



# Mount Carmel

RC HIGH SCHOOL



*A family of faith & learning*



## Application Pack

### Curriculum Leader Maths

[www.mountcarmelhigh.co.uk](http://www.mountcarmelhigh.co.uk)



/MountCarmelHigh



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# Welcome from the Headteacher



**Dear prospective candidate,**

Thank you for your interest in the position of Curriculum Leader of Maths. I hope that after reading this letter and the information available on our website, you feel inspired to apply for the post.

Firstly, let me introduce myself. My name is Xavier Bowers and I continue to feel extremely proud to have been appointed Headteacher of Mount Carmel in September 2011. During the last 6 years we have transformed the school very much for the better, and worked hard to improve the life chances of all the young people who attend the school through supporting pupils and in many cases the extended family.

One of our key strengths is the quality of care, guidance and support. This has been once again recognised by Ofsted in our most recent inspection. On entry, a significant number of pupils have below average prior attainment and many of our pupils live in some of the most deprived wards in the country. Having said this, visitors regularly compliment our pupils on their behaviour, appearance and the warm welcome they receive from them. This is one of the reasons I was attracted to work at the school and I have honestly not been disappointed. Mount Carmel is a great place to work and you really do feel you are making a difference to the lives of young people on a daily basis.

Mount Carmel Roman Catholic High School is an 11-16 Voluntary Aided mixed comprehensive which is proud to be at the heart of the Catholic Community in Hyndburn. We are also here for all families who share our values and beliefs and our admissions policy reflects this. We see each child as a 'gift' from God, whatever their faith or no faith and whatever their postcode. We value each pupil as a unique individual with their own set of gifts and talents ready to be nurtured and developed. It is a very happy environment, where everyone associated with the school is warmly welcomed, well cared for and valued.

We have developed a real 'team' culture where everybody, whatever their role and responsibilities, is equally valued. We have a self-reflective culture at all levels, which continually celebrates and recognises success yet also recognises what we can do better. We are also a school that recognises the challenges as well as rewards of working in schools and the pressures placed upon teachers. Consequently, we tasked middle leaders across school to undertake a workload assessment of our key school teaching and learning policies based on the findings of independent review bodies commissioned by Lord Nash.

Our governors are also very much involved in shaping the strategic direction of the school and are fully supportive of the improvements we have made.

## **Information about the Maths Department**

The Mathematics Department includes 10 dedicated and fully committed members of staff. It includes 7 Teachers and 3 Teaching Assistants, 2 of whom are qualified teachers, one a maths teacher who also teaches a small number of lessons and the other a Computing teacher who is retraining to teach maths. The TA3 posts work exclusively in the maths department and also act as cover supervisors for staff out of school in maths for short term absence and training. Collectively the TA team provide quality in class teaching, one-to-one, small group and in class support across the department.

Two teachers currently share responsibilities for KS3, one for year 7 the other year 8. There is also an assistant curriculum leader position which is currently vacant and it is anticipated that the successful candidate will be involved in this key appointment.

The Maths department is well resourced with fully equipped classrooms that have been refurbished as part of a school repairs and maintenance programme. We have also recently completed a classroom re-organisation programme so that Maths rooms are all suited together on the same floor as computing.



Significant funding has been used to purchase the Pearson Edexcel scheme, a full package of lesson plans and assessments which is now embedded at both KS3 and KS4. All pupils are registered for the Active Learn resource which allows teachers to set online homework. The planning materials include examples to use in lessons with a focus on strengthening, extending and problem solving.

When GCSE maths results fell nationally in 2017 we managed to hold our ground (57% - 9-4 and 12.8% - 7-9). Our Maths P8 score in 2017 is -0.18. This included 2 pupils achieving the lucrative grade 9, together with 5 students achieving grade 8 and 12 students achieving grade 7. The HAP cohort significantly improved amongst a time of significant volatility in the curriculum and qualifications but there is work to do with the MAP and LAP groups. With the new GCSE exam starting in 2017, this year provides an opportunity to make further improvements and secure a performance in line with national averages, certainly for progress.

This is a unique opportunity for the successful candidate to significantly contribute to the development of a department already showing the 'green shoots' of success and work with and alongside colleagues in the department who are wanting to be led effectively by a leader who has the experience and skills to raise standards of attainment and progress in maths and numeracy across school.

For the right candidate this is a fantastic opportunity to lead and manage change in a Catholic School that has high aspirations and expectations for staff and pupils but benefiting from everything that is good about Catholic Education.

### **Ofsted Inspection 7-8 November & 13 December 2017**

In our recent Ofsted inspection, we were graded 'Good' for personal development, behaviour and welfare but 'Requiring Improvement' in the 3 other areas and 'Requires Improvement' overall. As a school we accept the findings of the inspection but at the same time we are disappointed with these judgements because we do not feel that the report truly reflects the improvements we have made as a school at a time of unprecedented change in school performance measures, curriculum and qualifications. There were many positive comments made by the Ofsted inspectors during their visit which were echoed in their subsequent report and which recognise that Mount Carmel is a school that is undergoing significant improvements but is not yet considered a good school in all areas.

Ofsted acknowledged the changes made in the leadership and management team and that recent appointments of a number of key staff have been made who are working hard to transform teaching and learning and continuing to build a strong foundation for the future. Leadership and governance of the school was highlighted in the report as a key strength of the school recognising "effective decisions which are leading to improved teaching and pupils' outcomes." The report also states "Leaders have an accurate understanding of their school. They are keenly aware of where improvements need to be faster." "Leaders' evaluation of recent improvements is honest and accurate; they are implementing further plans to ensure that improvements impact widely across the school."

We are extremely pleased to maintain our Good judgement for; Personal development, behaviour and welfare and the report highlights many strengths of the school that ensure all pupils are well cared for and looked after. We are also proud that the report recognises the "strong culture of mutual respect that permeates the school" and reflects the hard work undertaken to ensure continual social cohesion throughout the school, stating "Pupils from different backgrounds, cultures and beliefs work and learn together harmoniously."

The good behaviour of our pupils is highlighted in the report, "Pupil behaviour is good. The vast majority of pupils work well together. They are effectively prepared for life in modern Britain." Mount Carmel has developed initiatives which have led to positive attitudes to learning; we are pleased these have been recognised in the report.

The report highlights the strengths and improvements in teaching and learning at the school which are beginning to bring about improved exam results. "In all years, the curriculum is broad and balanced. The improved range of subjects offered ensures that more pupils can now follow pathways which prepare them for the future. In addition, leaders effectively extend the curriculum by offering a wide range of clubs and activities after school. The school promotes pupils' spiritual, moral, social and cultural development well."

The report also states; "More-able pupils are making faster progress than in the past and the proportion of pupils reaching the highest grades is increasing." "Where teaching is more effective, pupils



make greater gains in their learning. This is because teachers expect pupils to think hard, to join in discussions and to make well-considered contributions in response to teachers' effective questioning." "Most teachers use their good subject knowledge to interest and engage pupils, and to respond to pupils' questions with interesting examples." Improvements in particular subjects was also acknowledged in the report; "In 2017, pupils' attainment was above the national average in a number of subjects, for example English literature, science, textiles and geography." Drama, health and social care and Polish also performed above national averages in 2017 but were not included in the report.

We are determined to continue the good work across the school and are confident we can build upon the significant improvements that we have made and that Ofsted have recognised in the report. We are fully committed to ensuring that current good practice and good outcomes that are clearly evident in many subjects will be in place in all areas as soon as practically possible.

You are very welcome to visit the school or arrange a telephone conversation with the headteacher prior to writing a formal application. Please contact Helen Ward in advance to make the necessary arrangements. If you do apply for the position of Assistant Curriculum Leader Maths and have not heard anything within two weeks of the closing date please assume that you have not been shortlisted on this occasion. However if you would like feedback I am more than happy to do so after the appointment process has been completed.

### **The local Area**

The school is situated in Accrington within the District of Hyndburn. Hyndburn District is made up principally from the centres of Accrington and Oswaldtwistle with the smaller centres of Church, Clayton-le-Moors, Rishton and Great Harwood. The M65 Motorway means that Accrington has become much more accessible, now being only 20 minutes from Preston / Chorley areas. The M61 and M66 also ensures that Accrington is equally accessible to the Bury, Bolton and Greater Manchester areas.

The picturesque countryside of the Ribble Valley and Bowland Fells are on our door step with the Lake District and Yorkshire Dales National Parks within an hour away by car. Due to the motorway network major cities of Manchester, Preston, and Liverpool and all also easily accessible.

If you believe you can make a positive contribution to the success of our school and play a key role in developing Maths at Mount Carmel, then we would be keen to receive your application. You are also very welcome to visit school prior to writing a formal application. If you do apply for the above position and have not heard anything within two weeks of the closing date you can assume that you have not been shortlisted on this occasion. However I am always willing to give feedback to unsuccessful applicants after the appointments have been made.

Yours sincerely

Xavier Bowers (Headteacher)



# Job Advertisement



We are seeking to appoint a well qualified, talented and enthusiastic teacher for the following post:

## **CURRICULUM LEADER Maths**

**Leadership Scale L7-L9**

**Start date: 1st September 2018**

**Closing date: 20th February 9.00am**  
**Interviews w/c: 26th February**

The successful candidate should be committed to teaching Maths across key stages 3 & 4.

We are looking for a colleague who is ambitious and hardworking to join our friendly staff in a department committed to raising achievement.

**Application form, job description and person specification available from**

**[www.mountcarmelhigh.co.uk](http://www.mountcarmelhigh.co.uk)**

**Return completed application to**  
**[vacancies@mountcarmelhigh.lancs.sch.uk](mailto:vacancies@mountcarmelhigh.lancs.sch.uk)**



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# Job Description

## JOB PURPOSE

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- provide professional leadership and management for students and staff within the department;
- be accountable for the results and performance of the department;
- support, develop and lead the members of staff to ensure that the department makes a measurable contribution to whole school targets.
- to play a full part in the life of the Catholic School community, to support its distinctive mission.

**Reporting to:** SLT link for Maths

**Responsible for:** All aspects of leadership and management of the Maths department and learning across the curriculum.

**Liaising with:** Headteacher, Senior Leadership Team, SENCO, Teaching Assistants, Achievement Co-ordinators, Teachers and Support Staff

**Working time:** Full time as specified within the STPCD

**Salary Grade:** Leadership Scale L7-L9

## KEY TASKS

### Ethos:

- To play a full part in the life of the Catholic school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- Support the school in meeting its legal requirements for worship
- To promote actively the school's corporate policies

### At strategic level:

- Actively support the Headteacher and SLT in their work to raise aspirations, progress and attainment for all pupils at Mount Carmel RC High School
- Actively support and secure the commitment of the department to the vision, direction, climate, culture and policies of the school and lead by example at all times.
- Be a presence around the school and take responsibility for dealing with issues which arise
- Actively work with the Headteacher and SLT in envisioning, planning, implementing, monitoring and reviewing policies and procedures
- Promote and ensure high levels of progress and attainment within the department and support the SLT in promoting these school-wide

## STRATEGIC PLANNING

### At department leadership level:

#### (i) Judge standards and monitor achievement across the department

- Through the use of data, to monitor the progress and attainment of all students taught by the department, as well as targeted groups of students such as those vulnerable to underachievement and to use this data to plan and deliver effective intervention strategies
- To review with the department members their assessments of progress for classes and individuals, including sampling of books and students' work
- To report on progress towards targets
- To discuss work, progress and attitudes with samples of students
- Support the Department in: (i) developing classrooms which provide a stimulating, challenging and safe environment; (ii) securing effective, independent learners, high standards of achievement and behaviour; (iii) ensuring that risks are properly assessed and concerns are reported and acted upon
- Support and assist staff within the department to ensure they understand and are actively implementing

# Job Description



the school's agreed policies and procedures

- Plan the most effective grouping of students to meet all needs
- To liaise with the Deputy/Assistant Headteacher Teaching & Learning to maintain accreditation with the relevant examination and validating bodies.
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.

## ii) Evaluate teaching and support members of the department to do so

- Monitor through observation and spot checks the quality of learning and teaching in the department and provide regular feedback for the SLT so that good practice is known and disseminated within the department and where necessary, areas for development and appropriate strategies for support are identified and implemented
- Evaluate and modify/create as necessary Schemes of Learning to ensure that they focus on consistent and effective teaching and learning
- Review teachers' planning
- To discuss with students AfL, self and peer assessment, independent learning opportunities, their ability to see the relevance of the subject across other areas
- Take full responsibility for the management of students in the department by using effective strategies at an early stage, thus avoiding the need to refer problems to others

## (iii) Lead sustainable improvement

- Ensure all staff within the department are clear as to whole school expectations and targets, as well as department, subject and individual targets and their role in achieving these
- Set Performance Management targets which meet the department and school Improvement Plan priorities and which will have a tangible impact on pupil progress and the quality of teaching in the department
- Lead groups of staff in development activities and evaluate outcomes
- Provide, as appropriate, support, training and development opportunities for department staff, NQTs, GTPs, ITTs, supply teachers and new staff

## (iv) Managing the team

- Ensure communication and strong partnerships are ongoing, effective and efficient by
  - (i) meeting regularly with the SLT Line Manager to ensure s/he is fully apprised of the successes, issues and concerns of the department.
  - (ii) working proactively with all stakeholders, and especially parents, so that they are informed about issues as they relate to the department area: curriculum, standards, behaviour, attendance, policies, practices, targets and development, for example
- Ensure the efficient and effective use of funding and resources to address the need for meeting best value criteria

## CURRICULUM PROVISION

- To liaise with the SLT link and Assistant Curriculum Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective KS3 curriculum programme which complements the School's Development and School Self-Evaluation.

## CURRICULUM DEVELOPMENT

- To support curriculum development within the whole department
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the SLT link and Assistant Curriculum Leader to maintain accreditation with the relevant examination and validating bodies.



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## STAFFING

- To work with the SLT link, Assistant Curriculum Leader and the Headteacher to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To continue professional development as agreed with the SLT link for Staff Development
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme.
- To support the Curriculum in the day to day management of staff within the department and act as a positive role model.

## SCHOOL SELF EVALUATION

- To assist in the process of the setting of targets within the department and to work towards their achievement.
- To help to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the department.
- To contribute to the school procedures for lesson observation.
- To participate in the monitoring and evaluation of the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required and respond to the School Self-Evaluation Action Plan for the department.
- To assist in the use of analysis and evaluation of performance data.
- To assist in the production of reports on examination performance, including the use of value-added data.
- To assist the SLT link and Assistant Curriculum Leader in providing the Governing Body with relevant information relating to the departmental performance and development.
- To assist in the identification of exam entries within the department.

## COMMUNICATION AND LIAISON

- To help ensure that all members of the department /curriculum area are familiar with its aims and objectives.
- To ensure effective communication/ as appropriate with the parents of students.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To contribute to the planning and delivery of school liaison activities.
- To contribute to the development of effective subject links with partner schools and the community, attending, where necessary, liaison events in partner schools and promoting subjects effectively at liaison events in school, partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.

## MANAGEMENT OF RESOURCES

- To assist the SLT link and Assistant Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students



# Job Description

## EVERY CHILD MATTERS

- To monitor and support the overall progress and development of students within the curriculum area.
- To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description.
- To contribute to PSHE, Citizenship and Enterprise according to the school policy.
- To assist in the implementation of the Behaviour Management system in the Department so that effective learning can take place.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with the role holder, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

January 2018

# Person Specification



## ESSENTIAL REQUIREMENTS

### Qualifications

- Qualified Teacher Status
- Recognised degree or equivalent

### Faith Commitment

- Sound understanding of the distinctive nature of a Catholic school

### Personal and Professional Qualities

- High levels of motivation, enthusiasm and commitment
- The ability to monitor staff performance, support and target set if appropriate
- The ability to promote collaboration and work effectively as a team member
- The ability to establish successful relationships at all levels
- A high regard to professional development and awareness of his/her own training needs
- The ability to contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback
- The skills to ensure that lessons are effective and consistently well-matched to learning objectives and the needs of learners
- The teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- A sense of humour

### Knowledge and Skills

- The necessary knowledge and experience to undertake the duties of the post
- Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum area including those related to public examinations and qualifications
- An excellent knowledge and understanding of the subject/curriculum area and related pedagogy including how learning progresses within them
- The depth of knowledge and experience to be able to give advice on the development and well being of children and young people
- Self-confidence, personal impact and presence
- Leadership skills
- Organisational skills
- Good communication skills
- The ability to relate well to students, staff, parents and governors
- Commitment to their own further professional development
- The ability to demonstrate the necessary skills required for the whole school management and development of Maths

### Other

Applicants should submit an application form along with a formal supporting letter addressed to the Chair of Governors detailing why they would like to be considered for the role. The letter of application should be a maximum of 2 sides of A4, Arial Font size 11, with normal margin settings

The letter of application should;

- Be accurate and legible
- Be underpinned by an overall philosophy and understanding of Catholic education and how you will support the distinctive ethos of the school
- Be clear and concise clearly outlining how your experience has prepared you for the post including demonstrating a proven track record in GCSE results and lesson observations
- Outline a clear educational philosophy and link this with the requirements of the post including your future professional aspirations

Please return all completed application forms and supporting documentation to [vacancies@mountcarmelhigh.lancs.sch.uk](mailto:vacancies@mountcarmelhigh.lancs.sch.uk)

Mount Carmel is committed to safeguarding and promoting the welfare and safety of children and young people and expects all members of staff to share this commitment. Enhanced DBS check is required for this post.

We welcome applications from Catholic and non-Catholics for all posts at Mount Carmel but we expect all staff to encourage and support the distinctive ethos of the school, whatever their role or personal faith beliefs.

# Enhanced Disclosure



**Mount Carmel is committed to safeguarding and promoting the welfare and safety of children and young people and expects all members of staff to share this commitment. Enhanced DBS check is required for this post.**

Thank you for your interest in this position at Mount Carmel Roman Catholic High School. The post you are applying for involves working with young people. It is therefore exempt from the Rehabilitation of Offenders Act and any offer of employment will be subject to an Enhanced Disclosure.

As this post is exempt from the Rehabilitation of Offenders Act, you must declare any convictions, including pending convictions, cautions, reprimands and warning which would otherwise be regarded as 'spent' under this Act. Further details will be sought prior to appointment.

An Enhanced Disclosure is carried out by the Criminal Records Bureau and will check criminal records for information on any convictions, cautions, reprimands and warnings held on the Police National Computer and on local Police records.

All information on criminal records provided both by you and within the Enhanced Disclosure will be used, stored.



# Mount Carmel

## RC HIGH SCHOOL



*A family of faith & learning*



### HOW TO FIND US

Mount Carmel is situated just 5 minutes from the M65 and within easy reach of the main motorway networks.

From Junction 7 of the M65 take the A6185 turning off the roundabout towards Accrington. Continue straight through the first set of traffic lights. Turn right at the third set of traffic lights (at the junction to Asda superstore) onto Oxford Street.

At the traffic lights, turn right onto Blackburn Road/A679 then turn 2nd left at the next set of traffic lights onto Little Street (leading to Willows Lane).

Continue for approximately 1/2 mile along Willows Lane and after the 4th mini-roundabout turn right onto Fern Gore Avenue.

Mount Carmel is situated to the left.

# Examination Success 2017



## Sadie Poole

Sadie achieved 5 As in PE, DT, Science Core and Additional and RE, and grade 7s in English Literature and Maths. She is an ex-pupil of St. Anne's & St. Joseph's RC Primary School and will be going on to Clitheroe Royal Grammar School Sixth Form to study A-levels.

## Shadab Syed

Shadab achieved 4 As in Science Core, Science Additional, RE and Geography, a grade 8 in Maths, a grade 7 in English Literature and a grade B in Computer Science. Shadab is going on to study A-Levels at St. Mary's College, Blackburn.



**Sanchita Ray**  
1A\*, 4A,  
1 Grade 8, 1 Grade 7,  
1 Grade 6, 1B

Sanchita achieved an amazing set of GCSE results with an A\* in French, a grade 8 in Maths, grade As in Science Core and Additional, PE and geography.



**Ambar, Junaid and Olivia**  
English and Maths top grade students

## Ambar Siddique

Ambar Siddique (Head Girl) achieved incredible results which included a grade 9 in Maths, 5 A\*s in RE, Business, Science Core, Additional and Further Science and 2 A grades in PE and Computing. She was our highest achieving pupil of 2017. Ambar attended St Paul's Primary School and she is looking forward to studying A Levels in maths, biology and chemistry at St Mary's College in Blackburn and hopes to go study medicine at university in the future. She said "I'm glad that I've done well in the subjects that I want to do at A Level. Overall I'm going to miss the school. I've had some good times here. It's going to be weird leaving."

## Junaid Ahmed

Junaid achieved a grade 9 in Maths, 4 A\*s in Science Additional, Health and Social Care, RE and French, 2 As in Science Core and Computing and a grade 8 in English Literature. Junaid also met or exceeded the majority of his targets across all subjects. Junaid intends to go to Nelson & Colne College to study A-Levels and then aims to go into study medicine at university. Junaid said: "The grade 9 in maths was very unexpected. It's opened doors in the future I did not think would be open to me. I got predominantly As and A\*s which I was expecting but I'm really happy with the grade 9 in maths".

## Callum Evans

Callum Evans (Head Boy) achieved 4 A\*s in Science Additional, ICT, RE and French, a grade 8 in Maths and English Language, and 2 As in Science Core and Business. Callum is an ex-pupil of St. Anne's and St. Joseph's RC Primary School, and he is going on to study Biology, Chemistry and Physics A-Level with the aim of going to university to study veterinary. He commented "I'm really proud of myself and so pleased that all the hard work paid off!"



**Niamh Kay**  
1A, 4B, 1C, 3 Grade 6



**Genta Sadiku**  
2A, 3B, 1 Grade 7,  
2 Grade 6 and 1 Dist.



## Chloe and Alex Eadon

Chloe overcame some very difficult personal circumstances to achieve excellent grades, including A\*s in Geography and Religious Education, a grade 8 in Maths (two grades above her target!), 2 As in Science Core and Additional and 2 grade 7s in English Language and Literature.

Chloe's twin brother Alex also did extremely well in equally difficult circumstances and achieved an A\* in Religious Education and A grades in History and Science and grade 5's in English and Maths. Chloe and Alex joined us from St. Mary's RC Primary School, Clayton-le-Moors.



## Faye Clayton

Faye received grade 8s in both English Language and English Literature, 3As in Science Additional and RE and 2 Bs in Science Core and PE. Faye said "After staying after school to revise or attend intervention sessions most nights, I can now say it was all worthwhile". Faye attended St. Peter's C.E. Primary School, and will be taking up the offer at Runshaw College to study A levels in Law, Psychology, History and English Literature.



## Bartosz Wisniowski

Bartosz achieved a grade 8 in Maths, an A in Science and 3 B grades. He joined us from Sacred Heart Primary and will be studying Maths and Further Maths at A-Level. He commented "I put lots of effort into English, working hard at home to achieve my target grades. It was definitely worth the effort!"