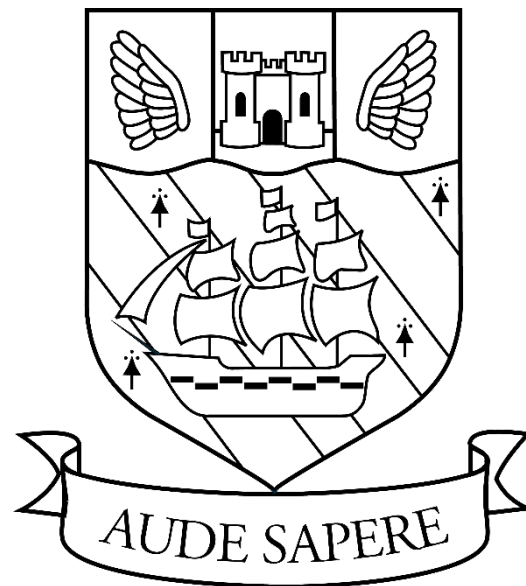


Information  
**2022/2023**



**TORQUAY GIRLS' GRAMMAR SCHOOL**

Printed on paper made from 100% Recycled Cellular Fibre / Post Consumer Waste.  
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Wrapped and packed in recycled material.



## 1. Our Vision

We aim to provide an outstanding environment which fosters our school values:

### **Kindness, Equality, Well-being, Open Minds and Collaboration**

In doing so we equip students for a future in which they have the academic qualifications, character skills and self-esteem to make decisions that lead to long, happy and content lives. Our motto is 'Aude Sapere' - We **DARE** our students **to be WISE** – *We dare them to think for themselves.*

## 2. Pastoral System

Our pastoral system is based around the need to look after all parts of a student's life. We have a very strong House culture and a year-round calendar of activities. Our students are allocated to a House on entry to the school. These are named after former Head Teachers: Beal, Jackson, Robertson, Wilkinson and Cross. The House system enables students to work together for events such as Sports' Day, Charity week and other events (see below) culminating in the House Shout where all students (and staff !) compete by singing a song of their choice at the end of term assembly – see our House Culture Booklet.

Sixth form students are elected by their House members to be Heads of House and these senior students also provide invaluable support for the younger members of the school ([www.tggsacademy.org/houseculture](http://www.tggsacademy.org/houseculture)).

The 2020/2021 leaders of the Pastoral care system are the Heads of Year, they will be:

Head of Year 7	- Ms Roberts	Head of Year 10	- Mrs Fox
Head of Year 8	- TBA	Head of Year 11	- Ms Lamacraft
Head of Year 9	- Ms Austin	Head of Year 12/13	- Mrs Horrocks/Mrs Grigg

Additionally, Year 12 students are trained to be peer educators or teaching students so that younger students can feel confident in approaching someone other than a teacher for support and advice. We have a school nurse and counsellors on site most days and they can be called in for emergency support at other times.

## 3. Induction of New Pupils

When joining the school in Year 7 every effort is made to help students settle in and adjust to the new environment. We link every new student with a current Year 7 student who will write to them and be their buddy. The new intake is then invited to a Practice Day in July so that they can become familiar with the buildings and meet the members of their new tutor group, their form teacher and their buddy. Parents are invited to a meeting in the Summer Term before admission. For students who join the school at a later stage, care is taken to ensure that they settle in as quickly as possible. There are many opportunities for the students to bond. Two Parents' evenings over the year gives parents a chance to talk to subject staff and Form Tutors about any issues.

## **4. Behaviour Expectations**

We are a caring and considerate community where individuals are treated fairly and with respect, and where the students treat each other and their environment with care. The students are expected to maintain a high standard of personal behaviour so that they can pursue their studies unhindered and community life can run smoothly. We have a few clear and simple rules which reflect the aims of the school and we seek to minimise the need for sanctions through encouragement and praise.

Students can catch up or repeat a piece of work during lunch times if necessary. More serious problems with work and behaviour may result in being placed on report. Parents will be involved as appropriate in any discussions involving the behaviour of their child.

We expect excellent behaviour from all students, and that older students act as role models. All students are ambassadors of TGS.

## **5. Rewards and Praise**

The staff and students have developed a praise and reward system based on the awarding of House Points for excellent effort in all walks of school life, from the academic to work for the community. Almost all our students gather numerous House points, and this can lead to certificates, postcards and letters home, and recognition in assemblies.

At Key Stage 4 the House Points go towards our auction; here exciting prizes are bid for by the students with those with the highest number of House Points able to bid highest. At the end of the year comes the moment the school waits for – the unveiling of the House with the most points, and winner of the coveted House Points Cup!

## **6. Curriculum**

Our curriculum intent is to realise our vision to equip students for a future in which they have the academic qualifications, character skills and high self-esteem to make decisions that lead to long, happy and content lives. This is taught both within lessons and through our extensive 10 Healthy Habits and extra-curricular programmes.

In Years 7-9, Key Stage 3, students study Art, English, French, German, Geography, History, Information Technology, Mathematics, Music, Physical Education, Religious Education, PSHE, Science and Technology.

In Years 10 - 11, Key Stage 4, students continue to study English Language and Literature, Mathematics, Double or Triple Science, at least one Modern Foreign Language, at least one Humanity subject (History, Religious Education or Geography) and Physical Education. In addition, two options are selected from Art, Business, Computing, Drama, French, Geography, German, History, Religious Education, Music, Physical Education, Art Textiles and Food Technology.

At the time when these choices are made, parents' meetings are held at which all the appropriate subject teachers and specialist careers staff are available. Typically, students will take the equivalent of 9 GCSEs

## **In the Classroom**

The atmosphere at the school can be described as academically rigorous and students and staff work hard to achieve the highest possible standards. We assess the students regularly and ask them, in partnership with their teachers, to monitor their own progress and set themselves challenging targets.

### **Art**

Art makes an essential contribution to the full range of human intelligence and offers a means of deep personal enrichment. There is a wide array of aesthetic opportunities and acquisition of skills available at each key stage to suit the aptitudes and interests of the students across a range of projects. At both GCSE and A Level, we follow the OCR Fine Art syllabus. Year on year, we achieve excellent examination results, as a result of the synthesis between dedicated department staff and enthusiastic, studious and able pupils. The Art Department has one full-time and two part-time members of staff. All classes are taught as mixed ability groups in specialist accommodation located in The Haystacks building.

### **Art Textiles**

Textiles is taught in specialist rooms with modern equipment. At Key Stage 3 students work on design and make assignments. They are encouraged to question and take risks with their designing, whilst developing the sound base of skills and understanding that underpin successful practical work.

At GCSE textiles is taught through art with a focus on quality, creativity, and freedom of expression. Students will explore the world around them using drawing and photography as starting points; choose artists and designers whose work interests them to influence their ideas and working methods; develop an extensive range of practical skills and techniques both formal and experimental and be supported in achieving innovative and ambitious, often fashion based outcomes.

### **Business and Economics**

Business is available to students as an option at GCSE, and A level. Economics is taught in the Sixth Form. The topical nature of these subjects means

that resources are constantly updated; recent real-life case studies and current data are therefore drawn from newspapers, magazines, TV and online sources. Students will build a varied understanding of the Business and Economic environment. These subjects provide an important contribution to modern citizenship, giving the students invaluable insight into the world around them. Our GCSE and A level options are supplemented by the opportunity for students to take part in national competitions including the Bank of England's Interest Rate Challenge and the ICAEW's National Business and Accounting competition. We also like to include visits to businesses and invite external speakers to really bring the subject to life.

### **Drama**

At TGS we are fortunate to have two fully equipped studios for teaching drama. Students work on acquiring fundamental performance skills, whilst creating exciting and sustained practical work. The focus of lessons is to build confidence, develop collaboration skills and to encourage creative expression. The majority of the work is practical, with students performing a number of pieces in front of an audience. Students currently study mime, improvisation and characterisation. We produce a school play annually which is open to interested students in all year groups.

### **English**

The students follow an integrated programme, addressing three key areas of English: reading, writing, speaking and listening. They study a very wide range of texts, covering prose, poetry, drama, including plays by Shakespeare, and media texts. Grammar For Writing approaches are embedded into schemes of work at Key Stage 3 to support students in becoming effective writers. Classroom approaches are active and lively, enabling students to develop critical and creative responses and

supporting them to become independent learners. Drama is taught as part of the English curriculum in Key Stage 3. Where possible visits to the theatre are arranged so that students can see the plays they are studying in performance to enrich their learning. Also, Book Club and Creative Writing Club offer extra-curricular opportunities for students to pursue their passions and be creative.

## **Geography**

The geography programme in Years 7 – 9 is designed to both prepare the students for GCSE geography and to inspire them by investigating a broad range of contemporary geographical issues. The range of skills students develop is impressive and includes cartographic, mathematical and analytical skills. The GCSE and A Level programmes of study are exciting and rigorous and provide an environment for healthy discussion and debate within lessons. Students that opt for geography at GCSE and A Level develop a critical understanding of the world around them and the challenges humanity faces now and into the future. To support classroom learning the geography department is passionate about delivering field work and locations have included Iceland, Sicily, Manchester, Lake District as well as more local destinations such as Plymouth, Exeter, Slapton Sands and Dartmoor.

## **Geology**

Geology is a field-based, multi-disciplinary science that integrates the principles of chemistry, physics, biology and mathematics in the study of Earth processes and history. Students study a broad range of topics including plate tectonics, glaciers, floods, and groundwater flow – even dinosaur evolution! Not only do they study the science of the Earth, but they also study the geology of the other planets, with the opportunity to work with up-to-date data from the NASA Mars InSight and Mars 2020 Perseverance missions through the Géoazur Laboratory (GEOAZUR), Université Côte d'Azur, with whom we work closely. Students also have the opportunity to participate in a variety of talks and workshops with our Higher Education and Industry partners from across the United Kingdom and Europe.

Geology is offered at GCSE level as a fast-track course and is a popular subject taught in twilight sessions. Students who enjoy working outdoors, have a good scientific background, and are interested in understanding how the world around them works will find this field of earth sciences a rewarding area of study.

Fieldwork is an important component of the course and students benefit from a variety of fieldwork opportunities. The department has a good working relationship with several universities (both in the UK and abroad) and students have the opportunity to work on enrichment projects within the subject, benefiting from the opportunities offered to them and empowering them to think and act creatively in a wide variety of contexts.

## **History**

In History students are encouraged to understand and appreciate their own cultural heritage and how it interacts with other world cultures. Alongside the traditional skills of analysis and interpretation there is an emphasis on enquiry and research developing good independent learning skills. This will help to prepare them for the GCSE course. Where possible, visits to places of historical interest take place to enhance classroom activities, such as Morwellham Quay, London and the First World War Battlefields. We encourage students to participate in History House competitions, such as Castle building and extracurricular activities such as the film clubs.

In Year 7 students begin their studies with a course on Medieval England which then leads onto the Tudors. In Year 8 we start the year with the Stuarts and continue into Victorian England and the British Empire. From there this leads us into the First World War. In the Autumn term of Year 9 students study the Second World War and world history post 1945. We then start the GCSE in the Spring term of Year 9. GCSE and A level options allow the students to study different periods of both British and World History and allow them to critically analyse these events through both primary source material and interpretations. As such, students are given the opportunity to explore a wide range of fascinating political, social and economic aspects of our incredible past.

## **Mathematics**

In Mathematics our aim is to develop confident Mathematical thinkers through depth before breadth and mathematical fluency.

Mathematics is a creative, highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

At TGGs students are challenged with a variety of methods; written, mental, oral, investigative and practical, to make them more proficient and confident. We stretch them. We actively develop the tools necessary to improve their problem solving and reasoning skills. We strongly promote independent learning and build their resilience, by encouraging them to learn from mistakes.

Students are continually assessed on 5 key skills

- Number
- Ratio and Proportion
- Algebra
- Geometry
- Statistics

We use many resources to enhance the students' learning experience such as Dr Frost and Integral Maths.

## **Modern Languages**

All students study French and German in the first two years; in Year 9 students may be chosen to continue with both languages or will opt to do only one. All students study at least one Modern Language to GCSE level. Through the study of these languages, as they have radically different linguistic bases, our students gain a deep understanding of how languages work. This has enabled many of our past students to go on and pick up further languages later on in their lives.

We have always strongly believed in giving our students the ability not only to communicate confidently but also to manipulate the language(s) that they are studying. Our spiral curriculum allows grammar, vocabulary and skills to be taught in a

cumulative way, building meaningful language competence. We use a range of strategies to support students' language learning, including independent, pair and group work, all built into our in-house curriculum plans. At Key Stage 3, we create all of our own materials to ensure an appropriate level of challenge and engagement and at Key Stage 4, we follow the Edexcel specification.

Many students choose to continue with French and German at A level. This level of study incorporates aspects of literature, film, culture and current affairs and students who follow this course leave with a fluency in the language which allows them a real and rewarding freedom of expression.

## **Music**

Music is taught to all students in Key Stage 3. As a performing art, a great deal of emphasis is placed on the practical aspects, but these skills are underpinned by knowledge about the subject. Activities in lessons include composing, performing, arranging, vocal and instrumental improvisation, listening and appraising. This approach continues at Key Stage 4. Students experience the curriculum through exploring both live music-making and Logic Pro X software on our Mac computers.

Many students learn a musical instrument in lessons given by specialist teachers, and everyone is encouraged to participate in the school orchestra, choirs, the string ensemble, marching band and band workshops which take place in the lunchtimes.

There are two full concerts each year and musicians have opportunities to perform at school events such as prize day, open days the carol concert and the summer concert. We also have a joint orchestra with TBGS and perform regularly at both schools' concerts.

## **Physical Education**

Physical Education develops students' physical competence and confidence and their ability to perform in a range of activities. It promotes physical skills and knowledge about the body in action. Physical Education provides opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups

and teams. In addition, it helps social, physical and mental development. It promotes positive attitudes towards active and healthy lifestyles. It is also fun! A broad curriculum is covered during Year 7 and 8. The course is broadened slightly in Year 9 where students opt for strands which lean towards their area of choice. At KS4, the curriculum offers a much wider choice for students to try new activities or to specialize and extend skills and techniques with favoured sports. A GCSE course in Physical Education is available at Key Stage 4 for those students who are particularly talented on the practical side and students are encouraged to begin considering this subject during Key Stage 3.

## Science

Science is an ever-changing subject; not a day goes by without some scientific discovery or issue being reported in the news. We try to incorporate this important and exciting aspect of the subject in our teaching, and in doing so inform and encourage the next generation of scientists. We want our students to be adept at applying their understanding in different contexts and our excellent facilities ensure that they also have many opportunities to develop their practical and investigative skills.

Key Stage 3 Science is delivered in Years 7 and 8. In Year 9, students start the Science GCSE courses, before opting to study either the Combined or Triple Science Award in Years 10 & 11. By the end of Year 11, students will have gained either:

- GCSE Combined Science (equivalent to two GCSEs)
- or**
- GCSE Biology, GCSE Chemistry and GCSE Physics (Triple Science Award)

Our advanced courses are also firmly based on investigations, practical work and individual research with many students opting to pursue a science discipline at university.

During their time at TGGs, students are given the opportunity to enter a number of national competitions. For example, the annual Challenge and Olympiad competitions are organised to challenge and stimulate gifted students with an

interest in Science, the Biology Challenge is offered to all Year 10 students, and we have entered Sixth Form students into the Biology and Chemistry Olympiads for several years. Many of our students have been successful in gaining medals and certificates for their achievements, and our Sixth Form winners are regularly invited to attend the award ceremony at The Royal Society, London. Students are also invited to enter the Top of the Bench competition in Years 9 to 11, and the Cambridge Chemistry Challenge in Year 12.

In addition, to support and engage students who have a real passion for science there is a weekly STEM Club (Science, Engineering, Technology and Mathematics). In this Club, students can explore areas of science outside the curriculum (eg. reverse engineering toys, making soda stream snakes, making slime and model hands), enter competitions, listen to speakers (on anything from weather to astro-engineering) and also go on visits and trips to science shows and local engineering companies.

## Food Preparation and Nutrition

As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in the students will open the door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables the students to feed themselves and others affordably and well, now and in later life. Food Preparation and Nutrition specification equips students with an array of culinary techniques, as well as knowledge of food science, nutrition, food marketing and food safety.

Students that opt for Food Preparation and Nutrition GCSE will demonstrate effective and safe high-level practical skills by planning and preparing dishes using a variety of techniques and equipment. Students will also develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods and understand the relationship between diet, nutrition and health. There is a food practical examination, a food science practical investigation, as well as a written examination. The new GCSE provides an excellent basis for progression to related courses in Higher Education including Food



Science, Food Technology, Food Microbiology and Nutrition related degrees.

During their time at TGGs, students are given opportunities to enter a number of cooking competitions. In addition, to support and engage students who have a passion for food and where food comes from, we have clubs like the TGGs Growing Food Club for growing food and the Cake Club.

## **Computer Science**

Computer Science is taught as a discrete subject at Key Stage 3, with a focus on developing a wide range of competencies, through a series of engaging projects, where students develop their skills in a wide variety of programs. Students enjoy using their computing and problem-solving skills with progressively more challenging projects, for example manipulating data from the NASA Mars InSight and the Mars 2020 Perseverance missions with materials from the Géoazur Laboratory (GEOAZUR), Université Côte d'Azur, with whom we work closely.

From Year 10 students have the option of following the GCSE in Computer Science (following the Eduqas specification) where they work towards the final assessment at the end of Year 11. In the GCSE the time is divided between developing an understanding of the theoretical aspects of the subject and the practical skills, working on practical components developing solutions to problems provided by and approved by the examination board in preparation for the practical examination.

As a subject, it has a body of knowledge, established techniques, and thinking skills, that will last students a lifetime. The **core skill set** of Computer Science is **independent** of new technologies and programming techniques.

## **Personal, Social, and Health Education (PSHE)**

Personal, Social, and Health Education (PSHE) helps students to learn to recognise their own value, work well both independently and with others so they become increasingly responsible for their own learning. PSHE helps them to reflect on their life experiences, explore their misconceptions and to understand how they are developing both personally and socially.

At TGGs, the PSHE curriculum is designed to enable students to become informed, proactive and responsible citizens and contains three strands.

Through the citizenship aspect of the curriculum, students learn to understand and respect our common humanity, to understand our parliamentary and judicial systems and the laws preventing discrimination and promoting equality. Topics include the setting up of community projects or creating a campaign to inform others on something they are passionate about.

Our well-beings section includes ways to build resilience and look after our physical and mental health, as well learning to critically evaluate the ways we use social media platforms and the impact it can have on our own and others self-image and self-esteem. We believe that this holistic approach gives our students the knowledge and skills they need to lead confident and healthy lives and to become kind and thoughtful young adults who have the belief that they can make a positive impact on the world around them.

The final section is the Relationships & Sex Education (RSE) component. This is a compulsory aspect that the government introduced from September 2020 and explores our relationships with others, understanding when a relationship is healthy or unhealthy. We also look at puberty and where Science lessons cover factual information relating to sexual reproduction, the impact of hormonal changes upon emotions and good personal hygiene are taught as a separate lesson in well-being. If lessons reference sensitive or controversial issues, such as challenges around food, then students are notified in advance and given the opportunity to seek further information from the teacher in charge. In accordance with government guidelines, parents may withdraw their children from those parts of the programme that deal with Sex Education but not Relationships.

## **Religion, Philosophy and Ethics**

Religion, Philosophy and Ethics aims to develop informed, open-minded and tolerant global citizens who engage critically with a range of diverse issues that challenge us as humans

It is taught to all students in Year 7-9, having the same time allocation as other Humanities subjects. At KS3 we aim to engage students by looking at diverse religious responses to topical ethical issues such as the environment, crime and punishment and organ donation. Alongside this, students also study philosophical issues such as "What is truth?" and non-religious viewpoints such as Humanism.

At KS4, students have the option of studying GCSE RS and all students also complete a non-examined course of Ethics and Values. For the GCSE we study AQA RS A focusing on Christianity and Judaism and the themes of: relationships and families; religion and life; religion, human rights and social justice and crime and punishment

At KS5 students have the option of studying AQA Philosophy with units on epistemology, moral philosophy, the philosophy of religion and philosophy of mind.

Throughout the key stages, a variety of approaches are used to develop transferable skills such as communication, reasoning, analysis and evaluation. Success in this subject is shown through the ability to articulate the views of others as well as the decisiveness to criticize and make judgments. Trips run by the department include to Exeter, London, Rome and Krakow/Auschwitz..

## **Careers Education and Guidance**

Careers Education features as an integral part of the PSHE curriculum throughout the school. The Careers programme seeks to increase self-awareness as well as developing knowledge of the opportunities in the world of work as well as in further and higher education. The programme is delivered through a mixture of discrete taught sessions, work in tutor periods and through drop-down days where students have access to a variety of workshops and talks from career and higher education professionals. Outside speakers provide valuable help and our students have access to an independent Careers and University Advisor who works closely with the school.

Students also practise decision-making and transition skills such as writing a curriculum vitae, completing application forms and interview techniques. The school makes use of the UNIFROG platform to help students organise themselves and to assist them when applying for work, apprenticeships, university and life beyond school.

In both Key Stage 4 and Key Stage 5 students are encouraged to undertake work experience in a wide variety of placements either in-person or virtually, to further develop their skills and experience.

Students are regularly notified of opportunities available to them, with students receiving a weekly newsletter outlining details of opportunities to enable them to enhance their CV or university applications.

## **7. Special Educational Needs and Disability Provision (SEND)**

We consider all our students to have individual needs and give them support so that they may fulfil their potential. As an inclusive provider, we strive to deliver high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have SEND. Where a student experiences particular learning difficulties the student's progress is monitored carefully and a programme of support is arranged in conjunction with the student and parents. We liaise with all key stakeholders including the student, parents, teaching staff and the pastoral team. As well as expertise within school, we are also able to draw on the support of other health and social care professionals and specialist outreach services to establish the best outcome for the child/young person. We have a well-qualified team consisting of the SENDCo, an Assistant SENDCo/Specialist Assessor, an ASD Lead, a Technical Teaching Assistant, three Teaching Assistants and administrative support who all cater for a wide range of needs.

## 8. Extra-curricular Activities

During the school day there are many clubs and societies open to all in the school. These include:

### Duke of Edinburgh Award Scheme

The D of E (Duke of Edinburgh Award) enables students at TGGs to develop their mind, body and soul in a non-competitive environment. Its ability to elevate self-confidence, skills and aspirations should not be underestimated.

The D of E scheme allows students from Year 9 onwards to participate in a programme at different levels. There are 4 sections at Bronze and Silver level and 5 at Gold. Students select and set objectives in each of the following areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.
- At Gold level, participants must do an additional fifth **Residential** section, which involves staying and working away from home doing a shared activity.

Each section must be done for a minimum period of time. It is monitored and then assessed. Each level of the D of E Award demands more time and commitment from participants. A D of E Award at any level represents a great achievement and can undoubtedly compliment academic success at TGGs, in Higher Education, and in future vocational situations.

### Leadership

There are multiple opportunities for students to experience leadership and undertake positions of responsibility at the school. Students can represent their form on the Student Council, they can be a Form Sports Captain, be involved in the eco-group, or take on whole school roles including Head of House, Head Girl Team, Subject Prefects or Key

Stage 3 Leaders. The Sixth Form students are expected to take a leading role in school life, especially in working with younger members of the school. They are encouraged to participate in the many clubs and activities operating in the school, for example sports clubs and teams, choir, orchestra and those organised by the students themselves. Sixth Form students also support younger students through the academic mentoring scheme which includes PSHE subject ambassadors, who work collaboratively with students from TBGS.

### Maths

Maths Challenge - Our students take part in annual National Competitions at Junior, Intermediate and Senior levels. Questions are interesting, thought provoking and fun and certificates are awarded for levels of success achieved. Each year a few students are asked to take part in the second round which is much more demanding, and many have been very successful.

Maths Feast & Team Challenges – Some students represent the school at Junior, Intermediate and Senior team challenge competitions. Clubs are run throughout the year to help students prepare for these events.

### Music

There is a strong musical direction to the school. The students have the opportunity to take part in a range of activities including ensemble groups such as the Choir, Orchestra, String group, Jazz band, Pop band, Close Harmony Choir. We also have a joint orchestra with TBGS students. There are highly experienced peripatetic staff attached to the school so there is tutoring available for most instruments. There are also plenty of opportunities to perform such as Carol Services, Open Evenings, Carol Singing, Assemblies and Community events. The music department also supports departments such as Humanity days for RE and various Drama productions. There is a special Year 7 concert in the first term where whole year group participate in a musical variety showcase.

## **Sport**

Hockey, netball, tennis, badminton, rounders, athletics, trampolining, dance, fitness, athletics, cricket, handball and gymnastics are available over Key stage 3 and 4 in lessons and as extracurricular activities. We have a number of inter-house competitions every term where students are encouraged to enter and win points for their House. These include dance, gymnastics, handball, netball, hockey, rounders, swimming gala and sports day. There is an extensive programme of fixtures and students are encouraged to attend extra coaching sessions as well as enter area and county trials and competitions. We have had considerable success in team and individual sports with students competing at local, national and international levels.

Our four badminton court sports hall greatly enhances our ability to provide sporting opportunities including the fitness suite, which offers

a variety of cardio vascular and resistance training equipment. It is used extensively in Key Stage 4 lessons and is extremely popular with the 6th Form as an extra-curricular activity.

## **Ten Tors**

TGGS enters teams at each level in the annual Ten Tors Event on Dartmoor. Training on the Moor takes place over several months preceding the event, led by qualified members of staff and voluntary helpers. The students involved will learn skills of navigation, trekking, wilderness camping, and teamwork. We have established a very good reputation and can offer an exciting, challenging, and safe training programme for students in Years 10 to 13. Ten Tors is a mass participation event, involving endurance, teamwork, and survival! All those who have participated in the Ten Tors challenge are held in very high esteem.

## **9. Facilities**

Torquay Girls' Grammar School was founded in 1915. The school moved to the art deco building on its Shipway site, surrounded by its own playing fields, in 1939. In the ensuing years this original building has been extensively altered and refurbished to provide up-to-date specialist facilities and a whole range of modern buildings has been added as the school has expanded and the needs of teaching and learning have changed.

Sport provision includes a £2 Million Sports Hall and modern netball and tennis courts. An all-weather astro-pitch provides competition-standard facilities for all our students, including a large Pavilion.

The Trustees are committed to providing the best possible facilities for the students and recent developments include a study centre and a lecture theatre. We celebrated our recent Centenary by building an archive corridor, an outside amphitheatre and refurbishing our Vestibule in an Art Deco style.

We are currently developing our new Learning Resource Centre.

## **10. The School and the Community**

At Torquay Girls' Grammar School, we understand that education is for life as well as for academic success. We value our contacts with local businesses and institutions as well as those within the wider international community. Visitors from the Health Service, the Police and local Magistrates contribute significantly to our PSHME programme.

The School has an admirable record for contributing to charitable causes, most prominent of which are our support for Imprezza School in Kenya and national and local causes nominated by the students themselves.

## 11. **Charity**

Charity work occupies an important place in school activities and there is a long tradition of contributing toward the needs of others. This helps to develop social awareness and understanding, and it fosters in the students a concern for those less fortunate than themselves.

Students together nominate one or more charities they wish to support and organise events to raise funds. In addition, we always support national initiatives such as Children in Need and Operation Christmas Child.

## 12. **The South West Academic Trust (SWAT)**

We gain massive benefits from belonging to SWAT. The South West Academic Trust is a partnership of leading grammar schools in the South West and the University of Exeter. Our vision is to work together to raise achievement and aspiration within our schools and across the region. Each school seeks to continue and extend existing partnerships with community schools, sharing and embedding good practice and innovation in order to contribute to raising standards and achievement.

SWAT is made up of the following schools: Bournemouth School for Girls, Churston Ferrers Grammar School, Colyton Grammar School, Devonport High School for Girls, Devonport High School for Boys, Parkstone Grammar School, Plymouth High School for Girls, Poole Grammar School, South Wilts Grammar School, Torquay Boys' Grammar School, Torquay Girls' Grammar School, and the University of Exeter.

## 13. **Sixth Form**

We have an outstanding Sixth Form. The vast majority of our Year 11 Students go straight into the Sixth Form and are joined by about 30 external students. We believe that to take your A Levels at Torquay Girls' Grammar School is an excellent choice because:

- Attainment is exceptionally high. We are one of the highest achieving all girls state schools in the country;
- We run specialist career programmes in all sorts of areas including Oxbridge, Medicine, Law and Education;
- We send students to America and to many top British universities;
- Student voice shows that our student feel that they are well supported throughout sixth form by a pastoral team that work hard to make their experience a positive one;
- We are the leading centre for the Level 3 Extended Project in the South-West;
- We run a full enrichment and PHSE programme taught by specialist teachers, giving students to the opportunities to enhance their academic studies but also preparing them for a life beyond school.

You can choose from the 20+ A level courses, and you can also enhance your A level choice by undertaking the Extended Project. This is a very exciting opportunity to study an area that you are genuinely interested in detail, and to not only show universities that you are capable of truly independent learning, but to gain additional UCAS points; More detailed information can be found in the Sixth Form Prospectus or on the website.

## 14. RESULTS 2021

### A-Level Results Year 13 (2021)

104 Candidates    Pass Rate = 100%    Percentage A\* - B Grades = 87%

Exam SUBJECT	Entries	A*	A	B	C	D	E
Biology	47	8	22	10	6	0	1
Chemistry	33	4	15	9	3	2	0
Computing (TBGS)	2	1	0	0	1	0	0
Drama	8	3	3	1	1	0	0
Economics	12	4	4	2	2	0	0
English Literature	25	5	14	4	1	1	0
Fine Art	14	5	4	3	2	0	0
French	3	1	1	0	0	1	0
Geography	22	6	9	6	1	0	0
German	8	2	4	0	2	0	0
History	29	6	14	6	3	0	0
Mathematics	26	5	16	2	2	1	0
Mathematics (Further)	5	2	2	0	1	0	0
Media Film and TV Studies	10	2	4	4	0	0	0
Music (TBGS)	5	0	3	2	0	0	0
Philosophy & Ethics	9	3	3	2	1	0	0
Physical Education (TBGS)	1	0	1	0	0	0	0
Physics	7	1	2	2	1	1	0
Politics	16	2	8	3	2	1	0
Psychology	34	4	16	10	2	1	1
<b>TOTALS</b>	<b>214</b>	<b>44</b>	<b>101</b>	<b>44</b>	<b>18</b>	<b>6</b>	<b>1</b>
Extended Project	58	25	27	5	1	0	0

### GCSE Results Year 11 (2021)

151 Candidates

Five 9-4 Grades inc Maths and English = 100%

Percentage 9/8/7 Grades = 77%

<b>Exam SUBJECT</b>	<b>Entries</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>U</b>
Art	41	15	9	9	6	1	1	0	0
Biology	84	35	22	15	9	3	0	0	0
Business Studies	46	19	16	7	2	2	0	0	0
Chemistry	84	29	23	16	12	4	0	0	0
Computer Science	12	2	4	3	2	1	0	0	0
Combined Science	132	28	32	33	27	10	2	0	0
Drama	19	6	5	4	4	0	0	0	0
English Language	151	25	38	55	26	7	0	0	0
English Literature	149	32	33	47	32	5	0	0	0
Food & Nutrition	15	2	6	5	1	1	0	0	0
French	71	10	11	21	16	7	5	1	0
Geography	102	52	25	14	9	2	0	0	0
Geology	11	2	3	5	1	0	0	0	0
German	78	9	12	24	19	10	2	1	1
History	66	19	24	15	7	1	0	0	0
Mathematics	150	24	34	42	30	20	0	0	0
Mathematics (Further)	44	9	9	18	4	4	0	0	0
Music	12	4	3	2	3	0	0	0	0
PE	17	3	2	7	2	3	0	0	0
Physics	84	26	20	20	11	7	0	0	0
Religious Studies	27	13	6	6	0	2	0	0	0
Textiles	6	0	2	2	1	1	0	0	0
<b>TOTALS</b>	<b>1401</b>	<b>364</b>	<b>339</b>	<b>370</b>	<b>224</b>	<b>91</b>	<b>10</b>	<b>2</b>	<b>1</b>

## 16. ADMISSION ARRANGEMENTS

### **For entry into Year 7 in September 2023**

Torquay Girls' Grammar School is a selective girl's school with Academy status and is therefore responsible for managing its own admissions. This is done in co-operation with the Local Authority to ensure that as many parents as possible obtain a place for their daughter at the school of their choice. Admission is based on academic ability and this is determined through 2 tests. The Planned Admission Number (PAN) for Year 7 in September 2023 is **150 girls** and is determined by a number of considerations including the physical space available for teaching.

### **APPLICANTS**

Candidates will be female.

Candidates will be girls in Year 6 at the time of taking the test:

*(Applicants for joining Year 7 in September 2023 will be born between 1<sup>st</sup> September 2011 and 31<sup>st</sup> August 2012)*

Candidates qualify to take the tests by virtue of their chronological age not the year of their school placement.

The admissions tests take place at Torquay Girls' Grammar school on:

### **Saturday 27<sup>th</sup> September 2022**

Applicants **must** complete the Test Registration Form issued by the School and return **by midday on Thursday 8<sup>th</sup> September 2022**. The Form can be accessed from the school website or by contacting the school. It enables us to inform you of all the test arrangements.

### **WHAT ARE THE SELECTION TESTS?**

There will be two **CEM tests**.

The test setup is as follows:

<b>Saturday 17<sup>th</sup> September 2022</b>	
Centre for Evaluation & Monitoring (CEM) Test 1	Approximately 50 minutes
Centre for Evaluation & Monitoring (CEM) Test 2	Approximately 50 minutes

The CEM tests will assess verbal ability (comprehension, vocabulary and verbal reasoning), numerical reasoning and non-verbal reasoning. There will be two papers, each with approximately 45-50 minutes of timed test questions. There is a mix of content within each paper.



CEM do not produce commercially available practice material for the tests but parents can download a copy of the familiarisation booklet from the school website. This does give a feel for the appearance of the tests and the range of disciplines tested and answer formats used. The two CEM test scores will be combined.

Children who are unable to take the tests on this date, due to illness or other significant acceptable reason, will be offered the opportunity to take the tests at the catch-up date. However, this **must be** discussed with the school at the earliest opportunity. Legitimate late applications after the catch-up tests will be taken early December where parents can demonstrate, with evidence, a genuine case.

If the parent chooses to name the school on the Common Application Form (CAF) for a child who has not taken the selective test, there will be no score to rank and therefore a place will not be offered. The child will be deemed not to have met the entry criteria.

### **ALLOCATION OF PLACES**

Students will be ranked according to their total CEM score. The top 150 students on the final ranked list, who want a place at the school, will be offered a place providing they have achieved the eligible score determined by the admissions panel.

### **TESTING BEFORE PREFERENCE**

So that you can have a good idea whether an application for a place in a grammar school may be successful, children are able to sit the selection test before the closing date for applications. This is called Testing before Preference. It means you will be provided with a **guidance letter** about the suitability of an application to the selective schools in Torbay before the deadline for submission of the Common Application Form on Monday 31<sup>st</sup> October 2022.

At this stage of the process this will **not be an offer of a place at a selective school**, it will simply give an indication of whether an application is likely to be successful.

The Guidance letters will be issued on Monday 17<sup>th</sup> October 2022 and parents must then apply for a school place using a Common Application Form from the Local Authority in which they live (deadline Monday 31<sup>st</sup> October 2022). They can make up to three ranked preferences.

### **NOTIFICATION OF PLACES**

At the conclusion of the allocation process the Local Authority will be send a ranked list of the children. Parents of successful candidates will be informed in the first instance by the Local Authority on National Allocation day (1<sup>st</sup> March 2023) and then by letter from the school. The scores of the successful candidates will not be revealed.

### **POST ALLOCATION**

Parents have the right to appeal against this decision to an Independent Panel, whose decision is binding on the parents and the school.

Application should be made to the Democratic Services Department of Torbay Local Authority. The School can assist with contact information.

### **TIMETABLE FOR ADMISSION FOR YEAR 7 IN SEPTEMBER 2023**

Tuesday 21 <sup>st</sup> June 2022	Open Day and Evening at the School.
Thursday 8 <sup>th</sup> September 2022 – midday	Deadline for receipt of the Test Registration Form by the School.
Saturday 17 <sup>th</sup> September 2022	CEM tests 1 & 2.
Friday 30 <sup>th</sup> September 2022	Test arranged for children unable to take the examinations on the 17 <sup>th</sup> .
Monday 17 <sup>th</sup> October 2022	Guidance letters sent to parents.
<b>Monday 31<sup>st</sup> October 2022</b>	<b>Deadline for receipt of the Common Application Form (CAF) by the LA.</b>
December 2022	Admissions Panel meets to determine the rank order of candidates.
<b>Wednesday 1<sup>st</sup> March 2023</b>	<b>Local Authority advises parents of results. National Allocation Day</b>
April 2023	Deadline for parents to submit an Appeal Request to Torbay LA Democratic Services.
Summer Term 2023	Independent Appeals Panel meets to discuss Parental Appeals.

### **ADMISSIONS AT OTHER TIMES – IN-YEAR ADMISSIONS**

You can make a request for admission after the normal round of admissions – after 31 August 2022. All In-Year admissions to the School will be made in line with Torbay's In-Year Co-ordinated Admissions Scheme. All girls seeking admission after the beginning of Year 7 must provide evidence of their academic ability. This will normally be by sitting entrance tests, except where evidence of a girl's ability from another selective school is accepted. In Year testing takes place termly when required.

### **1. For Year 7 from 'National Allocation Day' to the end of the Autumn term of that year**

After places have been allocated the 11+ results will form the waiting list until end of the Autumn term of the admission year. If places become available during this time the next girl on the list will be contacted and offered a place.

After this time girls who have satisfied the following criteria can apply for any places that become available.

### **2. Key Stage 3 (Years 7-9):**

- Made demonstrable progress in National Curriculum subjects since leaving primary school in line with that achieved by girls already in the relevant year group at TGGS. This will be assessed through selection tests in English, Maths and Cognitive Ability Testing.

The highest scoring student(s) who passes this exam suite will be offered a place.

### **3. Key Stage 4 (Years 10-11):**

- Made demonstrable progress in National Curriculum subjects at Key Stage 4 in line with that achieved by girls already in the relevant year group at TGGS. This will be assessed through selection tests in English, Maths and Cognitive Ability Testing.

The highest scoring student(s) who passes this exam suite will be offered a place.

### **SEN**

Special arrangements for the tests will only be based on support a girl regularly receives in school. For example, large-print test papers for visually impaired pupils, the use of magnifying aids, coloured filters, templates or the provision of a scribe to record the child's answers. Special arrangement requests, including additional time to a maximum of 25%, will only be approved in exceptional circumstances. Special arrangements must not provide an unfair advantage over others. Requests for special arrangements should be made at the same time as a registration form is submitted and should be accompanied by a current Education, Health and Care Plan (or Statement of Special Educational Needs) or Primary School SEND Support information. Each case will be considered on its own merit. A girl's current school may be consulted. Eligible girls with a statement of Special Educational Need, where Torquay Girls' Grammar School is named on the statement, have an entitlement to attend.

### **REQUESTS FOR ADMISSION OUT OF NORMAL AGE GROUP**

This should be in writing and sent to the Governors' Admission Panel outlining the reasons for the request and have the backing of the applicants' Primary School. Each request will be considered on its own merits.

### **OVERSUBSCRIPTION CRITERIA**

For ties in both 150<sup>th</sup> place in Year 7 and in the late admissions tests the order of priority will be:

- A child in care or an adopted child.
- Children Eligible for the Pupil Premium at the time of the test.
- Children of staff working at the school at the time of the test (subject to meeting the criteria in the Admissions Code).
- A girl with a sister at the school.
- By direct line distance from home to the school at the time of application.

This policy details the admission arrangements for our school and should be read in conjunction with the Secondary and In-Year Co-ordinated Admissions Schemes and other agreed policies of Torbay Council, the Local Authority (LA). All policies and procedures seek to comply with the requirements of the School Admissions Code 2014, the School Admissions Appeals Code 2012 and other relevant legislation.

*Approved by Full Governing Body, February 2022*



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