



THE MINSTER SCHOOL

Prospectus 2017-2018

A Church of England Voluntary Aided School and
National Teaching School

WELCOME TO THE MINSTER SCHOOL

Head Teacher: Mr M J Parris

Welcome to the Minster School.

Our collective ambition is to provide an outstanding education for each and every one of our students. The school enjoys an enviable reputation both locally and also as a leader in education regionally and nationally.

Housed in state of the art facilities, our students' learning is supported by high quality teaching, resulting in annual exam results significantly above national averages. However, the Minster School is about much more than the academic; we encourage our students to engage with a wide range of experiences designed to enhance their broader understanding, sense of citizenship and personal skills.

The Minster School is a modern establishment with a long and rich heritage. It benefits from strong links with Southwell Minster and Christian values sits at its heart. We aim to support every child within a caring community, while challenging one another to succeed and strive for excellence.

We hope you will take the opportunity to visit the school, meet our students and consider whether we might be able to provide the high quality education you seek.



ETHOS STATEMENT

“Succeeding together”

Enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life.

We believe in providing opportunities for all to explore and develop their own beliefs and values whilst reflecting on the relevance of Christian beliefs to their lives.

- We work together to create a culture in which students are proud of their achievements, are happy with who they are and feel supported by those around them.
- We engender a sense of belonging for every student; to feel part of our community and to achieve their potential; to develop their character and to grow and learn together.
- We create a culture where students can meet together and overcome the challenges presented by a desire to succeed and everyday life.
- We encourage all members of our community to be positive role models, leading by example and inspiring others through their words and actions.

“Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.”
Colossians 3:23.

These principles are based on our Christian foundation as a Church school and the belief that every one of us is a child of God and created in His image.

Our Key Virtues:

Wisdom

Optimism

Resilience

Kindness

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THE AIMS OF THE SCHOOL

To create an atmosphere of caring and purpose derived from commitment to moral and religious principles

To engender a lifelong love of learning

To encourage each child to strive for his or her best in intellectual, physical and spiritual growth

To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness

To encourage and develop leadership and active citizenship within the school and wider community which fosters a sense of dignity, vocation and purpose for every individual

To develop and maintain excellence in teaching and learning

OUR SCHOOL

The Minster School is housed in purpose built facilities, designed to support the learning needs of our students. The school is arranged around the “heart space” which mirrors the dimensions of the nave of Southwell Minster. This central open space is where students, staff, parents and visitors often congregate and is the social centre of the school.

Teaching areas are arranged in wings all emanating from the heart space. Each is equipped with ICT facilities and teaching spaces designed to meet the needs of a modern school.

Of particular note, the Minster School benefits from:

- Excellent sport facilities including a sports hall, floodlit astro pitch, gymnasium and playing fields.
- A large assembly hall with adjoining theatre. The two spaces can be combined to create one very large space for concerts, celebrations and events.
- A music department with numerous practice rooms, classrooms and a recital room for smaller concerts. The recital room has an adjoining recording studio.
- A chapel for acts of worship including communion.

The school is situated in the rural town of Southwell, an attractive historic town of approximately 8000 inhabitants. For a small town, it has a rich history and is home to the impressive Southwell Minster, the cathedral church for the Diocese of Southwell and Nottingham.

More than 1600 students attend the Minster School, including up to 400 students in the sixth form and a small junior department for talented musicians. We are fortunate to be significantly over-subscribed on an annual basis and draw our students from the town of Southwell itself and the surrounding villages. A number of places in each year are reserved as foundation places, for families who regularly worship in a Church of England congregation.

The Minster School benefits from strong community links. We are pleased to be a presence at local community events, such as the annual lantern parade, the music and folk festivals and at local village events. The school is a large employer in the town and enjoys warm relationships with many local businesses and with the town council.

Our students are heavily involved in youth groups, sometimes as part of the Duke of Edinburgh award scheme which a large number of our older students complete on an annual basis. They are active in charitable groups and support fundraising events in school, aiding local and national charities not only with money but also, perhaps more fundamentally, by raising their own awareness of those in need. The school's facilities are frequently used by a range of different local groups and we are pleased to support local events and activities by making our facilities available.



CURRICULUM

As a school we are committed to maintaining a broad and balanced curriculum for all students. Although some students may need support to access the curriculum, all should have the opportunity to experience the full range of subjects and be supported to succeed in all the areas they study.

The school operates within a five period day with lessons timetabled over a two week cycle. The morning session begins at 8.50am and the afternoon session finishes at 3.14pm. On Wednesdays we operate a four period day and students finish at 2.11pm.

Students in Years 7 to 9 follow a common curriculum within the context and requirement of The National Curriculum.

YEAR 7

In Year 7 students are taught in mixed ability form groups for all subjects. Students follow a course of study in:

English Mathematics Science Art and Design Spanish Geography
Information and Communication Technology Music History Technology Physical Education
Religious Education Personal, Social, Health and Citizenship Education

YEAR 8

In Year 8 setting according to ability is introduced for Mathematics and Languages. Other subjects continue to be taught in mixed ability teaching groups. German, French and Drama are added to the curriculum.

YEAR 9

In Year 9 setting continues in Mathematics and Languages.

YEAR 10 & 11

In Years 10 and 11 students study GCSE and equivalent courses.

The Examination boards used include OCR, AQA, and EDEXCEL.

Most students take English Language, English Literature, Mathematics, Science, a Modern Foreign Language, Personal/Social/Health and Citizenship Education, a course in Wider Learning, and Physical Education. The Junior Sports Leader Award is an option. Other subjects are taken from a broad choice of options.

Students are arranged in groups in a variety of ways. Some classes are mixed ability while in others students are grouped so that the level of curriculum delivery can be targeted to their specific needs. In all classes, a range of different approaches will be taken to build resilience, adaptability, skills and knowledge. Learning activities are likely to include individual study, group work, teacher led activity, practical and theoretical learning.

In a small number of cases, the school may explore alternative or vocational curriculum options with some families, where this is considered to meet the needs of an individual student and their plans for future progression.



TEACHING AND LEARNING TO SUPPORT PROGRESS

Teaching and learning sits at the heart of all we do at the Minster School and a number of key concepts underpin all our work.

Teachers carefully consider how they can **engage** students in their learning. They consider how learning can be brought to life by ensuring links are made to real life contexts, a variety of learning approaches are employed and the learning is made accessible to all students.

The **climate for learning** is designed to make students feel secure and supported. Founded on positive relationships between children and adults, practice in the classroom builds on those positive relationships through the use of praise and reward. Displays in classrooms and communal spaces also augment the climate with prompts and visual cues to aid learning and displays pride and value in students' work.

It has been proven that **feedback** is one of the most effective strategies to support rapid progress. Students receive feedback from peers; from teachers; through self-evaluation. The feedback can take many forms, including detailed written feedback for each subject around every three weeks. Frequent verbal feedback is also an expectation. Effective feedback supports the refinement of answers and understanding but also supports students to build resilience and to understand that mistakes are an important part of the learning process.

Challenge in the classroom encourages students to make rapid gains and raises aspiration for future success. All students are challenged to take the next step in their learning, albeit that some will need more stretch while others will need additional support to reach their goals. Pace in lessons is carefully balanced against the need to deepen learning and explore concepts.

Ultimately, all learning activities in school aim to support the progress of students to reach their full potential.

HOME LEARNING

Home learning is set regularly in addition to the work completed in school. Amounts can vary, although there is a homework allowance per subject for each two week cycle of the timetable. Homework is not specified for each subject each evening as it should always be linked to the learning that has taken place in lessons.

Home learning can take many different forms, including questions, research, revision, consolidation of learning, extended writing and projects. Regardless of the nature of the homework, students should be set an appropriate deadline for completion (not the next day) and the work completed should be acknowledged with students receiving feedback when relevant.

Homework is recorded by students in their personal organiser, supplied by the school. By checking their organisers regularly, parents/carers can support their child in ensuring work is completed and also by taking an interest in the work being completed and the learning that results.

For more detailed information about home learning and the approximate amounts set for each subject in a two week period please refer to the Home Learning Policy available on the school website. All homework is set using the online 'Show my Homework' tool.



TEACHING AND LEARNING TO SUPPORT PROGRESS

SUPPORTING SPECIFIC STUDENT NEEDS

All students have the ability to make progress and to learn. They are entitled to access the full range of subjects and to enjoy all the benefits the school has to offer. At the heart of our inclusive approach is the responsibility for each teacher to consider the learning needs of the students in their care. Beyond the classroom, the Learning Support department carefully considers the needs of individual students and puts in place additional provision to help them access the curriculum. Students may benefit from:

- In-class support, with an additional adult working with subject specialists.
- Differentiation of teaching and materials to aid access to learning.
- Additional support sessions within a small group environment.

We offer a suite of rooms that includes a 'retreat area'. This area allows us to use a multi-sensory approach to promote a relaxed atmosphere and sense of well being. As well as having our own experienced staff, we work with a wide range of different professionals and value their expertise in helping us design individual education plans to meet the specific requirements of the students in our care.

Whatever the nature of the support, we are happy to work closely with parents and carers. All home/school correspondence is welcomed and we actively encourage parents/carers to visit the school to discuss the individual needs of each student. We are willing to offer advice and support when requested. We welcome visits to the Learning Support department. Our students will be proud and happy to show you round and talk to you about what they have achieved.

E-LEARNING

The use of ICT both in lessons and at home can significantly enhance the learning experience of students and the Minster School is committed to continue exploring how best to use technologies.

The school building is rich in ICT facilities in all curriculum areas. Each curriculum area has access to laptop computers and dedicated ICT rooms. The Languages department has a digital language laboratory and sixth form students have access to their own ICT-rich study area. All classrooms are equipped with interactive whiteboards and teachers enhance the learning experience for students by utilising a wide range of technologies and software applications, used to support learning.

Our Learning Platform, the 'Minster Moodle', allows teaching staff and students to access dynamic learning content and lesson resources for all subject areas and is updated regularly. The Moodle contains work files, video resources as well as online assessments to support learning. Students are able to access their own work files and shared network resources from the school website and continue working on these from home. This supports traditional teaching and learning techniques and allows parents and carers to view work and support their child's progress in school.

More information on the use of ICT, (including eSafety), can be found on the school website by following the link marked eLearning.



THE SIXTH FORM

YEAR 12 & 13 - THE SIXTH FORM

We are able to accommodate up to 400 students to study towards their A Levels in our sixth form. Year 12 and 13 have their own area in school, designed to meet the unique needs of our older students. We encourage greater independence and self management for our post-16 students while maintaining the support they need to make the considerable leap to A Level study.

The sixth form accommodation is designed to support more independence. Students have their own café for more informal gathering over coffee; a collaborative learning space for discussion, group work and formulating ideas; a private study space fully furnished with computers for independent work.

Students are able to choose from a wide range of AS/A Level subjects. Most students follow a programme of study of four core AS Levels in Year 12 leading on to three A Levels in Year 13. However, we can and do design more flexible programmes of study for individual learners, where this is required.

The following subjects are available:

Art, Biology, Business Studies, Chemistry, Computing, English Language, English Literature, Food and Nutrition, Graphics, Design Technology, Economics, French, German, Geography, Government and Politics, History, Mathematics and Further Mathematics, Media Studies, Music, Music Technology, Drama and Theatre Studies, Btec in Performing Arts, Philosophy and Ethics, Information Technology, Photography, Psychology, Physics, Physical Education and Spanish.

The Sports Leadership Award is available as an additional course. Young Enterprise is also available as part of the enrichment programme for Year 12. All students follow a course in Spiritual and Ethical Enquiry and complete the Extended Project Qualification or core Maths in Year 12 as enrichment courses.

Sixth form students receive the support of specialist sixth form tutors and follow a tutorial programme designed to help students adapt to the requirements of AS/A Level study. Tutors ensure that students receive accurate and timely information and advice as they make decisions about progression to Higher Education or employment. A wide range of extra curricular and other enrichment opportunities is offered to sixth form students.

Sixth form students are involved in the whole school pastoral system. Each student belongs to a House and is encouraged to work with a lower school tutor group as an associate tutor. This gives opportunities to demonstrate and develop leadership and to take an active role in the school community.

For further details about courses and entry into Year 12 please contact the sixth form office in school and request the additional brochure we produce for our post-16 courses.



WORKING IN PARTNERSHIP

The success of students at the Minster School is a result of close partnership working between school and home. We encourage families to be involved in the work of the school in a range of ways, including:

- Reading and signing the home school agreement which is designed to promote and support high levels of achievement.
- Sharing views through parents' forums and questionnaires.
- Contacting tutors to discuss any matter of concern.
- Supporting whole school events and celebrations.

Parents/carers have the contact details of their child's personal tutor. They have the opportunity to meet the tutor before their child starts in year 7 and are encouraged to contact them with any concerns or questions. The tutor spends time every day with the students in their care and has an overview of the child's progress in school and how they are in more general terms. The tutor is always the first point of contact in school.

COMMUNICATIONS

In order to send communications home as swiftly and efficiently as possible, the school's preferred method is to use email. To that end we use a system called SchoolComms and strongly urge all parents/carers to register with the system at the beginning of the academic year. SchoolComms also allows the sending of text messages in some circumstances, such as emergency closure of the school.

From time to time we also send paper copies of some key documents home. At the beginning of each key stage a parent/carer handbook is published, containing a quick point of reference for families. Reports and interim progress updates for students are also sent as paper copies.

As well as sharing information, celebration of student achievements and activity is a fundamental aspect of our communication. Every half term a newsletter is sent home using the SchoolComms system, highlighting the achievement of our students and the diversity of their activity. We strongly encourage families to catch up with school life through the newsletters and always welcome recommendations from home to celebrate individual student achievement outside school. The newsletters also update parents with forthcoming events.

Our website is a key point of reference and is kept up to date with a range of information for parents/carers. Visit our website for:

- Latest news and updates, including the school calendar.
- Full details of how to apply for a place at the Minster School.
- Information about the governing body.
- Latest examination results.
- Links with the school community.
- Extra-curricular opportunities for students.
- All school policies. Please note both our complaints procedure (in accordance with the 1988 Education Reform Act) and our charging and remissions policy are available on the school website. These can also be requested by contacting the school.



WORKING IN PARTNERSHIP

THE MINSTER SCHOOL PARENT TEACHER ASSOCIATION

Another way for parents to support the school is to join the Minster School Parent Teacher Association (MSPTA). This committed and very supportive group raises money for school activities by organising a range of social and fundraising events, including an annual quiz evening, raffles and a “one hundred club”. The group also supports many school events by providing refreshments. The group always welcomes new members - for further information and contact details of the MSPTA please visit our school website.

WORKING WITH OTHER AGENCIES

The school and its students benefit from liaison with a range of outside agencies, each of which brings their expertise into the school context. Those providing support to students in school include:

- Educational Psychologists
- Education Welfare Officers
- Librarians
- Counsellors
- School Nurses
- Police and Youth Offending Teams

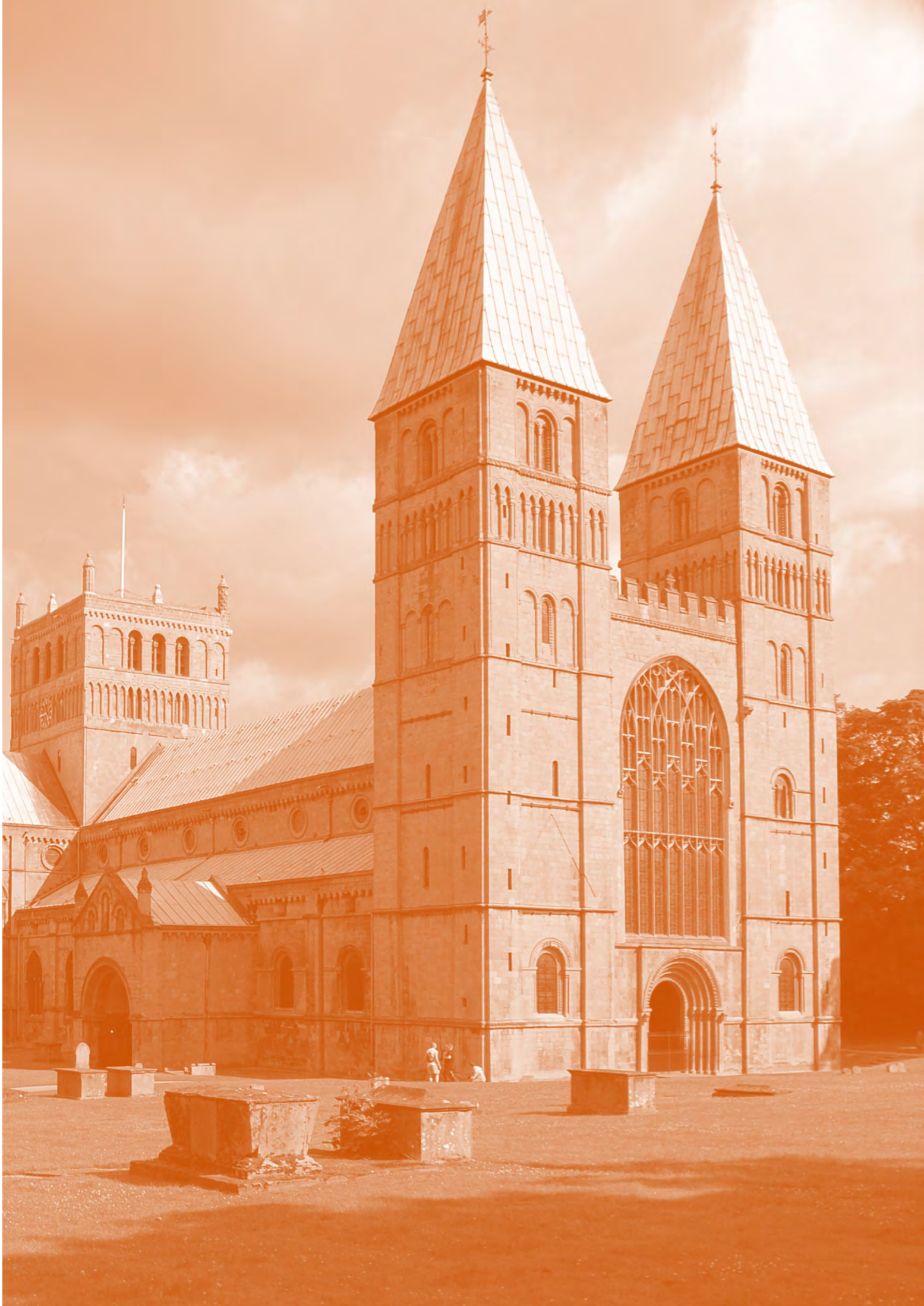
Additionally, from time to time the school will invite visitors in to share their life experiences, the decisions they have made and what they have learned.

RELIGIOUS AFFILIATION AND OUR LINKS WITH SOUTHWELL MINSTER

The school is part of the Minster Foundation and actively pursues the ancient tradition of church schools in seeking academic excellence within a worshipping community. In addition to regular acts of collective worship in school, there are termly Communion Services and End of Term Services in Southwell Minster. We seek to ensure that the religious side of life is acknowledged and discussed openly, in a spirit of enquiry, where diversity is celebrated. The school has developed its own Religious Education syllabus for Key Stage 3 which the Governors have approved. It aims to raise awareness and understanding of the spiritual dimension. As a Church School, the curriculum focuses primarily on Christianity but also explores other religious and ethical questions. The department has well developed links with local Churches.

All students study Religious Education at GCSE level. The course covers moral issues and religious responses to moral issues. Students may choose to specialise further at A Level.

The school will make arrangements, should it be necessary, for parents/carers to exercise their right of withdrawal of their children from worship or Religious Education. At present no parent/carer is choosing to do this.



KEEPING OUR STUDENTS SAFE

The welfare of our students is of paramount importance and we address their needs and keep them safe in a number of key ways.

THE PASTORAL SYSTEM

Our pastoral structure supports the daily needs for the majority of students. Students are organized in vertical tutor groups by key stage. In other words tutor groups have a mixture of years 7, 8 and 9 or a mixture of year 10 and 11 students. The tutor acts as a part of personal and academic support for the students in his/her care. The tutor meets the group on a daily basis and is also present with the group for acts of worship, assemblies and special events. During tutor times students will be supported in a range of ways:

- tracking and supporting best academic progress
- upholding the ethos, values and expectations in school
- helping with organisation and the sharing of information
- supporting the wellbeing of students every day
- sharing advice and guidance with students

The tutor teams also work daily with progress and achievement leaders (PALs) and pastoral support assistants (PSAs). These key figures are there to support all students and respond to needs and issues as they arrive.

HOUSES

Each tutor group belongs to one of four houses in school; Clumber; Thoresby; Welbeck; Rufford. This house based system encourages a sense of belonging to a community and is predicated on these key principles:

- Charity - each house nominates a cause to support for the academic year.
- Competition - houses compete for house points each year through a series of inter-house competitions.
- Celebration - personal and collective achievements are celebrated within houses throughout the year.

House activities are supported by members of staff and by student house captains.

PROTECTING YOUNG PEOPLE FROM HARM

Where there are concerns for the welfare of a young person at school, the school will act in the best interests of that child. A number of policies act as a guide for our approach to such matters, including the child protection policy, the behaviour policy and the anti-bullying policy. These are all available on the school website.

Every school is required to refer any concerns to the Multi-Agency Safeguarding Hub (MASH). While we seek, in general, to discuss concerns with the family and, where possible, seek agreement prior to making a referral, this will only be done where such discussion and agreement seeking will not place a child at increased risk of significant harm. This procedure is intended to protect children from abuse.

When we refer a concern about a student to MASH we are not accusing the parents/carers of abuse, but requesting that further enquiries take place and that any necessary help and support is provided.



KEEPING OUR STUDENTS SAFE

EDUCATING STUDENTS TO PROTECT THEMSELVES

Personal, social, health and citizenship education (PSHCE) at the Minster School equips students with knowledge and skills relating to a wide range of issues and situations with which they may be faced in society. This part of our provision aims to support our students to:

- develop a healthy and safe lifestyle, including the use of online technology and social media;
- develop good relationships and respect for the differences between people;
- develop a sense of moral and social responsibility;
- consider their role as members of local, national and international communities.

As well as being taught discretely through the RE/PSHCE programme of study, there are many opportunities for students to consider PSHCE in other subject areas, through tutorial activities and as part of whole school events.

Within the remit of PSHCE, the school has a statutory duty to address sex and relationships education and the use and abuse of drugs in society. Not only is this a duty of the school, it is also an important way in which we can support our students to prepare themselves for adulthood. Online safety and the use of social media are also incorporated into PSHCE and ICT lessons.



The school will make arrangements, should it be necessary, for parents/carers to withdraw their children from sex and relationship education lessons, although it is hoped that parents/carers will support and build on the work done in school. For details of the programmes of study for any aspect of PSHCE provision please contact the school.



BEHAVIOUR FOR LEARNING

Every student deserves the opportunity to learn and belong at the Minster School and this is supported by our code of conduct for students. By setting out clear expectations for all, students are encouraged not only to consider themselves but also others and to contribute to a climate conducive to learning. Our code of conduct applies in lessons and in social times, in the real world and the virtual world and is founded on two key principles:

- Engage with learning and allow others to learn.
- Show respect for others and for the school.

We are fortunate that so many students meet our expectations every day and support such Christian values as tolerance, integrity, honesty and service. However, from time to time the school may employ approaches to remind students of the need for engagement and respect - our “behaviour for learning” strategy.

REWARDS

The Minster School has a culture of recognition and reward. Students are rewarded for a wide range of reasons including:

- effort and improvement in work;
- contribution to school activities;
- individual excellence;
- supporting others.

Students’ achievements and contributions are recognised in a number of different ways:

- Achievement point stickers are awarded by teachers and collected on reward cards.
- Certificates are awarded to students when they reach threshold numbers of achievement points.
- Postcards are sent home by departments to recognise particular subject-specific achievements.
- The Head Teacher sends home commendations to recognise wider contributions in school.
- The annual prize-giving ceremony recognises the achievements of our highest performing students.

Rewards feature much more frequently than consequences and help us to build the positive and supportive culture at school.

CONSEQUENCES

When students fail to meet our high expectations a graduated approach is employed to allow them the opportunity to make improvements and refocus on the learning. The consequence sequence used is as follows:

- C1 : first warning to remind student of expectations
- C2 : final warning
- C3 : departmental detention

In exceptional circumstances a student may need to be removed temporarily from lessons (C4), or be required to spend some time in our behaviour support provision (C5). Here, students will be supported to reflect on their behaviours, undertake restorative activities and set targets for the future.

Very occasionally it may be necessary to exclude a student from school, although this is always considered a last resort and is either for very serious incidents or for persistent failure to meet the code of conduct and respond to the school “behaviour for learning” system. For full details please refer to the behaviour policy on the school website. Our anti-bullying policy is also available on the school website.



LEARNING BEYOND THE CURRICULUM

Many aspects of learning at the Minster School take place outside what might be considered to be the main curriculum. In addition to supporting the best possible academic outcomes for our students we provide them with additional opportunities to develop broader skills for future success and for their own personal development. We afford them opportunities:

- to lead activities with other students;
- to organise themselves in groups to achieve goals;
- to contribute to the wider community;
- to make international links;
- to develop personal individual skills;
- to converse successfully with others;
- to build confidence through performance;
- to develop a knowledge and understanding of working life.



ENTERPRISE AND CAREERS GUIDANCE

Enterprise activities take place throughout the key stages and encourage students to consider business, team work, initiative, creativity and leadership. Special whole day events are organised to support these activities, including a “trashion” day and the tenner challenge (to make as much profit from ten pounds as possible). Additionally, older students are supported through a programme to practice work related skills such as writing CVs and letters of application, investigating funding for continued education and undertaking mock interviews with local employers.

Careers guidance plays an important role in supporting our students in the subject, qualification and training choices they make. We facilitate opportunities for students to access impartial and independent careers advice, while enabling students to have contact with employers and training providers through career fairs, mock interviews and industry days.



LEARNING BEYOND THE CURRICULUM

DUKE OF EDINBURGH AWARD SCHEME

The Minster School benefits greatly from the support of a group of committed volunteers to deliver the Duke of Edinburgh Award. Very large numbers of our students participate every year, usually well over 150 at any time, making the group one of the largest in the region.

Through the scheme, students are required to develop a personal skill and support a community initiative. Also included is a group expedition, requiring each team to work collaboratively, share responsibility, support one another and aim together for common goals. Students at school can begin their Duke of Edinburgh journey in year 9 by pursuing the bronze award. Many choose to continue with silver and gold awards as they move up through the school.

MUSIC

Music is at the heart of the school not least because of the school's close links with Southwell Minster. The school is proud of the reputation it has for its music and we aim to provide all students with an engaging musical experience, through the curriculum and beyond. There is a wide range of activities including Orchestra, Full Choir, Jazz Band, Chamber Choir, Brass Ensemble, String Ensemble, Percussion Group, and numerous other smaller ensembles, including provision for our Junior Department students. Rehearsals take place at lunchtime and after school with several major concerts each year held at the cathedral and in the school. Alongside this there is a programme of recital evenings and a wide range of other performance events in which the Music department is involved.

Lessons are given in school time in a range of orchestral and other instruments, some instruments are available on loan. These lessons are given by a large team of visiting teachers. Many of our musical students achieve high standards and go on to represent the school at county and national level on a regular basis. Joint productions with the Drama department have become a tradition in the school, resulting in a high-quality show each year. Trips and tours are also regularly run to allow students to extend their musical experiences beyond the school.

All students who have an interest in music will be supported in their musical development both within and beyond curriculum lessons. Belonging to a school with a lively foundation of musical activities has provided several of our past students with the basis for further study at university and conservatoire level and a career in music.





LEARNING BEYOND THE CURRICULUM

SPORT

The Physical Education department has developed and extended the opportunities available to students to participate and excel in a range of sporting teams and clubs. Teams regularly experience District, County and Regional success, with a number of teams representing the school at National Level competitions. In addition these teams have, of late, produced a large number of club and county standard players and also national representatives.

Apart from competitive situations, the department organises a range of clubs to encourage all students to develop new skills in a fun environment, such as Cross Country, Basketball and Gymnastics run during the Autumn Term and Rounders and Athletics are available in the Spring and Summer months. Clubs take place after school and aim to involve as many students as possible.

Inter-House competitions organised in many activities give students an opportunity to represent their tutor group or House and gain a valuable insight into how to organise a team and the feeling of a competitive situation in comfortable surroundings. It is hoped that from these activities students will learn the value of a healthy life-style and continue to participate with local sporting associations outside school.

DRAMA

There is a range of drama opportunities available to students throughout the year in addition to the school's annual production and several smaller presentation evenings. BTEC, AS and A2 level students regularly present their work in public. The Drama department takes part in National Connections and Shakespeare in Schools festivals, providing performance experience beyond the curriculum.





OTHER INFORMATION

OUR JUNIOR SCHOOL

The Junior School educates the choristers of Southwell Minster and other able musicians who enter the school following auditions for musical aptitude.

The full National Curriculum is taught and students gain the additional advantage of having access to the main school facilities and activities, including all musical groups and clubs. Each year the Junior School produces its own Concert Evening. For entry to the Junior School please contact the school for further information.

NATIONAL TEACHING SCHOOL

The Minster School was designated as a National Teaching School in February 2013. This status, awarded only to outstanding schools, means that together with an alliance of strategic partners, the Minster Teaching School has responsibility for leading a 'self-improving school' system in the local area and beyond.

The Minster Teaching School Alliance brings together a diverse range of schools in a partnership of equals. The overarching aim of the Alliance is that all students in all schools within the Alliance will benefit from a commitment to work collaboratively to share strengths and support development whilst ensuring that the high standards we expect for our own school are maintained.



The Minster Teaching School is active on behalf of its members in the areas of initial teacher training, continuing professional and leadership development, school-to-school support and research and development. In June 2014 the school became one of thirty two National Maths Hubs, designated to transform and improve the teaching of Mathematics across the country.

ADMISSIONS

The school admits 225 students into Year 7 each year. Full details on admissions arrangements can be found on the school website or you are welcome to contact the school. Opportunities are provided in the Autumn term for new parents/carers to look around the school during the school day when lessons are taking place and at an open evening. An induction day for students joining Year 7 and the Junior School takes place in July. This gives new students an opportunity to familiarise themselves with the school, to meet some teaching staff and to take part in a tutor session with their tutor group. Parents/carers of new Year 7 are invited to the school to meet their child's personal tutor in July. Details of these dates are can be obtained from the school.



The information given in this prospectus has been designed to help parents/carers and students to decide about their choice of school. At the time of going to print all the details in this brochure are correct. As with any prospectus changes can be made without warning, however anticipated changes have been incorporated.



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Chairman of Governors: Mr N Turner