



# WELCOME OPEN EVENING

Mr Will Teece, Headteacher



# Will Teece

## Headteacher



## Who Am I?



**Teaching for over 20 Years**

**History Subject Specialist / Humanities Teacher**

- Career -
- Teacher of History
  - Head of Year
  - Head of History
  - Head of Humanities
  - Curriculum Director Humanities / Social Sciences
  - Assistant Headteacher - P16
  - Assistant Headteacher - Outcomes / Data Lead
  - Vice Principal - Raising Standards Leader / PIXL Associate
  - Head of School
  - PIXL POSH Committee Member

Currently Headteacher at Brookvale Groby Learning Campus



**Campus core values:**

**“Work Hard, Be Kind”**

**“Valuing Everyone, Achieving Excellence”**





**‘A culture of  
excellence  
and kindness’**

**3 C’s Underpin All We Do:**

**Currency** - Results

**Character** – L.O.R.I.C.

**Culture** – Kindness, Respect, Living without harm



# Academic excellence

- GCSEs/BTECs – attainment which is well above the national average. Students achieve significantly better than those nationally.
- A Levels – outstanding individual success with students accessing the best universities in the country
- A three year upward trend in improving A Level results as measured by progress compared to national.





"THE GREATER DANGER FOR MOST OF US LIES  
NOT IN SETTING OUR AIM TOO HIGH AND  
FALLING SHORT; BUT IN SETTING OUR AIM TOO  
LOW, AND ACHIEVING OUR MARK."

MICHELANGELO

© Lifehack Quotes





only  
the **Best!**





## KS3 Curriculum 2020-21

The curriculum is designed to be rich, broad and balanced and match the recommended curriculum timings from the DfE as far as possible. The current subject timings are as follows:

| Subjects   | Year 7    | Year 8    | Year 9  |
|--|-----------|-----------|---|
| Maths  | 4         | 4         | 4   |
| English  | 4         | 4         | 4   |
| Science  | 3         | 3         | 3   |
| PE   | 2         | 2         | 2   |
| MFL  | 2.5       | 2.5       | 3   |
| Geography and RS   | 2         | 2         | 2   |
| History and Citizenship  | 2         | 2         | 2   |
| Art and Design<br>(Art and Ceramics,<br>Graphics, Drama, Food,<br>Textiles and Design) | 3         | 3         | 4 * (students study 4 subjects on rotation) (2 doubles) |
| Music  | 1         | 1         | In Art and design rotation                              |
| Lf   | 0.5       | 0.5       | 1   |
| ICT/Computing  | 1         | 1         | In Art and design rotation                              |
| <b>Total</b>   | <b>25</b> | <b>25</b> | <b>25</b>   |

## Brookvale Groby Curriculum

The Brookvale Groby Curriculum has been produced in collaboration with students, parents and staff. It is constantly evolving to incorporate best practices and educational research (see *Principles and Features of the Brookvale Groby Learning Campus Curriculum*).

As a campus we are passionate about ensuring that **all** of our students are given the best learning experiences possible so that they can become successful future citizens.





## Principles and Features of the Brookvale Groby Learning Campus Curriculum



| Principle                                 | Feature  | Rationale/background  | What it looks like   |
|---|--|---|--|
| Aspirational, rich, broad and balanced    | Well-conceived curriculum which, whilst based on knowledge, ensures curricular and cross curricular skills are embedded and students have opportunities to extend learning beyond the limits of a specification. | <ul style="list-style-type: none"> <li>David Didau, <i>The Learning Spy</i></li> <li>Ofsted EIF, <i>Overview of Research</i> (2019)</li> <li>Willingham, <i>Why kids don't like school?</i>(2010)</li> <li>Robinson <i>Trivium 21c</i>(2013)</li> <li>MFL - <i>Review of Pedagogy</i></li> </ul>  | <ul style="list-style-type: none"> <li>A wide range of subjects on offer (in all key stages) including a good range of academic and creative subjects</li> <li>All students learn a language at KS3 (some learn a second language)</li> <li>A large number of enrichment activities in all key stages (trips, teams, speakers etc)</li> <li>National curriculum used to model the KS3 curriculum</li> <li>Full GCSE course begins in year 10</li> </ul>  |
| Knowledge based                           | Knowledge organisers are used which contain key information and vocabulary. Facts are at the centre of units of work   | <ul style="list-style-type: none"> <li>Hirsch, <i>Why knowledge matters</i> (2016)</li> <li>Willingham <i>Why Don't kids like school</i>(2010)</li> <li>Mary Myatt - <i>The curriculum Gallimaufry to coherence</i> (2018)</li> <li>Visit to St Martins - Midlands Knowledge Hub (2017)</li> <li>Ofsted EIF <i>Overview of Research</i> (2019)</li> </ul> | <ul style="list-style-type: none"> <li>Pupils receive knowledge organisers containing core information for all subjects</li> <li>Lessons refer to and build on the content of knowledge organisers</li> <li>Teachers continually develop their expertise in content knowledge and pedagogical content knowledge. Teaching strategies are continually refined in light of this</li> <li>Students are explicitly taught techniques to memorise and retrieve information to delve deeper into the subject</li> </ul>        |
| Spacing and interleaving                  | Curriculum planning in all subjects is interleaved in a strategic way to allow for regular revisiting of topics.   | <ul style="list-style-type: none"> <li>Brown et al (2014), <i>Making it stick</i></li> <li>Willingham, <i>What Will Improve a Student's Memory?</i> (2010)</li> </ul>   | <ul style="list-style-type: none"> <li>Subject content is interleaved in order for topics to be revisited throughout the period of study and to develop retention of knowledge and improve recall from long term memory</li> <li>In some subjects assessment procedures are interleaved rather than content</li> <li>Do Now activities give students opportunities to review previous learning</li> </ul>  |
| Regular quizzing and synoptic assessments | Low-stakes quizzing, Do Nows and synoptic assessments used to develop knowledge retrieval and support long term learning   | <ul style="list-style-type: none"> <li>Willingham <i>What Will Improve a Student's Memory?</i> (2010)</li> </ul>  | <ul style="list-style-type: none"> <li>Lessons begin with Do Now's which either quiz on previous learning or knowledge organisers</li> <li>Online quizzes and resources are available for students to use</li> <li>Regular 'low-stakes quizzing' is a feature of lessons in all subjects</li> <li>Tests are synoptic and review knowledge from across the course</li> </ul>  |
| Metacognition                             | Students are explicitly taught how to learn. Students understand the science and strategies behind how they learn and how to remember.   | <ul style="list-style-type: none"> <li>EEF Toolkit, <i>Guidance on Metacognition</i>(2018)</li> <li>Dunlosky <i>Strengthening the Student Toolbox</i> (2013)</li> </ul>   | <ul style="list-style-type: none"> <li>Students learn how to plan, monitor and evaluate their work</li> <li>Teachers model the thinking process when addressing new concepts, ideas and problems</li> <li>Teachers encourage metacognitive talk and ensure that students reflect on their learning</li> <li>Students are taught strategies for learning, revising and using their memories</li> </ul>  |
| Explicit instruction                      | Teachers use direct instruction, presenting information in a format which is logical and clearly chunked. Teachers talk students through worked examples, supporting the journey from novice to expert learners. | <ul style="list-style-type: none"> <li>Rosenshine, <i>Ten Principles of Instruction</i> (2012)</li> <li>Sweller, <i>Cognitive Load Theory</i> (1994)</li> <li>Tom Sherrington, <i>Rosenshine's Principles in Action</i> 2019</li> </ul>   | <ul style="list-style-type: none"> <li>Lessons have clear objectives and success criteria and are put into the wider context of the curriculum</li> <li>Models, images and scaffolds are used to support all students to learn knowledge and skills</li> <li>New information is broken down into small chunks</li> <li>Guided practice of key concepts followed by independent deliberate practice is a feature of most lessons</li> </ul>   |
| Questioning                               | Questioning is a key element of our Model for Expert Teaching. Teachers and students ask questions to develop understanding, practise retrieval and promote metacognitive thinking.                              | <ul style="list-style-type: none"> <li>Rosenshine, <i>Ten Principles of Instruction</i> (2012)</li> <li>Dylan Williams: <i>Embedding Formative Assessment</i></li> <li>Tom Sherrington, <i>Rosenshine's Principles in Action</i> 2019</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers ask targeted questions to a range of students within a lesson.</li> <li>Questions are differentiated to encourage a range of cognitive processes from recall to deeper reflection</li> <li>Thinking time is built into questions</li> <li>Teachers bounce questions between students to deepen understanding.</li> <li>Students are given the opportunity to ask questions to teachers during whole-class discussions and as individuals to clarify learning.</li> </ul> |
| Feedback                                  | Feedback is a crucial feature of our teaching and learning policy. We use feedback to help students progress and to develop metacognition.   | <ul style="list-style-type: none"> <li>Rosenshine <i>Ten Principles of Instruction</i> (2012)</li> <li>Dylan Williams: <i>Embedding Formative Assessment</i></li> </ul>   | <ul style="list-style-type: none"> <li>Feedback will take numerous forms: written, verbal, teacher-led, peer assessment and self-assessment.</li> <li>Teachers will offer students feedback in the form of strengths and targets.</li> <li>Feedback will normally refer to key objectives and/or assessment criteria.</li> </ul>   |

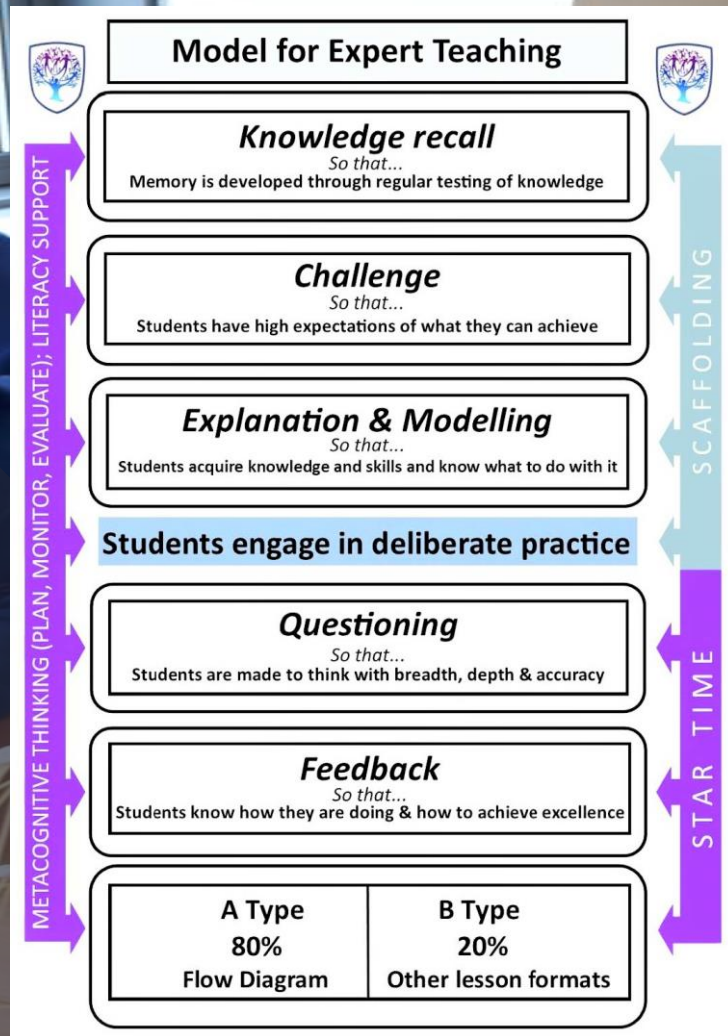


# Curriculum Principles

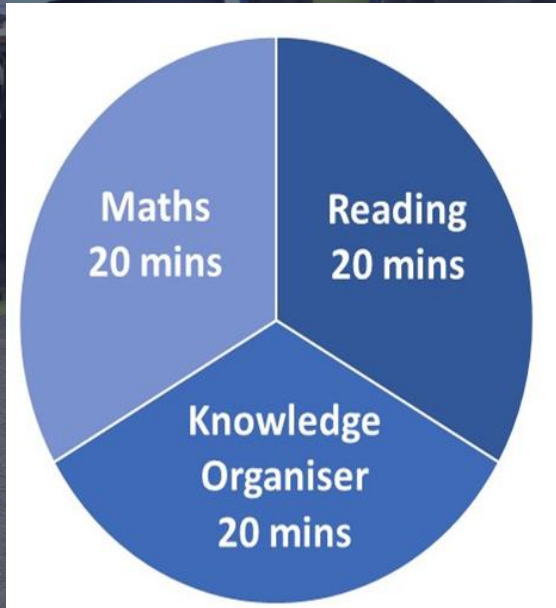


# Supporting Academic Excellence:

- Strong Professional Learning
- Robust Quality Assurance
- “Every teacher, a good or outstanding teacher”
- Excellent Pedagogy and Practice
- An outward facing Campus



# Daily Homework:



**realsmart**  
your whole school online

Working across Primary, Secondary, SEN and FE since 2004.

Home Features Case Studies Book a demo Google Classroom Reporting MATs

smartparents

Your parental data portal.

smartparents is our reporting tool that shares homework, timetables, attendance, achievements and behaviour data with parents.



# High Academic Standards



## 2019 GCSE RESULTS DAY:



**David Jones**

**TOP ACHIEVING BOY**

**"I would definitely recommend studying here at BGLC. Teachers are really helpful and want you to do well."**

David is continuing on into Post 16 here at BGLC to study Physics, Maths and Further Maths.

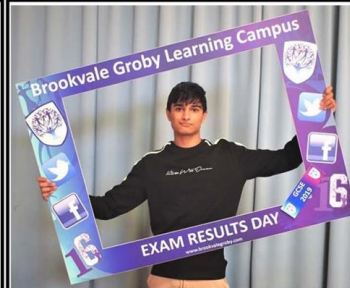


**Amber King**

**TOP ACHIEVING GIRL**

**"WOW I got a 9 in English Lit! I am really surprised, but happy with all of my grades! All my hard work has paid off."**

Amber will be studying A Level Maths, Biology, Chemistry and Physics here at BGLC.



**Kush Bharakhada**

**MOST IMPROVED STUDENT**

**"I am so happy with my results, I tried my very best and couldn't have done any better."**

Kush will be staying here at Post 16, with Graphics and Physics amongst his subject choices so far.



A photograph of two students in school uniforms sitting at a desk. The student on the left is a girl with long blonde hair, wearing a blue blazer and a blue and white striped tie. The student on the right is a boy with short brown hair, wearing a white short-sleeved shirt and a blue and white striped tie. They are both looking at an open book on the desk. The background shows a classroom with a computer monitor displaying a blue screen and a wall covered in various posters and images.

# Achieving Excellence Standards / High expectations

Uniform  
Equipment  
Punctuality  
Attendance  
Behaviour

**We want all students to be their best version of themselves:**

**“Everyone achieving their full potential!”**

**We want all our students to feel:**

**Valued  
Cared for  
Encouraged  
Equipped**

**Strong of Will, Mind & Heart**



# Supporting Academic Excellence:



**Michelle Tointon**  
**Faculty Leader**  
**SENCo 11-19**





# Valuing Everyone Pastoral Support

- Dedicated, non-teaching pastoral support team
- Pastoral Team Leader
- Head of Year 7
- Form Tutors



Tina Rumming  
Pastoral Team Leader



# Valuing Everyone

We say NO to bullying  
of any kind

Safeguarding  
students is our  
Number 1  
Priority

We say NO to  
prejudice of any  
kind



# Character education:

- L.O.R.I.C.
- Zest, Grit, Determination
- Growth Mindset
- Diversity
- Acts of Kindness
- Respect
- Staying safe
- Human values
- Culture of kindness



# Student Leadership:

- Student Leaders
- Student council
- Kindness mentors
- Subject ambassadors
- Edge ambassadors
- Sports leaders
- Student librarians





# Outstanding opportunities

- High quality sporting traditions
- Trips around the world
- Leadership opportunities
- Drama and musical performances
- Extensive range of afterschool clubs
- Duke of Edinburgh Award Scheme

...and so much more!



# Post 16 Facilities

- Seminar rooms
- Dance studio
- IT suites
- Theatre
- Visual arts facilities
- Common room
- Leadership
- Work experience
- Clubs and societies
- Higher education visits
- Career guidance
- Open events

# PERSPECTIVES IN SOCIOLOGY

## THE NEW RIGHT



## FUNCTIONALISM

THE FUNCTIONALIST PERSPECTIVE, ALSO CALLED FUNCTIONALISM, IS ONE OF THE MAJOR THEORETICAL PERSPECTIVES IN SOCIOLOGY. IT HAS ITS ORIGINS IN THE WORKS OF EMIL DURKHEIM, WHO WAS ESPECIALLY INTERESTED IN HOW SOCIAL ORDER IS POSSIBLE OR HOW SOCIETY REMAINS RELATIVELY STABLE.

FUNCTIONALISM CONSIDERS SOCIETY AS A WHOLE IN TERMS OF HOW IT CONTRIBUTES TO THE STABILITY OF THE WHOLE SOCIETY. SOCIETY IS MADE UP OF DIFFERENT PARTS, EACH WITH A SPECIFIC FUNCTION TO PERFORM FOR THE STABILITY OF THE WHOLE SOCIETY.

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# Why choose BGLC?

**Written comments from parents following Year 8 Progress Evening (2019):**

*'My child goes in happy and comes home happy and enjoys his day to day school life.'*

*'It has the caring element of a small school. Children are pushed to achieve targets in a positive way.'*

*'The staff at this parents evening have blown me away with their friendly, enthusiastic and knowledgeable manner.'*

*'All 3 of our children have thrived through support that the school has given them, so happy with their education.'*

*'The school is excellent, helping my child progress and I would recommend it.'*

*I have had the most positive experience and have enjoyed every day of it.*

*I have worked in schools for the last 10 years and have never worked anywhere like this. From day 1, I have felt part of something amazing and special....the school has such a positive atmosphere and nothing has been too much trouble for anyone.*

*I am sad to leave, but now have a great basis for my career ...although I think it will be hard to find a school as good! I wish you continued success and maybe one day we'll meet again!'*



# Parents in Partnership

Parent Steering Group

Transition

Meet the Tutor

Progress Evening

Progress Reports

Letters of Commendation

Newsletters

Phone calls

ParentPay

Website

Facebook

Twitter

Parent Voice






- PIXL
- TELA
- ENRICH
- Leics Secondary Heads
- KYRA Research School
- ITT / SCITT/ Teach First/ Schools Direct
- Leicester University



the **PiXL** club  
partners in excellence

# Partnerships at work





Theatre  
Drama Studios  
Music Rehearsal rooms  
IT suites – Mac, ChromeBook, Desktops  
Indoor Sports Hall  
MUGA  
Five a side pitch  
Basketball Courts  
Tennis Courts  
Large Science Labs  
Extensive ADT Provision  
Large Dining Spaces  
Well stocked and used Library

Amazing Grounds – we are blessed

# Outstanding facilities



## Feeder Schools and Catchment Addresses

- Whether the child is currently at one of our feeder schools and/or lives in catchment has an impact on the likelihood of success for an applicant to be offered a place.

For example.....

- a) Jonny attends a feeder school, but lives out of catchment and is **not** offered a place.
- b) Jasmine does not attend a feeder school, but lives in catchment and she **is** offered a place.

To indicate the differences of intake between **feeder schools** and **catchment addresses**, numbers for the last 4 years are shown here:

|                           | 2017 | 2018 | 2019 | 2020 |
|---------------------------|------|------|------|------|
| % FROM FEEDER SCHOOLS     | 65   | 67   | 74   | 63   |
| % FROM NON-FEEDER SCHOOLS | 35   | 33   | 26   | 37   |
| % IN CATCHMENT            | 62   | 64   | 67   | 55   |
| % OUT OF CATCHMENT        | 37   | 36   | 33   | 45   |

## Intake By School For The Last 4 Years

| FEEDER SCHOOL       | 2017 | 2018 | 2019 | 2020 |
|---------------------|------|------|------|------|
| ELIZABETH WOODVILLE | 36   | 30   | 30   | 28   |
| KIRBY MUXLOE        | 17   | 21   | 40   | 26   |
| LADY JANE GREY      | 35   | 29   | 26   | 25   |
| MARTINSHAW          | 28   | 29   | 30   | 30   |
| NEWTOWN LINFORD     | 7    | 3    | 7    | 10   |
| RATBY               | 35   | 46   | 52   | 37   |

### NON-FEEDER SCHOOLS

|                     |            |            |            |            |
|---------------------|------------|------------|------------|------------|
| GLENFIELD           | 23         | 22         | 15         | 16         |
| GLENFIELD THE HALL  | 23         | 27         | 22         | 32         |
| BRAUNSTONE FRITH    | 2          | 7          | 5          | 6          |
| DOVELANDS           | 1          | 4          | 5          | 1          |
| FOREST LODGE        | 8          | 2          | 4          | 8          |
| STOKES WOOD         | 3          | 2          | 1          | 3          |
| OTHER               | 25         | 15         | 14         | 24         |
| <b>INTAKE TOTAL</b> | <b>243</b> | <b>237</b> | <b>251</b> | <b>246</b> |

# Will I get a place for my child?



# Uniform Guide

## Key Stage 3 Uniform – Years 7 to 9

Key stage 3 (Years 7,8,9) students wear a bright blue jumper/cardigan and tie. Replacement ties can be purchased via Reception.



Our Campus PE kit is available only from **Uniform Direct**.

Both items are compulsory for Key Stages 3 & 4:  
Years 7 to 11.



## How to Purchase Uniform

### Online

From our designated supplier, Uniform Direct:  
[www.uniform-direct.com](http://www.uniform-direct.com)

### In store

Direct from the Uniform Direct shop  
in Leicester City Centre:  
54-56 Humberstone Gate Leicester, LE1 3PJ  
Open 9am to 5:30pm  
Monday to Saturday Tel: 0116 2511844



# Transport to Brookvale Groby Learning Campus (BGLC)



## TRANSPORT SERVICES PROVIDED BY BGLC

These are all contracted services arranged by the Campus. Places on these routes **must** be booked and paid for a term at a time, in advance (other than for the orange route – see below).

A pass will then be issued to the student.

Please contact the campus Reception office to book a place on one of these services: [Reception@brookvalegroby.com](mailto:Reception@brookvalegroby.com)

**ALL PLACES ARE ALLOCATED ON A FIRST COME, FIRST SERVED BASIS, AND THERE MAY BE LIMITED AVAILABILITY**

Payment is made a term at a time, in advance, by Parentpay account.

A typical costs for 2020-21 is £475 per annum.



## TRANSPORT SERVICES PROVIDED BY LEICESTERSHIRE COUNTY COUNCIL (LCC)



In addition to the fare paying services offered by Brookvale Groby Learning Campus, parents may also access transport services provided by Leicestershire County Council. **FAREPAYING TRANSPORT**

The online farepaying application form for the 2020/21 academic year can also be found on the LCC website. Parents of non-eligible students across all age groups can apply for a spare seat on a Council run school contract bus and a place will be allocated if there are spare seats after the eligible children have been allocated.

**The cost for the academic year is £800** (for 2020-21) which can be paid in instalments. Please note that farepaying places cannot be guaranteed, are allocated on a 'first come first served' basis and will be very limited in availability.

## **CONTACT AT LCC FOR TRANSPORT ENQUIRIES**

Transport Assessments Team  
Passenger Transport Services  
Phone: 0116 305 0002

Email: [transportassessments@leics.gov.uk](mailto:transportassessments@leics.gov.uk)



# Bus Routes Available

| <b>YELLOW ROUTE:</b> Glenfield – Elmtree Avenue & Station Road  |      | <b>PINK ROUTE:</b> (previously RED route)*<br>LFE / Kirby Muxloe / Glenfield - Elmtree Avenue & Station Road |      |
|---|------|--|------|
| Operated by GH Watts (75 SEATS)   |      | Operated by GH Watts (68 SEATS)  |      |
| Pick up & drop off point  | TIME | Pick up & drop off point   | TIME |
| Elmtree Avenue (UP HILL) – Opp. Forge Close, Glenfield  | 8.15 | Hinckley Rd/Holmfield Ave West LFE   | 7.55 |
| Elmtree Avenue (UP HILL) – Opp. One Stop Shop, Glenfield  | 8.17 | Nr Kings Drive/Sainsburys on Hinckley Rd, LFE  | 7.58 |
| Railway Pub, Station Road, Glenfield  | 8.20 | Kirby Lane/Forest rise Bus Stop, LFE   | 8.00 |
| Campus  | 8.30 | Station Rd, opp Library, Kirby Muxloe  | 8.03 |
|   |      | Main Street, opp Church Hall, Kirby Muxloe   | 8.06 |
|   |      | Elmtree Avenue (UP HILL) – Opp. Forge Close, Glenfield   | 8.09 |
|   |      | Elmtree Avenue (UP HILL) – Opp One Stop Shop, Glenfield  | 8.11 |
|   |      | Station Road, Railway Inn, Glenfield   | 8.16 |
|   |      | Campus   | 8.35 |
| <p>*Places on the <b>PINK BUS</b> should be reserved and paid for direct to BGLC.<br/>The <b>RED BUS</b> continues to operate as the S120 service contracted by Leicestershire County Council for students entitled to free transport. Places on this service should be arranged by contacting LCC.</p> |      |  |      |

| <b>GREEN ROUTE:</b> New Parks/A50 Glenfield |      | <b>BLUE ROUTE:</b> LFE/Hinckley Road/Aikman Ave/Newfoundpool/A50 Heathley Park |               |
|---|------|--|---------------|
| Operated by GH Watts (75 SEATS)             |      | Operated by GH Watts (55 SEATS)  |               |
| Pick up & drop off point                    | TIME | Pick up & drop off point   | TIME          |
| Scudamore Road/ Chevin Avenue               | 8:05 | Kirby Lane/Forest Rise   | 7.50          |
| Liberty Road/Cufflin Drive (School)         | 8:06 | A47 Layby – Opposite Shops, LFE  | 7.52          |
| Liberty Road/Triumph Road                   | 8:08 | A47 Layby – Opposite Post Office, LFE  | 7.55          |
| Charnor Road/Forest Lodge                   | 8.10 | Hinckley Road – Leisure Centre   | 8.00          |
| Glenfield Frith Road /A50                   | 8:15 | Hinckley Road – Dovelands School   | 8.02          |
| Faire Road /A50                             | 8:16 | Petworth Drive (just inside)   | 8.05          |
| Campus                                      | 8:30 | Aikman Avenue/Coates Avenue<br>Downhill after roundabout                       | 8.08          |
|   |      | Fosse Road North – Tesco   | 8.11          |
|   |      | Fosse Road North – Layby A50   | 8.14          |
|   |      | A50 Shops – Florist  | 8.16          |
|   |      | A50 Skoda Garage, Groby Road   | 8.18          |
|   |      | A50 Junc. of Glenfield Frith Drive /Faire Rd                                   | 8.20,<br>8.21 |
|   |      | Campus   | 8.25          |
|   |      | Students who get on here, pay the driver and return home on the Orange bus     |               |





| PURPLE ROUTE: Markfield / Newtown Linford / Anstey / Glenfield                           |                 |      | ORANGE ROUTE: Kirby Muxloe   |             |
|--|-----------------|------|--|-------------|
| Operated by Roberts Coaches (70 SEATS)   |                 |      | Operated by GH Watts (96 SEATS)  |             |
| Pick up point  |                 | TIME | To use this service there is no need to pre-book. Simply pay the driver.                         |             |
| Forest Road Bus Stop, just before Main Street  | Markfield       | 7.54 | <b>1. Pick up Point</b>  | <b>TIME</b> |
| London Road/Chitterman Way   | Markfield       | 7.55 | Main Street Shops  | 8:30        |
| Launde Rd, just after Countryman Way, 2 <sup>nd</sup> turn                               | Markfield       | 7.56 | Kirby Muxloe   |             |
| Markfield Lane, opp Field Head Hotel Car Park  | Markfield       | 7.58 | Main Street, The Castle, Kirby   | 8:32        |
| Main Street Bus Stop near no.59  | Newtown Linford | 8.01 | Campus   | 8:38        |
| Bradgate Park opp Tea Rooms  | Newtown Linford | 8.02 |  |             |
| Bradgate Road Bus Stop, opp 472( Wooden Stags Head)                                      | Newtown Linford | 8.04 |  |             |
| Bradgate Rd Bus Stop Long Close  | Anstey          | 8.05 |  |             |
| Link Rd, Anstey Martin School  | Anstey          | 8.06 |  |             |
| Cropston Road, Anstey Nomads   | Anstey          | 8.08 |  |             |
| Leicester Road, Potter Carpets   | Anstey          | 8.10 |  |             |
| Gynsill Lane, Bus Stop just prior to island  | Glenfield       | 8.15 |  |             |
| **Bus Stop at the Nags Head, Station Road  | Glenfield       | 8.18 | The cost for this service is £1.50 per journey, or £12 per week when paid for on Monday morning. |             |
| **The Railway Hotel, Station Road  | Glenfield       | 8.20 |  |             |
| Campus   |                 | 8.35 |  |             |
| **Travel via Station Road to Glenfield Square and returns along Station Road for pickups |                 |      |  |             |



# Frequently asked Questions

## *How many students are at the school?*

Approximately 1,500 – 240/245 per year group for Years 7 to 11, plus Post 16 students studying A Levels.

## *If we live out of catchment, how likely is it that we will be successful in getting a place?*

There is no guarantee but we know from recent years that typically a third of our intake into Year 7 is students from out of catchment addresses.

## *Is my child guaranteed a place if they attend a feeder school?*

Not guaranteed – please see the 'Priority Criteria' listed on the admissions display this evening.

## *What is the average class size in Year 7?*

27 to 28, although this varies for some lessons and setted groups.

## *Do you authorise students to have holiday in term time?*

No, sorry. Statistics show that time missed at school has a detrimental effect on learning, so we ask that families go on holiday outside of term time.

## *Do you ask students to nominate a friend to be with in lessons?*

We do encourage the students to form new friendships and mix with students from other feeder schools. We have learnt from many years' experience that such a provision is not required.

## *Do we have to pay for transport to the school?*

You may be eligible for free transport for your child and this will be determined by Leicestershire County Council transport unit. Otherwise if you would like a place on one of our school buses for your child, you will need to pay. Please see the transport display this evening.

## *Can my child bring a phone to school?*

Yes they can, but it must be put away at 8:40am and not used again until 3:10pm. Phones are confiscated if used by a student during school hours, unless they are being used in lessons under teacher guidance.





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# Next steps:

Visit our Website - Virtual Tour

Student Videos

Ask a question: <https://forms.gle/VZZMyGMQLn2BI4MC7>

## Breakout Rooms:

Pastoral - Greg Godwin - Senior Deputy Head

SEND - Michelle Tointon - SENDCO

Admissions / Transport - Debbie Lee – Student Services Manager

General - Will Teece – Headteacher



Join our community

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