



Watford Grammar

School for Boys

Founded 1704



PROSPECTUS

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 Ian Cooksey

Headmaster

WBG'S 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

Watford's 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.

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 1600 students, 224 admission places for year 7 and about 440 of the total number of students within our 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, 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.



The First XI WBGS Cricket Team in 1925



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.

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 Combined Science instead. This group of subjects 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	Computing
Geography	Classical Civilisation
Art	Physical Education
Design Technology	Philosophy, Religion & Ethics
Latin	A second Modern Foreign Language: French, German or Spanish
Music	

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 220 and 250 students into the Lower Sixth to pursue a wide variety of A Level courses, amongst this number there are 65 places for new entrants to the school. 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, MOOC or similar; or Core Maths or German AS, 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 in a mentoring role through our Workshop programme where younger students receive support with their learning from older students. In addition the school runs Young Enterprise and Young Engineers working with volunteers from industry.

THE SIXTH FORM



The 2024-2025 Head Boy 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 99% of students go on to university, many of whom choose to attend the prestigious Russell Group universities and all of whom attend the university of their choice.

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.

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 coordinate 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.

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. We operate 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 just their intellect, is of vital importance, demonstrated with active links with our 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 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

Around 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 Campion to lead drama sessions and expertly produce and direct performances. LAMADA training and examinations are also available.



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 is 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. We are proud to offer students a myriad of opportunities, some of which 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 (some recent trips have included, rugby to Malaysia; hockey to India, Holland, Australia and Malaysia, and tennis trip to Portugal)
Art trip to Vienna	World Challenge type expeditions -most recently 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 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** ([*take a look at recent editions online here*](#)) 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 Fullerman'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 Fullerman's 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 LINKS

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.

GOVERNORS

Mr N Baker
Mr M Bavisi
Dr T Boyd
Mr I Cooksey
Mr R Dawda
Mr T Durn
Mrs CA Brown (Clerk)

Mrs S Hardy Taylor
Mrs A Jaffer
Mr D Lewy
Mrs C Priggs
Mrs S Rashid
Mrs S Riaz

Rev T Rindl
Mr S Shah
Mr A Speirs (Chair of Governors)

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

Mrs Barclay	BSc MA (University of Durham and University College London)
Mr R Carr	BSc (University of Surrey)
Mr R Chase	MSc (Rhodes University) <i>Maternity cover for Mrs Barclay</i>
Mr G Curwen	MA (St Catherine's College, Cambridge)
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)

TEACHING STAFF *Head of Department

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)
Mr J Gregory BA (University of London)	Mr A Roy BA (University of Reading)
Mr O Heyde BA (University of Oxford)	Ms V Shah MA (University of Cambridge)
Ms C Howard Cert Ed (University of Westminster)	Ms M Sholaya MA BA (Christ's College, University of Cambridge)
Mrs E Marshall MA (Christ's College, University of Cambridge)	Ms Sutherland BA (University of Brighton)
Mr J MacLeod MA (University of Oxford)	Dr Zanganeh PhD (University of Durham)

Mathematics

*Dr C Cianci MA PhD (University of Florence/Italy)
*Mrs S Shah BSc (King's College London) - Acting Head of Department
Mrs N Cox MA (University of Cambridge) Msc (University College London)
Mr G Curwen MA (St Catherine's College, Cambridge)
Mr V Dimos MA (University of Ioannina/Greece)
Miss E Durnford BSc (University of Bath) MEd (University of Cambridge) NPQML
Mrs O Firsakova BEng Moscow State Technical University of Radio Engineering, Electronics and Automation
Mr Gill BSc (Aston University) - Acting 2nd in Maths
Ms L Glypti MBA (National University of Athens and University of Nottingham)
Mr P Govind MMath (University of Leicester) - KS4 coordinator
Mrs C Groves MA (University of Birmingham)
Mrs L Hill BSc (University of Sheffield) - KS5 FM

Physics

*Mr S Prabhakar MMathsPhys (University of Oxford)
Dr C Cianci MA PhD (University of Florence)
Dr N Clarke PhD (University College London)
Mr J P Hensman BSc (University of Sheffield)

Chemistry

*Mr M Collins BSc (University of York)
Ms C Lo BSc (The Chinese University of Hong Kong)
Dr T Purcell PhD (University College, Dublin and University of Bath)

Biology

*Mr G.W. Pritchard-Rowe BSc. MEd. St George's Hospital Medical School, Open University
Mr D Cochrane BSc (University of York)
Miss D Dzierbicks BSc (Derby and Technical University of Gdańsk)
Mrs A Lee BSc (Imperial College London)

coordinator
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)
Mr C Netscher BSocSc (University of Birmingham)
Mr B Nunes BSc (University of Surrey)
Mrs A Patel BSc (Brunel University) - KS3 coordinator
Dr F Pozzi PhD (University of Glasgow)
Dr T Reda PhD (Indian Institute of Technology Bombay/India) - L6 OM coordinator / Core Maths coordinator
Mrs J Shah ACCA, BComm (Curtin University, Australia), MBA(Int)(Edith Cowan University, Australia)
Miss Y Taylor MMath (University of Leicester)

Dr N Leach PhD (University of Cambridge and Imperial College London)
Dr F Pozzi PhD (University of Glasgow)
Dr T Reda (Institute of Technology Bombay, India)

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

Mr G Parry BSc (University of East London)
S Patel MA (Aston & University of Birmingham)
Mrs M St Ledger BSc (University of Birmingham)

History & Politics

*Mr J McDermott BA (University of Newcastle)
Mrs AG Barnes MA (Universities of Exeter and University of Durham)
Ms E Delahaye BA (London School of Economics & Political Science)
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)
Teacher in Charge of Politics
Mr S Silver BA (University of Sheffield)
Miss H Taylor MA (University of Leeds)

Geography

*Miss A O 'Sullivan BA (University of Nottingham)
Mrs R Alexandrescu BSc (University of Bucharest)
Mrs K Godfrey BA (Sheffield Hallam University)
University College London) (Mat. Leave)
Mrs A Barclay BSc MA (University of Durham and

Mr R Chase MSc (Rhodes University)
Mr A Chilwan (Mat. cover)
Ms L Wakefield (Temporary)

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 M Affum BA (University of Freiburg)
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 S Murray MA (University of St Andrews)

Music

*Director of Music: Mr F Mullaly BA Hons DipABRSM NPQSL(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

*Mr B Kirmani BA *University of Cambridge)
Mrs L Curwen BA (University of Cambridge)

Ms S Riaz MA (LSE and School of Oriental & African Studies)

Ms N Shams MA (Tehran University)

Computing

*Mr N Adcock BSc (University of Leeds)
Mr R Carr BSc (University of Surrey)
Mr O Williams BSc (University of Sunderland)
Mrs A Patel BSc (Brunel University)

Mrs S Rao Bsc (VTU, Belagavi) & MSc (University of Seattle)
Miss F Ashraf BSc (Goldsmith college university of London)

Philosophy, Religion & Ethics

* Mrs S Taj MA, BA (Thames Valley University and University of North London)

Mrs L Noble BA (University of Bristol)
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) PGDE (University of Edinburgh)
Head of Cricket: Mr A Robertson BA (University of Chichester)
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)

ADMISSIONS

Admission Procedure

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

Full details for admissions procedure can be found on website here:

<https://www.watfordboys.org/68/admissions-1>

or scan this QR code to visit our admissions page:



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 must also complete our online School Information Form (SIF), found on the school website.
- Decisions on allocation of places will be made in accordance with published criteria.
- Before making an application parents should carefully read the Admissions Policy and the accompanying notes.

SUPPLEMENTARY INFORMATION

For details of all school policies and other statutory information please visit the school website

www.watfordboys.org



Watford Grammar School for Boys

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

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Please note: All information within this prospectus is correct at the time of publication (September 2024) but may be subject to change.