

*Our vision is to offer an education of high quality which ensures our young people become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live.*




# Priestlands School



Pennington, Lymington, Hampshire

*Learn more... Do more... Be more...*



Our vision is to offer an education of high quality which ensures our young people become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live.

*Learn more... Do more... Be more...*

# Introduction by the Headteacher



## Welcome to Priestlands

We are very proud of our school. We have a very well maintained campus with excellent facilities but it is the people in our school family that make it a truly special place.

Education at Priestlands is of the highest calibre. Our curriculum is rich, varied and challenging and designed to equip each student with the knowledge, skills and attitudes necessary for a successful and fulfilling adult life.

We believe all children are capable of making exceptional progress and we do our best to encourage them to embrace challenge, pursue excellence and to be resilient in overcoming obstacles. We want them to accept that hard work, effort and deliberate practice are critical to success. We want them to support and encourage each other and to be inspired by each other's successes. In this way, everyone can go beyond their best! Above all, we aim to ignite in our students a love of learning which will serve them well throughout their lives.

In summary, we want all our young people to achieve success in as many spheres of life as possible and we have high expectations of all. We are proud of our academic record and our high standards. We seek always to improve and to raise standards in all aspects of school life.

We encourage all our young people to develop a sense of values and responsibility for themselves and other people. We aim to treat young people as individuals, recognising and respecting individual needs, aptitudes, interests and aspirations.

This prospectus aims to give you some idea of what Priestlands is like but, to experience the energy and enthusiasm of the school, we invite you to visit and see us in action. We promise the very best opportunities and we look forward to a happy and successful career for all those who join us.

We look forward to meeting you.

**PETE MAIN**

Headteacher

“Governors are a significant strength of the school because they consistently reflect on how they could improve their and the schools performance.”

**(Ofsted report,  
November 2016)**

*Learn more... Do more... Be more...*



"Pupils talk confidently about how they can improve their work and try hard to do their best. Inspectors saw this 'can do' attitude in a range of different subjects."

(Ofsted report, November 2016)

*Learn more... Do more... Be more...*

## School Aims

We aim

- **to be a leading comprehensive school, serving our whole community, without selection**
- **to provide equality of opportunity, offering a first class curriculum to all students and academic success for all**
- **to provide a challenging curriculum, which provides opportunities for all students to achieve their potential, and eradicates under-achievement**
- **to develop attitudes and skills that will enhance our students' ability to work independently, in order to encourage self-discipline, self-confidence and a sense of responsibility**
- **to develop our students spiritually, morally, socially and culturally. Treating them as individuals in a climate of mutual respect, so they may enter adult life equipped to make a full contribution as responsible citizens and family members**
- **through a partnership between students, parents, governors and staff, continuously to improve the quality of all we do.**



## The School

Priestlands is a well-established, mixed 11-16 comprehensive school. Set in a magnificent 25 acre site, bordered by woodlands and lakes, the site is shared with Pennington Infant and Junior Schools and the Lymington Health & Leisure Centre and swimming pool.

The premises include a listed building, which dates back to the eighteenth century and now houses superb facilities for Art, Careers and Health Education.

There is excellent specialist Science accommodation, incorporating ten laboratories, an ICT suite and a prep room surrounding an open courtyard, which enables the school to offer a full programme in Science to every student.

Seven ICT rooms, all equipped with PCs, colour laser printers and scanners, allow us to deliver a quality ICT and Computing curriculum to all students. Data projectors and/or interactive whiteboards are installed in nearly all classrooms.

The campus affords ample recreational space and playing fields for a wide range of sporting activities, including an 8-lane grass athletics track, football, hockey and rugby pitches, a synthetic cricket wicket, tennis and volleyball courts and a floodlit artificial turf hockey pitch. We also have a large Sports Hall and Gymnasium, state of the art fitness equipment, as well as having access to the Health & Leisure Centre's swimming pool.

There are also excellent facilities in Technology for Catering, Product Design, Resistant Materials and Textiles. A newly refurbished study centre is located in the heart of the English suite, and there are well equipped suites of rooms for Maths, Modern Languages and Humanities. We have a purpose-built Performing Arts Centre, accommodating two drama studios, two music classrooms (one with a suite of iMac computers), four practice rooms and a recording studio.



*"Pupils who left in 2016 made good progress from their starting points across a wide range of measures."*

**(Ofsted report, November 2016)**



“Staff value the way that leaders have created a climate in which they can take risks and innovate. As a result, staff work diligently to achieve the highest standards for pupils across the school”  
(Ofsted report, November 2016)



*Learn more... Do more... Be more...*



Over recent years, staff, parents, students and members of the local community have worked together to identify priorities to improve the site for all. This has already led to us creating more outdoor seating areas and developing the Victorian Walled Garden as a teaching and community resource. We have secured funding to refurbish and re-equip most buildings on the site; re-decorated the exterior of all of our buildings; install double glazing throughout; re-roofed the whole school; extended the car park to create a car-free campus; and extended and refurbished our kitchen and cafeteria.

## Academic Achievement

The school is proud of the standards which its students have achieved over many years. Effective teachers and hardworking students have worked together to achieve impressive results.

The school prides itself on the progress individuals make during their five years at Priestlands. Every opportunity is provided for students to increase their skills in the whole range of school subjects. For those looking for further development, extra teaching is frequently available during lunchtimes and after school.

## Our Curriculum

Ofsted have consistently described our curriculum as outstanding or exemplary and teaching methods are grounded in evidence based practice.

We expect all our students to achieve their very best. We offer firm, fair discipline; termly reports on children's progress; lessons which are well planned and well delivered; and high standards of work. Our central goal is to help students constantly improve on their previous best.

All Priestlands' students follow a broad, balanced and relevant curriculum that provides much more than is required by the National Curriculum. The school benefits from specialist teachers who are well qualified in their subjects.

We create an atmosphere in which children feel encouraged and valued so that they may achieve their full potential. We aim to motivate children through their studies so that self-esteem and confidence thrive.

All students in all years are taught for 25 hours per week. This excludes registration and assembly time.

## Years 7 and 8

In Years 7 and 8, students study English and English Literature, ICT and Computing, Mathematics, Science, a Modern Foreign Language (French or Spanish), History, Geography, Religious Education, Art, Drama, Music, Technology (Food & Nutrition or Design Technology), Physical Education, Citizenship and PSHE.

In Year 7, setting takes place in Maths; all other classes are mixed ability.

## Year 9

In Year 9, students continue to study English and English Literature, Mathematics, Science, their Modern Foreign Language, Physical Education, Citizenship and PSHE.


However, our students also begin to have choices about which subjects they study. They have six choices from Art, Drama, Food &

“Staff are hugely positive about the school and enjoy working there because they are well supported and are part of a highly motivated team.”

**(Ofsted report, November 2016)**



*Learn more... Do more... Be more...*



"You have established good partnerships with the local primary and junior schools to improve the transition for pupils. As a result, you know the children well when they arrive and they make a strong start in key stage 3."

(Ofsted report, November 2016)



Nutrition, Geography, History, Music, additional PE, Religious Education, Technology and a second Modern Language (French, Spanish or German).

This enables us to stretch higher achieving students, support those with learning difficulties, motivate the disaffected and deliver a more diverse and personalised curriculum for all students.

## Years 10 and 11

In Years 10 and 11, all students follow GCSE Courses in English and English Literature, Mathematics and Science (combined (two GCSEs) or the three separate sciences).

As well as a non-examination options in Additional Maths or English and Horticulture, students may choose from a range of examination subjects, including:

- **Applied Business**
- **Art**
- **Child Development**
- **Computer Science**
- **Design Technology**
- **Drama**
- **Food & Nutrition**
- **French**
- **Geography**
- **German**
- **History**
- **Media Studies**
- **Music**
- **Photography**
- **Physical Education**
- **Religious Studies**
- **Spanish**

This list is constantly changing as the government phases in new GCSE courses and new regulations about what courses can be offered.

Students also follow non-examination courses in Physical Education, Religious Education, Citizenship and Careers, Enterprise and Health.

## Homework

Homework is an important part of the school experience. It is intended to provide all students with the experience of working by themselves, to consolidate or extend work covered in school and to develop the habit of private study.

All homework tasks are posted online, with parents and students having their own login codes. A Homework Club runs after school at least three days a week for students who want help or just want to get everything done before they go home. Upper school students have access to the Study Centre every night.

All students are also given a Student Record Book containing a diary and other information. It is used for messages to and from parents, as well as to record other information. Parents are asked to support their children by checking the diary regularly.

## Personal, Social, Health and Citizenship Education (including Sex and Relationships Education)

Citizenship and PSHE aim to help students make healthy choices and reasoned decisions. Sex and Relationships Education is taught within a moral framework and lays particular emphasis on developing caring and responsible attitudes and relationships. Parents have the right to withdraw their children from all or part of the Sex Education programme by writing to the Headteacher. A copy of the Sex and Relationships Education Policy is available on our website or from the school on request.



“The animals and plants in the walled garden provide pupils with opportunities to learn about the food cycle, animal husbandry and caring for the environment. Those pupils who tend the pigs and goats also learn leadership skills that prepare them well for their next stage of education.”

(Ofsted report, November 2016)



*Learn more... Do more... Be more...*



## Religious Education

Religious Education forms an essential part of the curriculum for all students, who study and are encouraged to respect personal beliefs, values and convictions. There is a particular emphasis on Christianity. There are links between the school and local religious communities. The school holds assemblies which seek to develop values within the Christian tradition. Parents have the right to withdraw their children from all or part of the Religious Education programme by writing to the Headteacher.

The RE Department also holds an annual Holocaust Awareness Day during which a Holocaust survivor visits and speaks about their experiences.

## High Achieving Students

Ofsted have repeatedly praised our work with high achieving students.

High achiever coordinators run a programme to stretch and develop students, providing learning and development opportunities beyond the normal curriculum.

Activities are provided within the normal curriculum and in a range of extra-curricular activities. We also run trips to universities and to conferences about university life.

## Learning Support

We aim to support all students experiencing difficulties so that everyone can make the greatest possible progress in their learning. This is offered in many ways:

- In-class support with an extra adult in the classroom to help students;
- Withdrawal from lessons for some students to give them extra help;
- Advice to teachers from our team of specialists to help produce teaching materials;
- Enrichment sessions providing extra help outside normal lesson times for those students who choose to come along.

Specific skills work might include personal organisation, reading, comprehension or memory techniques. Help can be requested by the students themselves, by parents or by staff.

The support programme is managed by the Special Needs Co-ordinator who is always pleased to discuss with parents any problems their children may be experiencing.

“Pupils are friendly, polite and respectful of each other, staff and visitors. They are knowledgeable about the risks of social media and confident about who to talk to if they have any concerns. They are proud of their school and the difference they make to school life.”

(Ofsted report, November 2016)





"The student leaders are especially effective and have brought about significant changes to the school such as the introduction of a house system."

(Ofsted report, November 2016)

*Learn more... Do more... Be more...*

## Enterprise, Careers Guidance and Life after Priestlands

Preparing young people for life after school is an important aspect of our work. Heads of Year, Tutors, our Careers Co-ordinator and Careers Adviser work closely together, giving individual help to students. Post-16 events are held for students in Years 9, 10 and 11 and there are trips to universities. Parents are encouraged to contact the Careers Adviser for individual help when needed.

At various points in the year, students are taken off timetable to work on themed days which develop their personal and entrepreneurial skills. These are exciting days and are well received by students.

Links with local businesses are well established. Local employers work with us to enhance the opportunities we offer young people, including interviews, careers talks and visits to workplaces.

Most students opt to continue in full-time education after leaving Priestlands, with over 80% of students transferring to local colleges.

## Care of Students

Priestlands is committed to safeguarding and protecting all children in our care. We aim to create an environment where children feel valued, listened to and safe and where their self-esteem is promoted. Staff are alert to possible risks and clear procedures are in place for dealing with expressions of concern.

When they join Priestlands, students will be placed in one of eight tutor groups that make up a year group. Tutors meet their groups frequently during the week. The tutor is responsible for the day-to-day care of your child and, therefore, is the first link between parents and school. Parents are encouraged to let the tutor know of any issues affecting the behaviour, progress or well-being of their children.

Arrangements for the year group are overseen by the Head of Year, who also provides advice and support for students and staff. Each year group also has a Pastoral Support Manager (PSM), who works closely with the Head of Year to provide support for individual students and act as a point of contact for parents.

Students regularly meet individually with the Head of Year, tutor or other staff to review work and progress. These review meetings help ensure that each student is known and respected as an individual.

Staff often invite parents into school to discuss issues of concern and, of course, you are welcome to visit the school at any time. You are also invited to support events such as Music and Drama productions, sports events, social evenings and events hosted by the Friends of Priestlands School.



*“You have established a school-wide approach that is well used by all staff to ensure that pupils can reflect on their mistakes, learn from them and develop more staying power when faced with challenges.”*

**(Ofsted report, Nov 2016)**



*Learn more... Do more... Be more...*



## Student Voice

We value the ideas, energy and enthusiasm of our students and provide many opportunities for them to contribute to the development and success of the school. An active Student Council, supported by Year Committees, meets frequently with senior staff to discuss issues of concern to the student body and make suggestions about how to move things forward. All council members are elected annually by secret ballot of students.

Each year, the Head Boy, Head Girl and senior prefects are elected by secret ballot of staff and students. They work with the Headteacher, students and staff to improve provision at Priestlands and promote the school in the wider community. They are supported by a team of prefects who undertake whole school duties as well as being attached to department and year teams.

Student Focus Groups operate across the curriculum, where staff consult students about what works well in lessons and what could be improved. In addition, students are involved in the interview process for all staff joining the school and in promoted posts.

## Involvement with the Community

Students in all year groups are encouraged to involve themselves in the life of our community. Students have helped pre-school children, disabled students and elderly people.

Last year, in response to the crisis in Ukraine, our school community responded incredibly to our Ukraine appeal with over £10,000 raised along with enough resources to completely fill a school minibus which was driven by one of our governors to a school in Poland, with whom we had already forged links, to be distributed. In separate

fundraising activities, we have supported the HoneyPot charity and were delighted to be able to donate £1,659 to this very worthy cause that supports young carers.

In the past five years, our students and staff have raised over £50,000 for a range of local, national and international charities. Events have included non-uniform days; sponsored silences, walks, swims, runs, stay-awakes and other activities; cake sales; coin miles; charity concerts; discos and sporting events.

## Beyond the Curriculum

A wide-ranging programme of out-of-school clubs and societies has been built up over the years, with constant additions as new staff and students introduce their own ideas. Because we are seeking to establish lifetime interests, the Headteacher recommends that every student should join in with at least one of these activities.

The school has an excellent tradition in the Arts. We are proud of the quality and variety of opportunities in Music. These are open to all students and include a wide range of ensembles for various instruments. All the ensembles are involved in concerts each term and are involved in a wide variety of musical activities in school and in the community. Visiting teachers, of many different instruments, attend the school each week to give instruction

There are also impressive opportunities to take part in Drama activities including an annual whole school production and a theatre performance in the annual Shakespeare Schools Festival. In Art there are after school Art and Photography classes and occasional masterclasses in new techniques.

Students in Year 10 have the opportunity to participate in our strong Duke of Edinburgh Award scheme.



*Learn more... Do more... Be more...*

“Pupils and parents are very enthusiastic about the many opportunities the school provides for learning outside the classroom. Activities week, Friday morning rugby and the equestrian club are a small sample of the extensive activities available that support and enrich the curriculum.”

(Ofsted report, November 2016)



*Learn more... Do more... Be more...*



Our Eco-Team has transformed the Walled Garden. We have chickens, goats, ducks and, from time to time, various other animals. We have also introduced raised beds, greenhouses and poly-tunnels and grow our own fruit, vegetables and flowers.

Physical Education at Priestlands enriches the curriculum far beyond the world of sport. We are very proud of the contribution PE makes to the social, moral and cultural education of our students. Enthusiastic sportsmen and women can take part in extra-curricular sport from 7:30 each morning, at lunchtime and after school (3:30 - 4:30 and/or 4:30 – 5:30). It is not surprising that Ofsted commented on the number of students still here at 5:00pm.

We have an impressive array of facilities including a newly laid AstroTurf pitch. All students are encouraged to participate in an extensive range of co-operative and competitive extra-curricular sporting activities, including athletics, badminton, basketball, cricket, cross-country, fitness training, football, gymnastics, hockey, netball, rounders, rugby, swimming, table tennis, tennis, trampolining, volleyball and weight training.

There is a comprehensive fixtures plan for students within the New Forest Sports Partnership, Hampshire county associations, National associations, and a vast array of matches arranged against high quality opposition across the local area including schools in the independent sector.

In recent years the school has enjoyed considerable success in many sports:

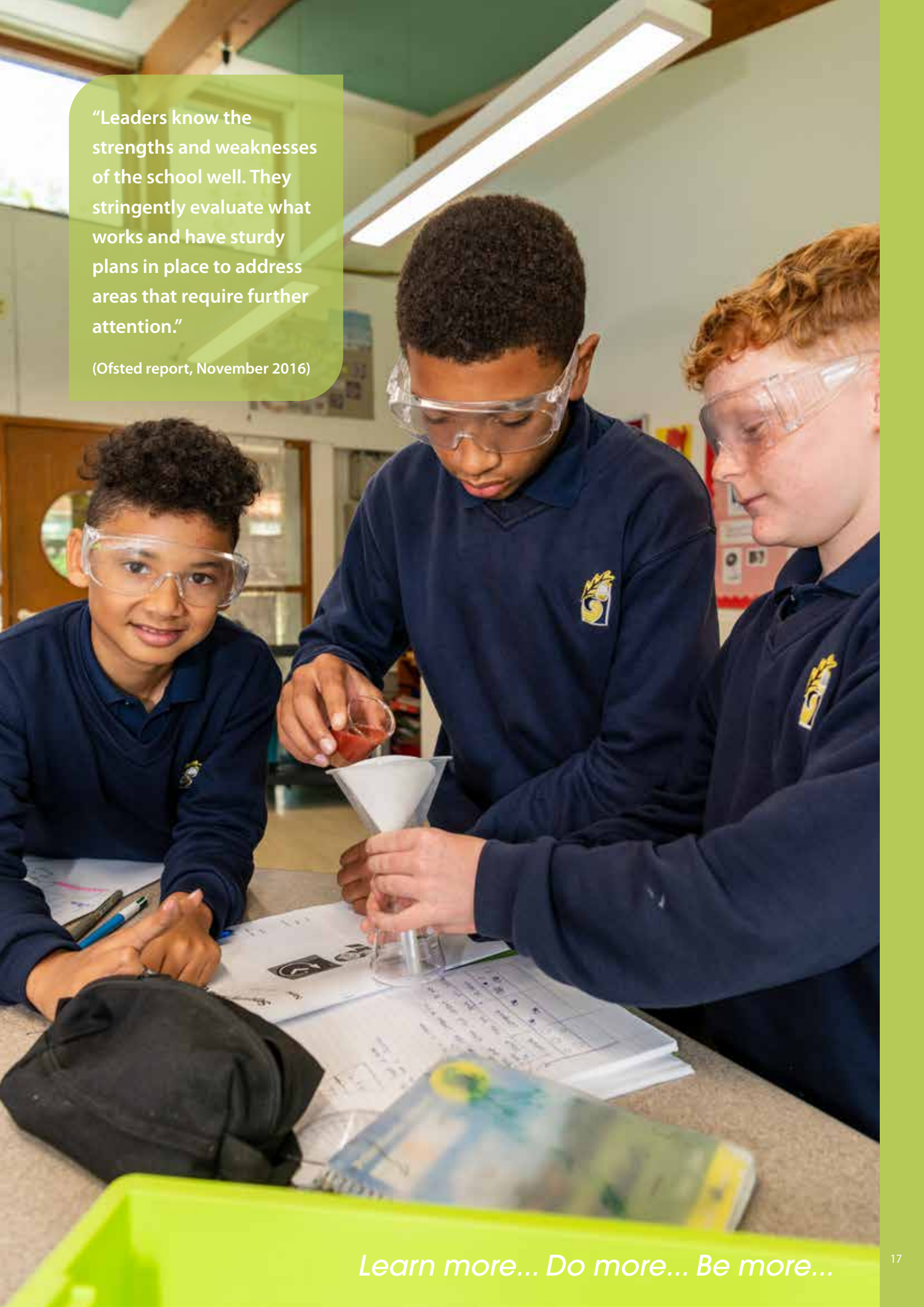
- Football teams of all ages have been league champions with many individuals developing their footballing careers by playing at representative levels – and even moving on to sign lucrative professional contracts!

- Cricket at Priestlands is very strong. We have been League and County Champions in successive seasons, again with many players developing their game at club and representative level. We have strong links with Hampshire Academy where numerous players are involved.
- Rugby and hockey continue to be very popular at Priestlands. We field competitive teams in all year groups for these teams, with our rugby teams reaching and winning national events. The school has gained “Elite” status, repeatedly winning New Forest and County tournaments and going on to represent the area as well as a strong link with Hampshire and London Irish. We have secured Community Rugby status with the Rugby Football Union.
- Netball is extremely strong. In school, Priestlands is the most successful school in the New Forest. We consistently represent the area at county and national level. Students have left to win scholarships in further education due to their achievements in netball.
- Our track and field athletics squads train hard to achieve their team and individual successes. Both track and cross country teams are strong in the New Forest, with a large contingent of athletes going on to represent the New Forest and Hampshire. Recent successes have led to individuals competing nationally.
- Volleyball has become one of the leading sports and clubs within the New Forest and many students have gone on to play at both regional and National level.
- There has been growth and development of a number of aesthetically based sports at Priestlands, such as Gymnastics and trampolining. We run 5 clubs each week and host the New Forest Gymnastics Club; providing students with a route to national level competitions.



“Leaders know the strengths and weaknesses of the school well. They stringently evaluate what works and have sturdy plans in place to address areas that require further attention.”

(Ofsted report, November 2016)



*Learn more... Do more... Be more...*



- Priestlands PE prides itself on providing equal opportunities for girls and boys. Every sport at Priestlands is open to girls and boys, with representative teams for each gender.

There are many opportunities for students to develop their personal and leadership skills within PE. The curriculum focuses heavily on the Olympic and Paralympic values. Students are able to opt in to the sports leader pathway and work towards bronze to platinum badges through their leadership in both lessons and in extra-curricular clubs. They will also have the opportunity to support the organisation and officiating of the Priestlands Sports Partnership which is an extensive Junior school sport programme organised and run by the PE department.

“Students are very aware of the different types of bullying and say although it happens very occasionally, they know who to go to for help and support including the pupil support managers.”

**(Ofsted report,  
May 2012)**

## School Visits Abroad and in the UK

Priestlands has a very wide range of trips and off-site activities taking place during the school day, at evenings, weekends and during holiday periods. We aim to take all Year 7 students on activities experience in their first half term at Priestlands in order to help them get to know each other and build teamwork within tutor groups.

Recent visits have taken place to Europe and beyond, including ski trips to Austria; overnight Languages trips to France, Germany and Spain; sporting tours to France and Spain; Drama trips to New York; Geography trips to Iceland and R.E. trips to Auschwitz and Africa.

There are often opportunities for curriculum visits during the school day in most subject areas.

When arrangements are made for students to leave the school site to take part in activities elsewhere, parents will be given details of the proposed arrangements in advance and in writing. County Regulations are strictly enforced in relation to all hazardous pursuits.

## Reporting to Parents

School reports are sent home termly and there are annual parent-teacher consultation evenings. All reports show how well each student is performing in all subject areas.

Parents have online access to their children's attendance records, reports and to details of their children's performance in key learning and homework tasks.



*Learn more... Do more... Be more...*



“Leaders also work well with other agencies and resolutely pursue the best outcomes for pupils.”

(Ofsted report, November 2016)



*Learn more... Do more... Be more...*



“Parents and pupils are very positive about the care and support that they receive, especially those who need additional help.”  
(Ofsted report, November 2016)

## Attendance

Good attendance is essential for effective learning and success at school. We encourage high personal standards and expect students to be punctual to school and lessons. We expect good attendance and present many awards for students, including certificates for those with 96%, 98% and 100% attendance.

We ask parents to let us know the same day if children are unwell and unable to attend school. We phone or text parents by 11:00 if a child is absent and we do not already know about it.

We ask parents not to take holidays during term time and for medical or dental appointments to be made outside school hours whenever possible. Students are not allowed to leave the premises without permission and must sign out at the main office.

## Uniform

With the overwhelming support of our parents, uniform is strictly enforced. A list of uniform requirements is included in the insert section.

Uniform may be bought in person from PMG Schoolwear in New Milton.

## Discipline

We expect high standards of behaviour at all times and aim to develop self-discipline and responsibility in all students.

We aim to know students well as individuals and to promote an atmosphere of mutual respect. Priestlands has a fair and consistent policy, which has established a safe, orderly, positive school environment in which teachers can teach and students can learn. The emphasis on our approach is positive and we constantly look for opportunities to praise and reward students.

You can expect to hear from school when your child makes significant contributions to the life of the school and when teachers are particularly pleased with work, effort or behaviour. Similarly, when students are experiencing difficulties, it is our policy to inform and involve parents to ensure joint and consistent action between home and school. The Student Record Book is an essential means of communication.

Disciplinary measures do not apply to the vast majority of students and good order is maintained by the expectation and encouragement of good work and behaviour.

Full details are provided in the insert section.

## Security

Lockers are provided to all students who want them and are usually allocated in (or close to) tutor bases.

It is strongly recommended that all personal possessions should be clearly marked with the owner's name. Large sums of money should not be brought to school. Valuable items should not be brought into school and no responsibility can be accepted. Parents are asked to note that the school will consider claims for damage or loss only when negligence is proved.





“The proportion of pupils achieving the expected standards in English and mathematics was well above the national average in 2016.”

(Ofsted report, November 2016)

*Learn more... Do more... Be more...*



## Lunchtime Arrangements

A cafeteria system operates daily with lunch for all students and staff between 12.45 pm and 1.25 pm. The system is now a cashless one. Healthy choices are encouraged and there are no vending machines on the school site. A before-school breakfast service and a break-time service are also available every day.

All students are expected to remain on the campus throughout lunchtime.

## Friends of Priestlands School (the PTA)

All parents are automatically members of the FoPS whose purpose is to provide a variety of opportunities for parents, staff, students and other friends of the school to come together to improve school facilities, provide educational and social activities and discuss common educational matters.

The PTA is a great way for parents to help contribute to the success of the school and help children in the process. Its effectiveness is dependent on parents' active support and, therefore, we welcome parents to come along and join in our discussions to help develop, promote and run events and activities. All ideas and suggestions are welcome.

We have an exciting time ahead of us since we are reviewing our activities and considering our fundraising objectives for the future. Recently the FoPS have contributed to funding a new school minibus, outdoor seating for students, a new printing press in Art, new lighting in Drama, new equipment for Science, as well as the Priestlands Radio Station and other various smaller scale items.

We have set up a Diamond Club for families and businesses who wish to make a significant donation to the school and the 1000 Club for those who would like to join our monthly lottery.

Your skills and energy can make a difference to the school and, by actively supporting FoPS events, we hope that everyone involved can have some fun along the way. We look forward to seeing you.

## Concluding Remarks

The Governors, Headteacher and staff hope you have found this prospectus helpful and that it has answered many of your questions about Priestlands School.

Thank you for considering Priestlands as your child's future school. We hope your child will be joining us and look forward to working with you to ensure your child has a happy and successful career.

## How to contact us

If you would like any further information please contact the school. The Headteacher and staff are always happy to welcome parents into the school so, if you would like to find out more or would like to visit the school, we will be pleased to arrange an appointment for you. Please contact us:

Priestlands School  
North Street  
Pennington  
Lymington  
Hampshire  
SO41 8FZ

[www.priestlands.hants.sch.uk](http://www.priestlands.hants.sch.uk)

Tel: 01590 677033

Fax: 01590 670398

email: [info@priestlands.hants.sch.uk](mailto:info@priestlands.hants.sch.uk)

Twitter: @Priestlands Sch



"Parents describe the school as 'amazing, with a real family atmosphere.'"

(Ofsted report, November 2016)



*Learn more... Do more... Be more...*



# PRIESTLANDS SCHOOL

North Street, Pennington,  
Lymington, Hampshire, SO41 8FZ

[www.priestlands.hants.sch.uk](http://www.priestlands.hants.sch.uk)

Tel: 01590 677033

Fax: 01590 670398

email: [info@priestlands.hants.sch.uk](mailto:info@priestlands.hants.sch.uk)

Twitter: @Priestlands Sch



*Learn more... Do more... Be more...*

GCSE Artwork  
by Ella Bennett





# Priestlands School 2023/24



Prospectus  
supplement



# Calendar & School Day

## Terms and Holiday Dates for 2023/2024

### Autumn term 2023

School opens:

Friday 1st September 2023

Half Term:

Monday 23rd to Friday 27th October 2023

School closes:

Friday 15th December 2023

### Spring term 2024

School opens:

Tuesday 2nd January 2024

Half Term:

Monday 12th to Friday 16th February 2024

School closes:

Thursday 28th March 2024

### Summer term 2024

School opens:

Monday 15th April 2024

May Day Bank Holiday:

Monday 6th May 2024

Half Term:

Monday 27th to Friday 31st May 2024

School closes:

Tuesday 23rd July 2024

## Times of the school day

### Monday, Tuesday, Thursday & Friday

|              |   |
|--------------|---|
| 8.45 - 9.05  | Registration & Tutor Period or Assembly |
| 9.05 - 9.55  | Period 1                                |
| 9.55 - 10.45 | Period 2                                |

#### Break

|               |          |
|---------------|----------|
| 11.05 - 11.55 | Period 3 |
| 11.55 - 12.45 | Period 4 |

#### Lunch

|             |          |
|-------------|----------|
| 1.25 - 2.15 | Period 5 |
| 2.15 - 3.05 | Period 6 |

### Wednesday

|               |                     |
|---------------|---------------------|
| 8.45 - 9.25   | Registration & PSHE |
| 9.25 - 10.10  | Period 1            |
| 10.10 - 10.55 | Period 2            |

#### Break

|               |          |
|---------------|----------|
| 11.15 - 12.00 | Period 3 |
| 12.00 - 12.45 | Period 4 |

#### Lunch

|             |          |
|-------------|----------|
| 1.25 - 2.15 | Period 5 |
| 2.15 - 3.05 | Period 6 |



Please note that while the information in this booklet is correct as at September 2022, it should not be assumed that there will be no change affecting the relevant arrangements or some particular matter before the start of or during the academic year 2023/2024 or in relation to subsequent years.



# Priestlands School Admission Policy 2023-24

This policy will be used during 2022/23 for allocating places in the main admission round for entry to Year 7 in September 2023. It will also apply to in-year admissions during 2023/24.

Outside the normal admissions round, Hampshire County Council's Fair Access protocol may be applied alongside this policy to secure the admission of vulnerable pupils from specific groups.

Priestlands School endorses the guiding principles of Hampshire County Council's admissions policy that each school should serve its local community; that as many children as possible attend their parents' preferred school; that siblings as far as possible can attend school together; and that children can benefit from continuity between schools serving the same community.

The policy aims to be clear, fair and objective and complies with all relevant legislation.

## Published Admission Number (PAN)

The published admission number (PAN) for Priestlands School for 2023-2024 is 243. The school will admit this number if there are sufficient applications. Where fewer applications than the published admission number are received, places will be offered to all those who have applied. The PAN applies to the relevant year\* only. For other year groups at the school, different admission limits may be applied. Please ask the school or local authority for details.

## Admissions Process

As an academy, Priestlands School is its own admission authority. However, the admission arrangements for Priestlands School will be consistent with those set out for community schools in Hampshire. The admission arrangements have been determined by Priestlands School after statutory consultations.

**The school will consider first all those applications received by the published deadline of midnight on 31 October 2022. Notifications to parents offering a secondary school place will be sent by the County Council on 1 March 2023.**

Applications made after midnight on 31 October 2022 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

## Students with an Education, Health and Care Plan

Any child with an Education, Health and Care Plan naming the school will be admitted. Where possible such children will be admitted within the PAN.

## Oversubscription criteria

When the school is oversubscribed, after the admission of students with an Education, Health and Care plan naming the school, priority for admission will be given to children in the following order:

1. Looked after children or children who were previously looked after (see definition i).
2. (For applications in the normal admission round only) Children or families with an exceptional medical and/or social need (see definition ii). Supporting evidence from a professional is required such as a doctor and/or consultant for medical needs or a social worker, health visitor, housing officer, the police or probation officer for social needs. This evidence must confirm the child or family's medical or social need and why that need(s) makes it essential that the child attends Priestlands School rather than any other. If evidence is not submitted by the application deadline, the medical and/or social need cannot be considered.
3. Children of staff (see definition iii) who have been:
  - (a) employed at the school for two or more years at the time at which the application for admission to the school is made; or

(b) recruited to fill a vacant post for which there is a demonstrable skill shortage.

4. Children living in the catchment area (see definition iv) who at the time of application have a sibling (see definition v) on Priestlands School's roll who will still be on roll at the time of admission. [See 6 for additional children who may be considered under this criterion.]
5. Other children living in the catchment area of Priestlands School.
6. Children living out of the catchment area who at the time of application have a sibling (see definition v) on the roll of Priestlands School who will still be on roll at the time of admission. [Where a sibling was allocated a place at the school in the normal admission round in a previous year because the child was displaced (see definition vi) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area for the school from which they were displaced. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at the school under this criterion because of their elder sibling's displacement and are still living in the catchment area for the school from which they were displaced].
7. Children living out of the catchment area who at the time of application are on the roll of a linked junior or primary school, namely: Beaulieu Village Primary School; Brockenhurst C of E Primary School; Lymington Junior School; Milford-On-Sea C of E Primary School; Our Lady & St Joseph Catholic (Aided) Primary School; Pennington C of E Junior School; South Baddesley C of E Primary School; St Luke's C of E Primary School and William Gilpin C of E (Aided) Primary School.
8. Other children.

## Definitions

- i. Looked after children are defined as those who are:
  - (a) in the care of a local authority; or
  - (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

Previously looked after children are those who were looked after but, immediately after being looked after, became subject to an adoption order, child arrangements order or special guardianship order.

An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976.

Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Previously looked after children also includes those who appear (to the admission authority) to have been in state care outside of England

\* The relevant year is the age group at which students are or will normally be admitted to the school i.e. Year 7

and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

- ii. Applicants will only be considered under this criterion if on the application form (online or paper) they have ticked the appropriate box explicitly indicating that they wish for their application to be considered under medical / social need.

“Medical need” does not include mild medical conditions, such as asthma or allergies.

“Social need” does not include a parent’s wish that a child attends the school because of a child’s aptitude or ability or because their friends attend the school or because of routine child-minding arrangements.

Priority will be given to those children whose evidence establishes that they have a demonstrable and significant need to attend Priestlands School. Equally, this priority will apply to children whose evidence establishes that a family member’s physical or mental health or social needs mean that they have a demonstrable and significant need to attend Priestlands School.

Evidence must confirm the circumstances of the case and must set out why the child should attend Priestlands School and why no other school could meet the child’s needs. Providing evidence does not guarantee that a child will be given priority at Priestlands School and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at Priestlands School above any other.

- iii. “Staff” includes all those on the payroll of the school who (specific to clause (1)) have been an employee continuously for two years at the time of application. “Children of staff” refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.
- iv. A map of Priestlands School’s catchment area is available to view at [www.hants.gov.uk/educationandlearning/findaschool/schooldetails?dfesno=4129](http://www.hants.gov.uk/educationandlearning/findaschool/schooldetails?dfesno=4129) or via a link on the school’s website at: <https://www.priestlands.hants.sch.uk/about-us/admissions>  
The Ordnance survey point for the home address is used to determine whether an address is in catchment or not. Parents can check their catchment school via the Hampshire County Council website: [www.hants.gov.uk/admissions](http://www.hants.gov.uk/admissions).
- v. “Sibling” refers to brother or sister, half-brother or half-sister, adoptive brother or adoptive sister, foster brother or foster sister, step-brother or step-sister, living as one family unit at the same address. It will also be applied to situations where a full, half or adoptive brother or sister are living at separate addresses. Criteria 4 and 6 include children who at the time of application have a sibling for whom the offer of a place at Priestlands School has been accepted, even if the sibling is not yet attending.
- vi. ‘Displaced’ refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school. To identify the child’s catchment school please use this link <https://maps.hants.gov.uk/SchoolCatchmentAreaFinder/>. Note that some addresses are in catchment for more than one school and in this case, ‘displaced’ refers to a child who was refused a place at any of their catchment schools.

## Tie-breaker

If Priestlands School is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer Priestlands School have priority. Distances for children living in the catchment area will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council’s Geographic Information Systems (GIS). For children living outside the Priestlands catchment area, distance will be measured from the Ordnance Survey home address point to the closest point of the school catchment boundary. This school specific criterion is used because the school is not located in the centre of its catchment area and the shape

of the catchment area is irregular. This school specific criterion therefore enables fair and equitable treatment of all out of catchment applications. Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

## Additional Information

### Permanent Address

The child’s permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

### Multiple births

Where a twin or child from a multiple birth is offered the last place available within the PAN, any further twin or child of the same multiple birth will also be offered a place, if the parents so wish, even though this may raise the number in the year group above the school’s PAN.

### Fair Access placements by the Local Authority

Outside the normal admission round, it may sometimes be necessary for a student to be placed by the Local Authority, or a local placement panel acting on behalf of the Authority, in Priestlands School even if there is a waiting list for admission. Such placements will be made in accordance with Hampshire County Council’s Fair Access Protocol. The Protocol is based on legislation and government guidance.

### Waiting lists

Waiting lists will be established for each year group where more applications are received than places available. For main round admissions to Year 7, the waiting list will be maintained centrally by the Local Authority until 31 August 2023. At all other times, and for other year groups, waiting lists will be operated by Priestlands School.

Any places that become available will be offered to the child at the top of the list on the day the place became available. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child’s changed circumstances affect their priority;

For entry to Year 7, the waiting list will remain open until 31 August 2024, at which point all names will be removed. For all other year groups, waiting lists will remain open until 31 August of each year. Parents who want their child to be considered for a place at the school in the following school year must submit a new in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

### Admission of children outside their normal age group

Parents may request that their child is admitted outside their normal age group. To do so, parents should include a request with their application, specifying why admission outside the normal age group is being requested and which year group they wish their child to be admitted. Decisions will be made based on the circumstances of the case and in the best interests of the child.

### School Closures

In the event of a school closure, students from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

### Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2021).



LEARN MORE... DO MORE... BE MORE....

**At PRIESTLANDS we are...**

**R** Ready with...  
the right equipment?  
a positive attitude?  
excellent punctuality?

Ready

**R**  
**R**  
**R**

Respectful

**Respectful of...**  
others' and your wellbeing?  
teachers & peers?  
the school & resources?

**Responsible**



**Responsible for ...**  
your learning?  
your behaviour?  
your attendance?

**Are you?**

**If the answer to any of the above is 'No' –  
what do you need to do to change things?**



# Securing Good Behaviour



Priestlands School is committed to providing an education of high quality to all students and, in consultation with staff, students, parents and governors, has developed a whole school behaviour management policy which:

- Defines expectations clearly and simply
- Provides clear opportunities to reward and recognise students who model Priestlands Values
- Provides an uncomplicated structure which can be fairly and consistently applied throughout the school.

The focus is on teaching students to choose responsible behaviour and creating an environment in which teachers can teach and students can learn. We believe that this approach will help students make the right choices about their behaviour.

The Priestlands Values are displayed in all classrooms and outline the behaviour and attitudes we expect from students. If our 3 Rs of being Ready, Respectful and Responsible are the standard by which you live each day you will be successful.



## Praise and recognition

When students choose to behave responsibly and show they are able to follow the rules, they will have their efforts recognised and rewarded. This positive recognition will include: praise (verbal or written on their work or in their SRB); achievement points and certificates; positive phone calls; postcards and letters sent home to them and their parents.

## Classroom negative consequences

There will, of course, be times when some students choose not to follow the rules. When this happens, a range of consequences will be used. The measures start with a verbal warning. The consequences then become more substantial if a student chooses to disrupt further in the same lesson:

|  |   |
|--|---|
| <b>The first time:</b>                       | A verbal warning will be given.   |
| <b>The second time:</b>                      | Report back to the teacher later that day, at break, at lunch time or at the end of school, at the teacher's convenience. |
| <b>The third time:</b>                       | A detention will be issued.   |
| <b>If there are any further disruptions:</b> | Referral to Head of Department or another senior member of staff.   |

In most cases teachers will work through the steps above. However for repeated offences or cases of severe misbehaviour, a student would lose the right to proceed through the list of consequences and a senior member of staff may be involved.

If a student is removed from a lesson the following action will be taken:

- The student will meet with a senior member of staff. The discussion will focus on other ways the situation could have been handled and then how to return to class if possible. A member of staff will contact home to explain what has happened and may seek a meeting with parents.
- Disciplinary action taken as a result of serious misbehaviour may lead to after school detention, removal from lesson(s), time in Reset or The Zone, a specified number of hours of community service, suspension from school or, in rare cases, permanent exclusion.



# Summer 2022: Summary of Year 11 Examination Results

(numbers as a percentage)

Number of pupils in school aged 15: 261

Number not entered for GCSE Examinations: 4



At Priestlands we pride ourselves on consistently delivering excellent outcomes at GCSE Level, year on year. 2021 was no different and saw a very strong cohort leave with outstanding GCSE grades. Because of the unique set of circumstances we took the decision alongside other local schools not to publish headline figures for 2021.

|                   | Achieving<br>5+ 9-4<br>(incl. English<br>& Maths) | Achieving<br>9-7 in<br>English &<br>Maths | Achieving<br>9-5 in<br>English &<br>Maths | Achieving<br>9-4 in<br>English &<br>Maths | Achieving<br>EBacc 9-5 | Achieving<br>EBacc 9-4 |
|-------------------|---|---|---|---|------------------------|------------------------|
| <b>All pupils</b> |   |   |   |   |                        |                        |
| School 2022       | 77  | 25  | 64  | 71  | 23                     | 27                     |
| School 2020       | 76  | 19  | 59  | 79  | 20                     | 22                     |
| School 2019       | 75  | 17  | 55  | 78  | 18                     | 25                     |
| <b>Female</b>     |   |   |   |   |                        |                        |
| School 2022       | 84  | 28  | 67  | 86  | 26                     | 32                     |
| School 2020       | 83  | 22  | 67  | 85  | 23                     | 25                     |
| School 2019       | 75  | 18  | 49  | 76  | 21                     | 29                     |
| <b>Male</b>       |   |   |   |   |                        |                        |
| School 2022       | 71  | 22  | 61  | 75  | 19                     | 23                     |
| School 2020       | 70  | 15  | 50  | 73  | 15                     | 18                     |
| School 2019       | 75  | 16.5                                      | 62  | 81  | 19                     | 23                     |
| Hampshire 2019    | n/a   | n/a                                       | 46  | 68  | 17                     | 25                     |
| England 2019      | n/a   | n/a                                       | 43  | 65  | 17                     | 25                     |

## Attendance information

**Full comparable attendance figures for 2019 and 2020 are not available due to Covid and lockdown restrictions.**

School's Average Attendance 2020/2021: 90.1% \*

National Average Attendance 2020/2021: 89.7%

School's Average Attendance 2018/2019: 95.0%

National Average Attendance 2018/2019: 94.5%

Persistent Absence (absent for 10% or more sessions):

School's Persistent Absence 2020/2021: 31% \*

National Persistent Absence 2020/2021: 35%

School's Persistent Absence 2018/2019: 10.1%

National Persistent Absence 2018/2019: 13.7%

\* Impacted by covid isolations

# Priestlands School Uniform



## Wear your uniform with pride

Students attending Priestlands School are required to wear a school uniform. It is designed to be comfortable, affordable and practical. It was developed in consultation with students, parents and staff. Our contact with parents in recent years has confirmed that the vast majority are in favour of uniform.

All Priestlands students have chosen to join the school knowing that we have a uniform. Therefore, they should be proud to represent our school, wearing their uniform with pride. It is an important part of the identity of the school.

We believe that school uniform is an important factor in helping us:

- encourage a sense of identity and belonging to the school;
- tackle inequality by removing the pressure on students to wear expensive fashion clothing;
- support parents by reducing the cost of schoolwear;
- promote school discipline and a work ethic amongst students;
- improve school security by making it easier to identify intruders.

All items of uniform are available from PMG Schoolwear. Parents are free to purchase some specified items elsewhere. If you choose to do so please ensure that you comply with the requirements set out below.

Uniform grants are available for students currently entitled to free school meals. At Priestlands the grant is £60.00 and is available to students in Years 7 and 10.

We try to keep some spare uniform for emergency use and are always very grateful for any uniform donations.

**The school reserves the right to take disciplinary action against any student whose uniform does not comply with the following requirements.**

| UNIFORM   |   | ADVICE  |
|---|---|---|
| <b>Blue polo shirt with school logo in house colour</b>   | <i>Compulsory</i>   | Must be purchased from PMG Schoolwear. Any t-shirts to be worn under polo shirts must be short-sleeved and the same colour as the polo shirt. T-shirts must not be visible at the waistline.  |
| <b>Prefects' polo shirt with school logo in house colour</b>  | <i>Prefects only</i>  |   |
| <b>Peer Mentors' purple polo shirt with school logo in house colour</b>   | <i>Peer Mentors only</i>  |   |
| <b>Blue sweatshirt or cardigan, with school logo in house colour</b>  | <i>Compulsory</i>   | Must be purchased from PMG Schoolwear. The sweatshirt/cardigan should not have holes or rips. No other sweatshirt, jumper, fleece or track suit top is permitted.   |
| <b>Tailored Trousers – Navy, Dark Grey or Black</b>   | <i>Students may wear Trousers and/or Skirts and/or Shorts at all times of the year.</i> | Trousers may be purchased from any provider but must be plain with no stripes or patterns. They must be worn on the waist. They must be long enough and loose enough for the hem to cover the back of the shoe, but not drag along the floor. They should not be: hipster cut / made of Lycra / combat style (side/ thigh pockets) / chinos / jeans style / skinny / 'leggings' style / baggy / flared.   |
| <b>Skirt – Navy with school logo</b>  |   | Skirts must be purchased from PMG Schoolwear. Length to be no more than 8cm above or 12cm below the knee. No other skirt is permitted.  |
| <b>Shorts – Dark Grey with school logo</b>  |   | Shorts must be purchased from PMG Schoolwear. No other shorts are permitted.  |
| <b>Socks or Tights</b>  | <i>Compulsory - either socks OR tights may be worn, but not both at the same time</i>   | May be purchased from any provider.<br>Socks must be a plain matching pair in black, navy, grey or white.<br>To be worn below the knee and not over tights.<br>Tights must be plain in black, navy, grey or skin tone.<br>No patterned tights are to be worn.   |
| <b>School Shoes – black or brown</b><br>Please see the separate guidance on the fourth page for what is acceptable and what is not. | <i>Compulsory</i>   | May be purchased from any provider.<br>"Trainer" type shoes are permitted only if they are completely black (including the soles) with no logo, laces or trim of a different colour. Shoes should be in a smooth leather type finish; not suede, canvas/plimsoll material.<br>For health and safety reasons, shoes should fully enclose the foot" (no sandals, flip flops, open toes or backless styles).<br>Shoes should not be platform style or have a high heel; heels should be no more than 6cm, soles no more than 2cm.<br>If there is a medical reason as to why a student is unable to wear school shoes, parents must contact the Head of Year in writing, giving the reason and the expected date on which their child will be back in full uniform. |





| UNIFORM                 |  | ADVICE  |
|-------------------------|--|---|
| <b>Coats</b>            | <i>Compulsory</i>  | May be purchased from any provider. Coats should offer protection from the weather and, therefore, fleece, denim, leather, corduroy and suede are not permitted. Hooded sweatshirts are not coats and should not be worn as a substitute for a coat. Other clothing made of sweatshirt material will not be accepted as a coat. High visibility jackets or reflective bands etc, are recommended for those who walk or cycle to school. |
| <b>Hats and scarves</b> | <i>Optional</i>  | May be purchased from any provider. Hats and scarves are permitted, but should not be worn inside school buildings.   |
| <b>Belts</b>            | <i>Optional</i>  | May be purchased from any provider. No studded or fashion belts. Belts should be functional and black with a small buckle.  |
| <b>Hair</b>             | <i>Natural hair colours only</i>                               | No mixed colours, no extreme styles, no extreme differences in length. The following styles are not acceptable:<br>Tramlines and/or any other forms of "shaving" / Mohican / Beaded<br>Hair should be clean and tidy at all times. Short hair should be a minimum of a grade 2.   |
| <b>Make-up</b>          | <i>Year 11 students only are allowed very discreet make-up</i> | If staff consider that make up is not discreet enough, students will be asked to remove it. Coloured nail varnish, false and acrylic nails are not permitted.   |
| <b>Jewellery</b>        | <i>No jewellery is permitted at all</i>                        | School badges (e.g. prefect / councillor) and a watch may be worn. One charity wristband can be worn. No piercings of any kind are permitted. Students will be required to remove earrings even if they've only just been pierced.  |

| P.E. UNIFORM  |                               | ADVICE   |
|---|-------------------------------|--|
| <b>Navy blue short sleeved polo shirt</b> with school logo in house colour <b>AND / OR Navy / light blue reversible long sleeved sports top</b> | <i>Compulsory</i>             | Must be purchased from PMG Schoolwear. You must have one of these tops, but are not required to have both. School polo shirts or sweatshirts must not be worn in PE.         |
| <b>Navy blue shorts OR Navy blue skort</b>  | <i>Compulsory</i>             | You must have either shorts OR a skort. May be purchased from any provider, but must be plain navy.  |
| <b>Long navy blue socks</b>   | <i>Compulsory</i>             | May be purchased from any provider, but must be plain navy.  |
| <b>Short white socks</b>  | <i>Compulsory</i>             | For indoor and summer activities only. May be purchased from any provider, but must be plain white.  |
| <b>Swimming costume</b>   | <i>Compulsory</i>             | May be purchased from any provider. Must be one piece but may be any colour.   |
| <b>Trainers</b>   | <i>Compulsory</i>             | May be purchased from any provider. Must be appropriate for sports and must be changed into from school shoes for lessons.   |
| <b>Studded boots</b>  | <i>Compulsory</i>             | For students playing football and/or rugby. May be purchased from any provider.  |
| <b>Shin pads<br/>Gum Shields</b>  | <i>Compulsory for matches</i> | Shin pads and gum shields are highly recommended for all contact sports and hockey. We recommend you see a dentist for advice about gum shields.                             |
| <b>Navy blue tracksuit bottoms</b>  | <i>Optional</i>               | May be purchased from any provider, but must be plain navy.  |
| <b>Navy blue leggings</b>   | <i>Optional</i>               | May be purchased from any provider as an alternative to shorts or tracksuit bottoms, but must be plain navy and material must be thick enough so they are not 'see-through'. |
| <b>Navy blue rain jacket</b>  | <i>Optional</i>               | May be purchased from any provider, but must be plain navy. No other coats are allowed.  |
| <b>Navy Hoodie/Sweatshirt</b>   | <i>Optional</i>               | May be purchased from any provider, but must be plain navy.  |

If a student is unable to take part in the physical activity of a PE lesson, a note explaining why is required in the SRB. Students excused from physical activity are required to bring and change into their kit; they will be fully involved in a coaching or officiating role.

**All items of uniform and equipment should be clearly named in full. 'Initials' are not sufficient to identify a child's property.**

**School Supplier:** PMG Schoolwear, 110 Station Road, New Milton, BH25 6LQ, Telephone: 01425 617277  
Website: [www.pmg-schoolwear.co.uk](http://www.pmg-schoolwear.co.uk) Opening Times: 9.00am – 5.15pm Monday to Saturday

All items of uniform are available from our school supplier either in store or online; most items will have the school logo on them.

As indicated above, you have the option to purchase many of the items from other providers. If you choose to do this, please note the specific requirements given in the 'Advice' column, e.g. 'must be plain navy'.

# Priestlands School Board of Governors

## Governors

|                                 |           |                       |             |
|---------------------------------|-----------|-----------------------|-------------|
| Mr Kevin Harriman (Chair)       | Parent    | Mrs Polly Thornton    | Community   |
| Mrs Claire Elford               | Parent    | Mr Ben Williams       | Community   |
| Mrs Dee Gittins                 | Parent    | Ms Sally Feltham      | Staff       |
| Mrs Beth Bray                   | Community | Mrs Becky Hollowbread | Staff       |
| Mr Paul Cox                     | Community | Mr Peter Main         | Headteacher |
| Mr Mark Dichlian                | Community |                       |             |
| Mrs Jo Hillier                  | Community |                       |             |
| Mrs Claire Renshaw (Vice Chair) | Community |                       |             |

Clerk: Mrs Caroline Clitherow, Priestlands School.  
Tel: 01590-677033

# Priestlands School Staff

## Teaching staff

|                               |   |                               |  |
|-------------------------------|---|-------------------------------|--|
| Mrs H Anthony, B.Sc.          | Deputy Head of Department (Mathematics)   | Mrs C Julius, B.A.            | Co-Head of Year 9; English   |
| Mrs C Arnold, B.A.            | English   | Mr R Kelly, B.A.              | Deputy Headteacher; Deputy DSL; Geography                                      |
| Mr C Bell, B.A.               | Careers Coordinator; Assistant Head of Year 11; English                               | Miss H Kemish, B.Sc.          | Head of Department (Mathematics)   |
| Ms L Bilsborough, M.A., B.A.  | Head of Inclusion & SEN/D Coordinator   | Mrs S Leather, B.A.           | Design Technology (Textiles) & Art   |
| Miss C Bougard, M.A.          | Languages; French, Spanish  | Mr O Ledsham, B.A.            | Deputy Head of Department (Physical Education)                                 |
| Mr G Boulwood, B.Sc.          | Co-Head of Year 11; Science Coordinator of Duke of Edinburgh Award Scheme             | Mrs L Liakakou, B.A.          | Languages; French, German  |
| Mr M Bradley, B.Sc.           | Assistant Head of Department (Science)  | Mr P Main, B.Sc.              | Headteacher; Mathematics; Physical Education                                   |
| Dr T Bravenan, B.Med, B.Surg. | Science   | Mr E MacVicar, HND            | Mathematics  |
| Mrs A Cant, B.A.              | Head of Department (English)  | Miss K McAdam, B.A., N.P.Q.H. | Assistant Headteacher, English   |
| Mr M Caplen, B.A.             | Head of Year 7; Physical Education  | Mr J W McIlrath, B.Sc.        | Assistant Head of Department (Science)   |
| Mrs S Chalmers, B.A.          | Assistant Head of Department (English)  | Miss L McMillan, B.A.         | English  |
| Mrs C Cherry, M.A.            | Deputy Head of Department (Geography); Eco-Schools Coordinator                        | Mrs T Mitchell, LL.B.         | Mathematics  |
| Ms F Cleeter, B.A.            | Head of Department (ICT, Computing, Business Studies, Media Studies)                  | Mrs E Noble, B.A.             | Art & Photography  |
| Mrs J Coats, B.A.             | Drama; House Coordinator  | Mrs H Okoth, B.Sc.            | Subject Leader (Child Development); Health Education & Life Skills Coordinator |
| Mrs R Cooke, B.A.             | Deputy Head of Department (English);  | Mrs R Owen, B.A.              | Head of Department (Languages); French, Spanish                                |
| Ms A Crook, B.A.              | Head of Department (Art)  | Mrs N Peacock, B.Sc.          | Head of Department (Physical Education)  |
| Mrs D Deveney, B.A.           | Whole School Literacy Coordinator; English  | Mr O Pearce, B.A.             | High Achiever Coordinator; History   |
| Mr S Dossett, B.A.            | Professional Mentor; Religious Education  | Mr K Phillips, B.Eng.         | Science  |
| Mrs W Drodge, B.A.            | Head of Department (History)  | Mr M Pitcher, B.A.            | Head of Department (Religious Education);                                      |
| Miss E Duckett, B.A.          | Mathematics   | Dr R Pointer, Ph.D.           | Science  |
| Mr Ben Field, B.Sc.           | ICT, Computing, Business Studies  | Miss S Radford, B.Sc.         | Science  |
| Mr G Fitzgerald, B.Sc.        | ICT, Computing, Design Technology   | Mrs C Ritchie, B.A.           | Head of Year 8; Physical Education   |
| Mr S Gibbs, B.A.              | Physical Education  | Mr T Ritchie, B.Sc.           | Deputy Headteacher; Physical Education   |
| Mrs J Gillett, B.Ed.          | Deputy Head of Department (Design Technology), Food & Nutrition                       | Mr J Robinson, B.Sc.          | Design Technology  |
| Mr S Gillett, B.Ed.           | Head of Department (Design Technology), Activities Week Coordinator                   | Mrs M Robinson, HLTA          | Deputy Head of Department (Science)  |
| Miss S Hall, B.A.             | Physical Education; Assistant Head of Year 7  | Ms E Rollett, B.A.            | Languages; Subject Leader (Spanish)  |
| Miss S Hatchard, B.Law        | Geography; Assistant Head of Year 9   | Mrs A E Russell, B.A.         | Assistant Headteacher  |
| Mrs A Haynes, B.A.            | Co-Head of Year 9; Music  | Mr J Scotney, B.A., M.A.      | English  |
| Mr C Hill, B.Sc.              | Deputy Head of Department (ICT); Subject Leader (Computing); Assistant Head of Year 8 | Mrs A Shoebridge, B.A.        | Mathematics  |
| Ms L Hinks, B.Sc.             | Mathematics   | Ms J Squibb, B.Sc.            | Assistant Head of Department (ICT); Subject Leader (Media Studies)             |
| Mrs B Hollowbread, B.Sc.      | Head of Year 10; Geography  | Mr T Squibb, B.Sc.            | Design Technology  |
| Mrs C Jukes, B.Sc.            | PSHCE Coordinator; Literacy & Numeracy  | Miss L Stewart, M.A.          | Deputy Head of Department (History); Assistant Head of Year 10                 |
|                               |   | Mrs K Stone, B.A.             | Languages; Subject Leader (French & German)                                    |
|                               |   | Mrs J Strath, B.A.            | Head of Department (Drama)   |
|                               |   | Ms R Suarez, B.A.             | Languages; Spanish, French   |
|                               |   | Dr P Taylor, B.M.Sc.          | Head of Department (Science)   |
|                               |   | Miss S Teuber, B.Sc.          | Science  |

## Teaching staff *(continued)*

|                      |                                   |                     |  |
|----------------------|-----------------------------------|---------------------|--|
| Mrs V Todd, B.A.     | English                           | Mrs L Wenham, B.Sc. | Deputy Head of Department (Mathematics)                      |
| Miss J Tombs, M.Eng. | Mathematics                       | Ms J Westwood, B.A. | Art  |
| Mrs J Wagstaff, B.A. | Co-Head of Year 11; History       | Mr G Williams, B.A. | Head of Department (Music)                                   |
| Mr P Wagstaff, B.A.  | Head of Department (Geography)    | Mr J Winsor, B.A.   | Music  |
| Mrs S Webb, B.Sc.    | Mathematics                       | Mrs H Yates, B.A.   | Assistant Headteacher; Designated Safeguarding Lead; English |
| Mr L Welch, B.Sc.    | Deputy Head of Inclusion; Science |                     |  |

## Instrumental Music Teachers

|                |                 |              |                      |
|----------------|-----------------|--------------|----------------------|
| Mr J Dunwoody  | Electric Guitar | Mr D Pearson | Drums                |
| Mrs C Lomax    | Flute           | Mrs J Powell | Piano / Keyboard     |
| Mr J Manners   | Drums           | Mr T Rea     | Acoustic Guitar      |
| Mrs H Meredith | Voice           | Mr N Smith   | Clarinet / Saxophone |
| Mr A Needham   | Brass / Piano   | Ms S Stewart | Violin               |
| Mr S Owers     | Bass Guitar     |              |                      |

## Support Staff

|                       |   |                             |  |
|-----------------------|---|-----------------------------|--|
| Mrs A Allan           | Finance Officer   | Mrs A Hodges                | Cover Manager & Exams Officer                                |
| Ms S Anderson         | Achievement Support Assistant   | Miss D Hood                 | Attendance Officer   |
| Mr S Andrews          | Caretaker   | Mrs E Hounsome              | Achievement Support Assistant                                |
| Miss L Argent         | Achievement Support Assistant   | Ms R James                  | Pastoral Support Manager                                     |
| Ms L Barrow           | Senior Science Technician   | Mrs E Johnson, B.Sc.        | Education Welfare Officer                                    |
| Ms J C Bennet         | Counsellor  | Mrs S Joint                 | Achievement Support Assistant                                |
| Miss J P Bennett      | Achievement Support Assistant   | Mr M Jones                  | Caretaker  |
| Mrs M Bennett         | Careers Adviser   | Mr D Kemp                   | Caretaker  |
| Mrs S Byrne           | SEN Administrator   | Mrs N F Kiggundu            | Achievement Support Assistant                                |
| Miss A Clarke         | Pastoral Support Manager  | Mrs B Kimble                | Duty First Aider   |
| Mrs C Clitherow       | Clerk to Governors & Secretary to the Trust                                   | Mrs S-A Kingsley-Smith      | Pastoral Support Manager                                     |
| Mr L Coen             | Achievement Support Assistant   | Mrs E Lewis                 | Finance Assistant  |
| Mr L Collis           | ICT Network Manager   | Miss L Marshall             | Receptionist   |
| Mr H Collison         | Cover Supervisor  | Miss L McDermott            | Design Technology Technician                                 |
| Mrs S Cottenham       | Achievement Support Assistant   | Ms L McKenna-Andrews, B.Sc. | Cover Supervisor   |
| Ms C Curtis           | Assistant Attendance Officer  | Ms E Morris                 | Food Technician & Curriculum Assistant for Design Technology |
| Mrs C Davidson-Young  | PA to Headteacher & Admissions Officer  | Mrs S O'Neil, HLTA          | ELSA   |
| Miss M Davidson-Young | Curriculum Assistant for Maths  | Mrs K Palmer                | Achievement Support Assistant                                |
| Mr A Drodge           | Cover Supervisor  | Mrs M Palmer                | Receptionist   |
| Mrs A Eveleigh        | Duty First Aider  | Mrs K Phipps                | Lead Duty First Aider  |
| Ms S Feltham          | Facilities Coordinator  | Mrs T Pickup                | Lead Invigilator   |
| Mrs M Felton          | SLT & Library Admin Officer   | Mrs D Procter               | Home Liaison Officer   |
| Mrs T Field           | Curriculum Assistant for Humanities & Languages                               | Ms G Quinn                  | Art Technician   |
| Mrs C Fisher          | Hub Support Assistant   | Ms G Rixon                  | Achievement Support Assistant                                |
| Mr I Fletcher, B.Sc.  | ICT Network Manager   | Miss S Rose                 | Behaviour Support Assistant                                  |
| Mrs L Freeman         | Science Technician  | Mrs K Saunders, Cert LS     | Achievement Support Assistant                                |
| Mrs S Fuell, B.A.     | Business & Finance Manager  | Miss R Shanahan             | Behaviour Support Assistant                                  |
| Mrs S Fussell         | Walled Garden Assistant   | Miss C Slade                | Achievement Support Assistant                                |
| Ms K Gallagher        | SIMS & Assessment Manager   | Mr C Sowerbutts             | Lead Invigilator for Special Arrangements                    |
| Mrs R Greenhalgh      | Achievement Support Assistant   | Mrs J Storey                | SLT & Library Admin Officer                                  |
| Mrs P Handscombe      | Receptionist  | Mrs M Stubbs                | Behaviour Support Assistant                                  |
| Mrs M Harbut          | Curriculum Assistant for ICT & Child Development                              | Mrs F Taylor                | Senior Receptionist & SLT Admin Officer                      |
| Mrs B Hartland        | Work Experience Coordinator; Careers, Enterprise & PSHCE Senior Administrator | Mrs J Todd                  | Achievement Support Assistant                                |
| Mrs G Hastelow        | Arts Administrative Officer   | Mrs J Wells                 | Achievement Support Assistant                                |
| Ms S Henderson        | Achievement Support Assistant   | Mrs C Wild                  | Cover Supervisor   |
|                       |   | Mrs K Woodcock, B.A.        | HR & Payroll Officer   |
|                       |   | Mr D Young, B.A.            | Site Manager   |

## Kitchen Staff

|                  |                        |                |                   |
|------------------|------------------------|----------------|-------------------|
| Mrs S Bingham    | Deputy Kitchen Manager | Mrs L Marsh    | Kitchen Assistant |
| Mrs M Cordingley | Kitchen Assistant      | Mr F O'Riordan | Kitchen Assistant |
| Mr M Downer      | Chef / Kitchen Manager | Mrs J Rutter   | Kitchen Assistant |
| Ms A Hector      | Kitchen Assistant      | Mrs L Taylor   | Kitchen Assistant |
| Mrs L Lane       | Kitchen Assistant      |                |                   |



# Priestlands School 2023/24

