrated Passenger Transport or by the Bus Company as a Commercial Provider. There are six buses in total, four service

buses and two commercially provided services. We will share full information about bus services with you at our transition events in June/ July 2021 or you can find further information about school transport on the NYCC website at [www.northyorks.gov.uk/school-and-college-transport](http://www.northyorks.gov.uk/school-and-college-transport)

## BUS SERVICES

Buses which currently provide transport to Graham School are:

### 350S / Roston – Graham School (Shoreline)

Route from Roston through West and East Ayton

### 352S – B / Eastfield – Graham School (EYMS)

Route from Eastfield to Graham School via Overdale, Osgodby, Filey Road – Cornelian Drive, Ramshill Road, Railway Station, Falsgrave and Manor Road

### 353S / Queen Street – Graham School (EYMS)

Route from Queen Street, via the Railway Station to Graham School

### 777S / Irton – Graham School (Shoreline)

Route from Irton to Graham School via Seamer, Crossgates and Edgehill

### 777 / Queen Street – Graham School (Shoreline)

Route from Queen Street, via the Railway Station and Falsgrave to Graham School

### 333 / Hollywood Plaza – Graham School (Shoreline)

Route from Hollywood Plaza via North Marine Road, Queen Street, Castle Road, Dean Road and Woodland Ravine to Graham School