



# Watford Grammar

## School for Boys

Founded 1704



# PROSPECTUS

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# HEADMASTER'S WELCOME



At Watford Grammar School for Boys we aim to take every student in our care on a most extraordinary journey, and one which can nurture the talent and provide the skills and experience to last a lifetime.

We offer a broad curriculum, a rich programme of extra-curricular activities and excellent facilities. We aim to challenge, encourage and instil a sense of excellence in every boy.

Academic success is a given here. This is achieved through a balance of academic rigour, physical development and pastoral care. In addition, we lay the greatest possible importance on good communications with parents and parental support. We believe that education is a team effort, with home and school journeying together for the benefit of each student.

Our prospectus will give you a flavour of the excellent education, facilities and opportunities we can offer your son, but there is no substitute for seeing us in action. I am delighted to welcome you to Watford Grammar School for Boys.

*Mr I Cooksey*

**Headmaster**

## WBGs CORE VALUES

Our aim is to provide an education of the highest quality to meet the individual and collective needs and aspirations for every student, guided by our school values of endeavour, excellence, integrity, kindness, creativity and individuality.





# FOUNDATION AND HISTORY



*Founder: Dame Elizabeth Fuller*

The Watford Grammar Schools grew from the Free School, a charity school for 60 pupils founded by Dame Elizabeth Fuller in 1704, on ground next to the parish churchyard in the centre of Watford. The schools became separate foundations for boys and for girls in 1881, and the boys' school moved to its present site in 1912.



*The First XI WBGS Cricket Team in 1925*

From 1997, Watford Grammar School for Boys was a voluntary aided school. On 1 September

2010, along with Watford Grammar School for Girls, the school became one of the new Academic Academies, mainly so that its tradition of independence within the state system could be maintained. The school has around 1450 students with about 400 of these in the Sixth Form.

The school draws on a catchment area that reflects its historical commitment to the education of students from Watford and the 'traditional' surrounding areas. The school community comprises students from a rich variety of cultures and economic backgrounds and is academically diverse, with an all-ability intake. There is a proud tradition of success and high standards in academic study in games, drama, music and in a host of other activities.



*Today our students benefit from modern facilities including a specialist STEM centre opened by Professor Robert Winston*

# ACADEMIC ORGANISATION

The curriculum reflects the aims and values of the school and seeks to promote the intellectual, personal, aesthetic, moral, social and physical development of students and to prepare them for the opportunities and responsibilities of adult life.

Central to our curriculum is “**WBGS Learner**” which is a ‘long term’ initiative that aims to emphasise to students the importance of learning how to learn, making students aware of themselves as learners and giving them a vocabulary of learner attributes to facilitate this. The learner attributes are divided into four key categories: Thinking, Resilience, Initiative and Collaboration.



*This is the WBGS Learner Logo, designed by one of our students. The logo is prominent around the school and students are encouraged and motivated to embrace these*

At all levels of the school, students are carefully monitored in every subject. Attainment targets, generated using prior attainment data, are shared with the students and progress is monitored and measured against those targets through the marking of assignments and homework and the formal assessments conducted by departments. Progress in these assessments is reported to parents, up to 4 times per year, via email and checked regularly by Heads of Departments, Heads of Year and the Leadership Team.

## Key Stage 3

The Key Stage 3 curriculum is based on the subjects of the National Curriculum. On entry to the school in Year 7 all pupils study the core subjects of English, Mathematics and Science, together with History, Geography, Technology, Computing, Art, Music and Physical Education. In addition, all students have an afternoon of Games and lessons in Latin and Cookery. Philosophy, Religion & Ethics is taught following the Hertfordshire Agreed Syllabus. All students begin a first Modern Foreign Language (MFL). Boys begin French, Spanish or German according to the form in which they are placed on entry to the school. In Year 8, most boys begin the study of a second MFL or can opt to continue with Latin. A special course is available for those students for whom the study of a second MFL or Latin is considered undesirable. This is run by the Learning Support Department in conjunction with the Mathematics and English Departments and is focused on the core skills of Numeracy and Literacy.

In addition to the academic curriculum, all boys follow a course in Personal, Social, Citizenship and Health Education. In Year 7 this is delivered through a timetabled lesson and in Year 8 through a series of sessions by teaching staff and specialist outside speakers and facilitators. Topics covered include healthy lifestyles, e-safety, staying safe, puberty and sex education, environmental issues, British Values and politics.

## Key Stage 4

Students enter Key Stage 4 in Year 9 and follow a three year GCSE course which ends in Year 11. The majority of pupils sit 9 or 10 GCSE subjects at the end of Year 11. These comprise a minimum of English Language and English Literature, Mathematics, a first Modern Foreign Language, a Humanity (either History or Geography) and Science. Most students take 3 science GCSEs in Biology, Chemistry and Physics. A minority of students sit Core and Additional Science instead. This group of subject forms the 'English Baccalaureate'. Around a third of the year group will also sit Further Mathematics GCSE. A further two subjects are chosen from the following range of options:

History

Geography

Art

Design Technology

Latin

Music

Computing

Classical Civilisation

Physical Education

Philosophy, Religion & Ethics

A second Modern Foreign Language: French,

German or Spanish

Choices are made following extensive consultation and guidance. For a small number of boys a special course is run in place of one of their GCSE options. This is under the management of the Learning Support Department and in conjunction with the English and Mathematics Departments and the focus is on core skills in Literacy and Numeracy.

All students follow a core course in Physical Education and a period of Games. The Ethical and Personal Studies (EPS) course taken by all students combines Religious Studies with Personal, Social, Health and Sex Education, Careers and Work Based Learning; all students in Year 11 take part in a week's Work Experience.

Additional careers advice, information and guidance is available on an individual basis from Key Stage 3 through the YCH Services for Young People and the school's well-resourced Careers and Higher Education Library, as well as through the consultation evenings held when students choose the next stage of their education and career pathway.

# THE SIXTH FORM



Each year we welcome between 190 and 220 students into the Lower Sixth to pursue a wide variety of A Level courses. Amongst this number there are up to normally between 60 and 80 new entrants to the school and it is a time for meeting and making new friends. The Sixth Form Centre is the focus for study and socialising throughout the day.

The Sixth Form presents exciting and demanding new challenges, which provide important steps in the process of preparing for Higher Education, Apprenticeships and employment. Students entering the Lower Sixth will follow a two-year A Level course in 3 subjects together with an Extended Project Qualification or Core Maths, taking their A Level examinations at the end of the Upper Sixth. A proportion of students will study 4 subjects at A Level. Students are given the opportunity to develop their independence and take on much greater responsibility for their own work, developing skills of organisation and time management, whilst being supported and guided by staff as they tackle the A Level courses.

The Sixth Form is an opportunity for students to enhance not only their academic CV but also wider softer skills that are so vital for success today. There is a highly developed prefect system that assists the staff and supports younger pupils, helping to cement the school as a community. The Upper Sixth (Year 13) team of Senior Prefects are appointed by a process of application and election which is open to all. In the Lower Sixth (Year 12) students are given the opportunity to develop leadership skills through applying for prefect roles as House Captains, Form Prefects, or as Route 1-2-1 Prefects organising the Route 1-2-1 Workshop programme where younger students receive support with their learning. In addition the school runs Young Enterprise and Young Engineers working with volunteers from industry.



# THE SIXTH FORM



*The 2023-2024 Senior Prefect Team*

Those who accept the challenges of this new learning environment and commit themselves to making the most of their Sixth Form career will be well prepared to move on successfully to Higher Education and employment. Approximately 95% of students go on to university, 70% of whom attend the prestigious Russell Group universities.

Lesson support is another area in which Sixth Form students contribute to the school by helping staff improve the learning experience for younger students in their lessons. This may take the form of individual or small group support, dependent upon the demands of the subject and the lesson. Beyond these important areas of curriculum support, there is a wide range of clubs and societies, which are managed by Sixth Form students. This is in addition to the sports teams, for which we maintain a full fixture list; drama, with productions in the James Theatre, and the flourishing musical life of the school through its bands and symphony orchestras. In all of these activities, students learn important skills of leadership, management, discipline and commitment, as well as providing important role models for younger members of the school.

The Sixth Form academic curriculum is designed to meet the needs of students intending to enter Higher Education on leaving the school, for full details of the subjects on offer please see the separate WBGS Sixth Form Prospectus.

# PASTORAL SUPPORT & WELLBEING

The ethos of the school is based on high expectations of work and behaviour, and the pastoral system underpins these expectations while offering substantial levels of nurture and care.

On entry to the school each student is placed in a House form group and remains with this House group throughout their school career. The House system, led by Sixth Formers, fosters links vertically between boys in the School through Sporting events, House competitions and fundraising for charities.



*Boys enjoy a yoga session, one of the many activities that take place during Enrichment Week.*

Our pastoral care is built on a strong form tutor system. The form tutor is responsible for students' progress and welfare throughout their time at the school, thus establishing a solid, caring relationship with each child and also provides the primary link between the school and parents. Heads of Year co-ordinate the work of form tutors and report to the relevant Assistant Head (Pastoral) where needed. The form group is also the basis for much academic teaching in earlier years of the school as well as for sporting activities.



The Character Curriculum is delivered during form time, encouraging boys to consider their own character development and reflect on how their experiences are shaping their character as they progress through the school. The curriculum is centred on our six school values of Endeavour, Excellence, Integrity, Kindness, Creativity and Individuality. Each one of these values is the whole school focus for a half-term; promoted through assemblies, themed days and in lessons. In addition to the Character Curriculum, we also cover many topics focused on student wellbeing, promoting the 'Five Ways to

Wellbeing': to connect, be active, take notice, keep learning and give.



TALK & LISTEN,  
BE THERE,  
FEEL CONNECTED



DO WHAT YOU CAN,  
ENJOY WHAT YOU DO,  
MOVE YOUR MOOD



REMEMBER  
THE SIMPLE  
THINGS THAT  
GIVE YOU JOY



EMBRACE NEW  
EXPERIENCES,  
SEE OPPORTUNITIES,  
SURPRISE YOURSELF



Your time,  
your words,  
your presence



# PASTORAL SUPPORT & WELLBEING

Older students lead by example with Sixth Formers responsible for running the Student Council, which gives a voice to all students through their form and year group representatives. The Council reports regularly on their deliberations to both the Senior Leadership Team and the Governors.

The school believes that good behaviour for learning is a prerequisite of success and operates a clear system of rewards and sanctions in line with the published Behaviour Policy at the centre of which lies courtesy and respect for others. We seek to work with those with parental responsibility in such matters and will always contact them should any significant problem arise.

## Personal Development at WBGs



Personal development at WBGs is an integral part of the values that we operate within and forms a framework for the provision of wellbeing, extracurricular activities and enrichment. We intend for all our students to make wide-ranging positive contributions to school, the community and modern Britain and aim to provide a rich set of experiences through a broad and balanced academic, wellbeing and extra-

curricular provision.

Developing the character of our students, not simply their academics, is of vital importance demonstrated with active links with alumni who play an active part in our school community representing a true closing of the circle and journey our students take with us.

Equality and diversity are promoted through the personal development provision, which encompasses to ideas relating to 'Black Lives Matter' and 'Me Too'. Female voices are heard through literature we choose and with events and activities held together with our sister school Watford Grammar School for Girls. We also celebrate female alumni of our sister school alongside WBGs.

# EXTRA-CURRICULAR ACTIVITIES

The School offers a wide range of activities and societies in which students are encouraged to participate. Some of these societies and activities are held jointly with Watford Grammar School for Girls. Some of the exciting opportunities for boys to enjoy are detailed below; the school website has further information.



## Music

Almost 300 students take instrumental lessons in our purpose built and award-winning Clarendon Muse Music Centre. Performances by the school's 15 musical groups and choirs take place throughout the year in and out of school and we hold an annual music competition.

## Drama

Productions take place in the fully equipped James Theatre including two major productions per year, with other events directed by students. We are fortunate to be able to boast a highly talented Dramatist-in-Residence, Mr Champion to lead drama sessions and expertly produce and direct performances.

## Sport

Major sports played at WBGs are rugby, hockey and cricket, along with cross country, athletics and tennis. There is an ambitious programme of fixtures in these sports against the strongest school teams. We offer excellent facilities, including a full-sized all-weather hockey pitch, a fitness suite, modern pavilion and sports centre. A range of other sports is played and coached including: badminton, table tennis, basketball and sailing. Success and participation are fostered by competitions within school and at county and national level.

# EXTRA-CURRICULAR ACTIVITIES

## Clubs & Societies

There are a wide variety of lunchtime and after school clubs providing opportunities for socialising in a supportive environment whilst extending educational development and offering lots of enjoyment. Some of our clubs and societies are listed below:

BAYS (Young Scientists)	LGBTQ+ Club
Book Clubs	Maths Club, which supports the school Maths Team
Cyber Discovery Club	Debating Society
Duke of Edinburgh Award Group	Politics Academic Society
French, German and Spanish Club	Psychology Society
Geography Society	UK Maths Trust individual and team maths challenges
History Boys Academic Society	YES – Young Economists Society
Jewish Awareness Society, Christian Union and Muslim Society	Young Engineers Group

## Visits & Expeditions

Trips and visits provide experiences to enrich student learning and development. Further to the Covid-19 pandemic restrictions, we are delighted to be reinstating some of the traditional WBGS visits and expeditions, typical opportunities include:

Annual Geography residential courses	Sailing trips
Annual German Exchanges	Ski Trips to Italy and Canada
Annual History visits to World War I battlefields	Spanish Trip
Annual Year 7 Residential Activity Week	Sports tours (most recently, rugby to Canada, Australia, Fiji and New Zealand; hockey to India, Holland, Australia and Malaysia, and South Africa; and cricket to Barbados and Sri Lanka)
Art trip to New York	World Challenge type expeditions - our next trip is to Cambodia
Biennial Iceland Trip	
Classics trips to Italy and Greece	
French Trip	
History trips to China, Normandy and Berlin	
Philosophy, Religion and Ethics trips to Amsterdam and Paris	
Politics trip to Washington	
Regular theatre trips	



# SCHOOL – PARENT COMMUNICATION



Parents' Evenings are an important part of the school year. It is expected that students will be present at these consultations, either in person or via online systems. Additional evenings are arranged in order to offer advice and guidance over choices for students' study at GCSE, A Level and application to Higher Education. For residential trips and visits, briefing meetings are held for parents.

Reports on individual student progress are provided at least every term via email. Your son's progress against his target grade in each subject will be shown. Additionally, staff will report on your son's behaviour in lessons and their attitude to learning. Any areas of concern or areas for improvement are highlighted.

Throughout the year students are encouraged to track their progress as they work towards their targets and potential grades and there are two formal review weeks for such reflection. It is very helpful for parents to take an informed interest in this process.

Parents are welcome to contact Form Tutors, Heads of Year or the relevant Assistant Head or teacher should they have any concerns about attendance, behaviour or performance.

Most of our communications, including the half-termly **Headmaster's News** are sent as an email via our InTouch system. Details of all major events, including school plays, concerts and sports fixtures are included in the calendar, available on the school website, which also provides notices and news.

# WIDER SCHOOL COMMUNITY

## Alumni

Watford Grammar School for Boys has well established and thriving alumni. The alumni and fundraising office helps Old Fullerian's to stay in touch with the school and each other wherever they are in the world as part of our collaborative alumni community. Newsletters, social media channels, events and tours are available for those who want to stay in touch. The Old Fullarians' Association is a member organisation run independently from the School that exists to keep members in touch with each other and runs a number of sporting clubs and events, and the well-attended Annual Dinner hosted at the school every January.

## Parents' Association

The school attaches great importance to its strong links with parents, both individually and as a body. The parents' association is known as **The Friends of Watford Grammar School for Boys** and supports the education of the students through a variety of fundraising activities and social events. The Friends have assisted in the provision of many facilities across all departments. The Friends also provide direct financial assistance for clubs and societies and support school events such as concerts and plays throughout the year. Their significant contribution to the school is the result of a strong partnership between the parent group and the school.



## Business Links

The school has a flourishing programme of business links. These links help students learn about the world of business and provide opportunities for them to bring their academic skills to bear on real life situations. Business days are organised throughout all Key Stages with the involvement of many local businesses across a variety of industry sectors. Sixth Form students participate in the Young Enterprise competition, adding to the highly successful Young Engineers Programme, in association with local companies. The school has a developing database of business contacts often driven by parents of boys at the school.

# COMMUNITY AND SCHOOL

We work in partnership with a number of local primary schools, supporting their staff and students in the teaching and learning of Science and Mathematics. Students from these primary schools are also involved in the GCSE Drama Theatre in Education projects, as well as with our Sports Coordinator Scheme which encourages participation in sport. This scheme is guided by our students participating in the Sports Leaders Programme.



Professor Lord Robert Winston opened our well-equipped STEM Centre. The Centre’s excellent facilities enable the school to provide hands-on and engaging activities for our students, in the areas of Science, Technology, Engineering and Maths. The Centre is also used regularly to provide outreach programmes for those in other local schools, with the aim of raising aspirations, improving

attainment and increasing participation in Higher Education and STEM-related careers among young people.

The school hosts a number of weekly Community Language Schools including the Watford Chinese School, the Al Amanah Muslim Supplementary School, the Bulgarian School and the Gujarati School. These schools provide a vital link with community groups in Watford.

Each Form and House is encouraged to take part in fundraising activities for charities, fostering awareness and links locally, nationally and globally. Our Rewards Scheme promotes positive behaviour and achievement, enabling students to earn money for donation to chosen House Charities.





# GOVERNERS & TEACHING STAFF

## Governors

Ms R Bailey	Mr T Durn	Rev T Rindl
Mr M Bavisi	Mr D Holden	Mr C Rycroft
Mrs C Bond	Mr D Lewy	Mr A Speirs
Dr T Boyd	Mr S Nokes	Mrs A Watson
Mr I Cooksey	Mrs S Rashid	
Mr R Dawda	Mrs S Riaz	
Mrs CA Brown (Clerk)		

## Senior Leadership Team

### Headmaster

Mr I Cooksey                      MA (Magdalen College, Oxford) MA (University of London) FRGS

### Deputy Headmaster

Mr J Macleod MA                      (Mansfield College, Oxford)

### Assistant Headteachers

Mr R Carr	BSc (University of Surrey)
Mr G Curwen	MA (St Catherine’s College, Cambridge)
Miss A Edmonds	BSc MA (University of Durham and University College London)
Mrs C Groves	BA FIA (University of Birmingham)
Mr K Thorold	BA CSBM (Birmingham School of Music)
Mrs O Wallis	MAEd (University College London) BSc (University of Nottingham)

## English

* Mr L Tokarz MA (University College London)	Mr J Nicholas BA (University of Wales, Aberystwyth)
Mrs B Bains Cert Ed (University of Westminster)	Mrs L Noble BA (University of Bristol)
Ms Bensason MA (Brunel University)	Mr A Roy BA (University of Reading)
Mr J Gregory BA	Ms V Shah MA (University of Cambridge)
Mr O Heyde BA (University of Oxford)	Ms M Sholaya MA BA (Christ’s College, University of Cambridge)
Ms C Howard Cert Ed (University of Westminster)	Ms Sutherland
Mrs E Marshall MA (Christ’s College, University of Cambridge)	Dr Zanganeh PhD (University of Durham)
Mr J MacLeod MA (University of Oxford)	

# TEACHING STAFF *\*Head of Department*

## Mathematics

\*Dr C Cianci MA PhD (University of Florence)  
Mrs S Ahmad MSc (National University of Pakistan and Open University)  
Mr J Budarkiewicz BSc (Leicester Polytechnic)  
Mr V Dimos MA (University of Ioannina, Greece)  
Mr Gill BSc (Aston University)  
Ms L Glypti MBA (National University of Athens and University of Nottingham)  
Mrs L Hill BSc (University of Sheffield)  
Mrs J Jia MSc (University of Jyväskylä Finland)  
Mr A Kinsley BA (Middlesex University)  
Mr S Mahendra BSc (London School of Economics)  
Mr P Matthews MMath Phil (Merton

College, Oxford)  
Mrs C Netscher BSocSc (University of Birmingham)  
Mr B Nunes BSc (University of Surrey)  
Ms J Parr MSc (Imperial College, London)  
Mrs A Patel BSc (Brunel University)  
Dr F Pozzi PhD (University of Glasgow)  
Mr T Reda PhD (Indian Institute of Technology Bombay)  
Mrs J Shah ACCA, BComm (Curtin University, Australia), MBA(Int)(Edith Cowan University, Australia)  
Mrs S Shah BSc (King's College London)  
Miss Y Taylor MMath (University of Leicester

## Physics

\*Mr J P Hensman BSc (University of Sheffield)  
Dr C Cianci MA PhD (University of Florence)  
Dr N Clarke PhD (University College London)  
Dr N Leach PhD (University of Cambridge and Imperial College London)

Mr I Page BA BSc (University of Exeter)  
Dr F Pozzi PhD (University of Glasgow)  
Mr S Prabhakar MMathsPhys (University of Oxford)  
Dr T Reda (Institute of Technology Bombay, India)

## Chemistry

\*Mr M Collins BSc (University of York) *Acting Teacher in Charge*  
Dr T Purcell PhD (University College, Dublin and University of Bath)

Dr R Sadler PhD (King's College London)  
Mr E Snook BSc (Open University)  
Ms C Tadena MSci (University of Nottingham)  
Mrs O Wallis BSc MA (University of Nottingham)

## Biology

\*Mr G.W. Pritchard-Rowe BSc. MEd. St George's Hospital Medical School, Open University  
Mrs K Butler BSc (University College London)  
Mr D Cochrane BSc (University of York)

Miss D Dzierbicks BSc (Derby and Technical University of Gdańsk)  
Mrs A Lee BSc (Imperial College London)  
Mr G Parry BSc (University of East London)

## History & Politics

\*Mr J McDermott BA (University of Newcastle)  
Mrs AG Barnes MA (Universities of Exeter and University of Durham)  
Mr C Horner MA (Keele University)  
Mr E Russel Ponte MA MSc (University of London and Edinburgh University)

Ms T Ramzan BA (King's College, London)  
Ms S Riaz MA (LSE and School of Oriental & African Studies)  
Mr S Silver BA (University of Sheffield)  
Miss H Taylor MA (University of Leeds)

# TEACHING STAFF *\*Head of Department*

## Geography

\*Miss A O 'Sullivan BA (University of Nottingham)  
Mrs R Alexandrescu BSc (University of Bucharest)  
Mr P Benham BA (London School of Economics)  
Mr R Chase MSc (Rhodes University)

Miss A Edmonds BSc MA (University of Durham and  
University College London)  
Mrs K Godfrey BA (Sheffield Hallam University)

## Modern Foreign Languages

\* Head of French: Mrs N Twyford BA (University of  
Witwatersrand and Pretoria University)  
\*Head of German: Miss V Anderson MA (St  
Andrews)  
\*Head of Spanish: Mrs F Watson Licence (Université  
de Lille III)  
Mrs C Avis BA (University College London), MCIL

Mrs Tania Delgado Bautista MA (University of  
Westminster)  
Mrs E Foord MPhil (University of Birmingham)  
Mrs F Graham Licence, Maîtrise, Capes (Université  
Paris VII)  
Mrs A Hensman BA (University of Sheffield)  
Miss M Kotecha BA (University of Leicester)  
Mrs L Noble BA (University of Bristol)

## Classics

\*Ms G Sams MA (Trinity Hall, Cambridge)

Mr D Pontin BA (Balliol College, Oxford)

## Music

\*Director of Music: Mr F Mullaly BA Hons  
(University of Durham)  
Mr S Mehta G.Mus (Huddersfield University and  
University of Manchester)

Mr K Thorold BA CSBM ABSM (University of  
Birmingham)  
Mr S Quinlan BA Hons (Kingston University)

## Psychology

\*Mr A McGinty MSc (Glyndŵr University)

## Economics

\*Mrs A Reid  
Mr R Nutter BA (Durham University) MPhil (Brunel  
University)  
Ms S Riaz MA (LSE and School of Oriental & African  
Studies)

Ms N Shams MA (Tehran University)  
H Wong BA (University of Hong Kong)

## Computing

\*Mr N Adcock Bsc (University of Leeds)  
Dr T Hedges PhD, MA (Queen Mary University of  
London and University of Cambridge)

Mrs A Patel BSc (Brunel University)  
Mrs S Rao



# TEACHING STAFF *\*Head of Department*

## Philosophy, Religion & Ethics

\* Mr Anthony Braddick Southgate MA (King's College London)  
Mrs L Noble BA (University of Bristol)

Mrs S Taj MA, BA (Thames Valley University and University of North London)  
Mr K Smith BA (Southampton University)

## Design Technology

\*Mr N Brookes BA MDes (Manchester Metropolitan University & Edinburgh College of Art)  
Ms K Moody BA (Buckinghamshire New University)  
Mr T Beale BA Hons (Manchester School of Architecture)

## Food Technology

\*Mrs H Zacharia BEd (Roehampton Institute)

## Art

\*Miss M Dreiser BA (University of Hertfordshire)  
Mrs Bull MA (Sotheby's Institute of Art, London)

## Physical Education

\*Director of Sport: Mr Christy O'Donnell BSc (University of Exeter)  
Head of Cricket: Mr G Moore MEd (University of Waikato), BEd (University of Canterbury, NZ)  
Head of Hockey: Mr G Thomas BEd Hons (Plymouth Marjon University)  
Head of Rugby: Mr L Jacobs BA (Leeds Metropolitan)  
Mr A Beere BSc Hons (University College, Northampton)  
Mr G Wallis BSc (St. Mary's College, University of Surrey)

## Learning Support

\*Mrs K Krishnawamy MSc (Physics), PG in Autism studies, NASENCO, Dip in SpLD (APC)  
Mrs J Blake B.Ed (University of Winchester)  
Ms I Baxter BA (Kings College University)  
Ms E Jeffery BA MA (University of Hertfordshire), SpLD Qualification)

## Librarian

Mrs M Waterman (ACLIP)

## Pupils in the School

Year 7	224	Year 11	224
Year 8	224	Lower Sixth	200
Year 9	224	Upper Sixth	200
Year 10	224		

## Admission Procedure *(For entry in September 2024)*

The school is an Academy and its own Admission Authority and the Governors have total responsibility for admissions.

## Entry to Year 7

- All admissions information is correct at the time of publication (September 2024).
- Applicants must complete the Secondary Transfer Form or Common Application Form (CAF) for the Local Education Authority in which they live.
- In addition, applicants should complete our online School Information Form (SIF).
- The deadline to submit both the **CAF and the SIF is 31 October 2023**.
- Decisions on allocation of places will be made in accordance with published criteria. They will be notified to parents by their Local Education Authority on 1 March 2024.
- Before making an application parents should carefully read the Admissions Policy and the accompanying notes.

## Entry to Lower Sixth *(Year 12)*

Application forms and the Sixth Form Prospectus can be obtained online from the school website [www.watfordboys.org](http://www.watfordboys.org)

## Entry to Years 8, 9, 10 and 11

Very occasionally, a vacancy may arise in these years due to a pupil leaving the School and a waiting list is held for years 8 to 11. Applications to join the waiting list should be made by contacting the Admissions Office in writing.

## Admission Statistics - Applications for Year 7 in September 2023

- (i) There were a total of 887 applicants who named us as a preferred school to their Local Authority, of which 688 of these sent us a School Information Form.
- ii) There were 13 appeals and 2 were successful **(September 2023 Allocation Information)**

# APPLICATIONS

## September 2024 Admission Applications

Applications for admission to Year 7 in 2024 are now open and must be made online through the school website: <https://www.watfordboys.org/70/year-7-admissions>

The deadline for application is 31st October 2023

It is important to remember to complete a School Information Form (SIF) for WBGS online.

You must complete **both** the Secondary Transfer Form or Common Application Form (CAF) for the Local Education Authority in which you live and a WBGS SIF.

All information, including the Admission Policy is available on the School website.

## SUPPLEMENTARY INFORMATION

For details of all school policies and other statutory information please visit the [school website](#).



## Watford Grammar School for Boys

Rickmansworth Road, Watford WD18 7JF Tel: (01923) 208900

Email: [office@watfordboys.org](mailto:office@watfordboys.org) Website: [www.watfordboys.org](http://www.watfordboys.org)

Headmaster: Mr I Cooksey MA (Oxon) MA (Lond) FRGS

Watford Grammar School for Boys Registered in England and Wales Company No. 07348288

*Please note: All information within this prospectus is correct at the time of publication (September 2023) but may be subject to change.*