

**COLYTON GRAMMAR SCHOOL**  
Colyford, Colyton, Devon. EX24 6HN  
01297-552327



Details of the Post of  
**TEACHER OF BOYS PHYSICAL EDUCATION**  
TPS

*This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.*



## TEACHER OF BOYS PHYSICAL EDUCATION

The principle duties are:

- Teacher of Physical Education from years 7-13
- Tutor

The candidate should have:

- A good degree
- Confident subject knowledge
- Outstanding behavior management with high expectations of all students
- Sound understanding of assessment for learning
- Good teaching skills
- Energy, drive and commitment
- A concern to promote high student achievement
- A desire to be fully involved in extra-curricular activities
- A commitment to further professional development
- A secure ability in ICT
- Commitment to helping out with trips and foreign visits
- The ability to offer a second subject to at least GCSE

This post would be suitable for an NQT or a more experienced colleague

## SELECTION ARRANGEMENTS

Closing Date: 21 June 2017

Interviews: Tuesday 4 July 2017

An application should be made via TES.com.

Candidates are welcome to ring the Headteacher to discuss the post informally, or to visit the school.

## PHYSICAL EDUCATION IN THE SCHOOL

The PE department work hard to promote PE and Sport in the school. They work collaboratively to make lessons challenging and engaging, developing students' confidence and self-esteem as well as developing their ability to work co-operatively in a team. As teachers we are extremely self-motivated and aim to give every student a positive experience in PE as well as providing a wide range of extra-curricular opportunities for them.

At Colyton, Physical Education aims to help students:

- develop motor skills, acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle
- acquire good health, physical fitness and coordination through participating regularly in physical activity
- promote desirable moral behaviours, co-operation in communal life, ability to make decisions, and the appreciation of aesthetic movement
- have basic competence, confidence and resilience to face different challenges.

The PE curriculum framework is structured to ensure that students can enjoy an open, flexible and balanced programme featuring a variety of physically challenging experiences. The four strands in the framework are inextricably intertwined. Through participating in various activities, students can acquire knowledge and skills, develop generic skills, as well as desirable values and attitudes, and ultimately achieve the overall aims of PE.

### Department

|                  |                                  |
|------------------|----------------------------------|
| Jackie Shute     | Head of Physical Education       |
| Jeff Robinson    | Head of Boys' Physical Education |
| Sophie Birchmore | Teacher of Physical Education    |
| Anne Harris      | Teacher of Physical Education    |

### Facilities

- New spacious PE office
- 4-court Sports Hall
- Dance Studio
- 2 Netball/hard Tennis Courts
- An 'All-Weather' astro-turf pitch
- 2 football pitches
- 2 rugby pitches
- Long Jump/Triple jump pit

### Curriculum

- In years 7 and 8, PE is taught in single-sexed groups. The activities taught include hockey, netball, rugby, football, gymnastics, dance, basketball, orienteering, athletics, tennis and cricket
- In years 9, 10 and 11 students are given options and lessons are sometimes taught in mixed groups and sometimes as single-sexed groups depending on the choices made. Other activities are also offered in addition to those in the early years including badminton, volleyball, rounders, softball and golf
- At KS5 we also look to expand the opportunities available and go 'off-site' to local sports centres, offering swimming, golf and fitness training.
- A level PE is offered at KS5 and the school follow the AQA specification.

- The 'Community Sports Leaders Award' is offered currently to year 12.
- Assessment is against the 4 strands (skill development, applying tactics and strategies, evaluating and improving and knowledge of fitness and health)

### **Extra-curricular provision**

- The department run numerous clubs for the students, which complement the curriculum or are in response to requests by the students.
- The department enter both local and national competitions and are regularly area, county and occasionally regional champions. Students and school teams have also reached national finals in a selection of sports.
- Ski trips are organised by the department to various countries including France, Austria, Italy, Canada and USA.
- A Water Sports trip runs biannually to France, often with over 80 students involved.
- House Matches are organised each term and include the sports hockey, netball, rugby, football, badminton, x-country, tennis, cricket, rounders and athletics.

|               |
|---------------|
| <b>SCHOOL</b> |
|---------------|

### **General Background**

- Colyton is a co-educational selective school, founded in 1546. There is a well-established culture of development and improvement and the school is one of only a small number of secondary schools to have been graded as outstanding in 4 successive inspections.
- The school is listed as an 'outstanding provider' in HM Chief Inspector of Schools Annual Report. The December 2007 Inspection Report graded the school as 'Outstanding' in all inspection categories.
- The school was amongst the first to gain Leading Edge status and continues to work in a partnership with other schools. We are a founder member of the South West Academic Trust which serves to develop teaching and learning in South West selective schools. It became an Academy on 1<sup>st</sup> January 2011.
- The school has a national reputation for its work in Gifted and Talented provision having been an Ambassador School of the National Academy for Gifted and Talented Youth.
- The school was the 2005 and 2006 Sunday Times School of the Year. In 2007 it was the Co-Educational School of the Year. In 2008 it was listed as Top State School of the Year. In 2013, 2014 and 2015 the School was identified by the Department for Education as the top state or independent school nationally at Key Stage 4. At Key Stage 5 the School was 2<sup>nd</sup> in 2015 and 1<sup>st</sup> in 2016.
- The success of the School's results is the consequence of a strong emphasis upon evaluating teaching and learning strategies and effective systems to support the development of each individual.
- All students continue into the sixth form. Typically about 98% continue on to university with 15% gaining Oxbridge places. High numbers choose vocational courses such as medicine, veterinary science, dentistry and engineering.
- The school is served by a wide rural area with students being drawn from more than 50 primary schools.
- The school has an exceptionally attractive site and in the last decade there has been significant capital development in all areas of the school including a refurbished Drama Studio, Art studios, science labs, a Design and Technology suite, Music Centre and Food Room. The main school hall/theatre was redeveloped in 2014/15.

## **The Local Area**

The school is situated in the village of Colyford in the renowned Axe Valley in East Devon. Local centres of population are: Seaton (one mile distant on the coast - pop. 7,000), Lyme Regis (7 miles); Axminster (seven miles inland - pop. 6,000), and Colyton (one mile away - pop. 4,000). The School draws its students from a wide area of East Devon, stretching as far to the West as Exmouth and Exeter, as well as South Somerset and West Dorset. The city of Exeter (pop. 100,000), some 23 miles distant, is the principal centre for the area, whilst Taunton and Yeovil are the other large towns in the vicinity.

## **Curriculum**

From September 2016 Y7 – 10 inclusive will follow a 2-year KS3 course followed by a 3-year KS4 programme. At KS5 students continue to follow a 'legacy' 3-year course following a 4 A-level programme.

Following the exceptional 2007 inspection report the school was invited to take on an additional specialist subject and acted as a Leadership Partner School promoting high quality school leadership development. Despite the closure of this national programme, the school still works in partnership with many schools and delivers middle leadership development programmes as part of the South West Academic Trust and Jurassic Coast Teaching School Alliance.

## **The School Culture**

Staff commitment is excellent, reflecting a rewarding teaching situation, and there is a strong sense of community.

Standards of teaching are very high and the Inspection Report commented that the school is remarkable for the extent of teaching, which is good to excellent. The grades awarded for teaching were amongst the highest ever awarded at secondary school level.

Students are well motivated and this is a school in which students genuinely work in partnership with staff. There is a very active Parents' Association. In 2014 the PA bought a new school minibus and in 2015 have pledged £100K towards capital works to improve facilities.

|                                 |
|---------------------------------|
| <b>PROFESSIONAL DEVELOPMENT</b> |
|---------------------------------|

The school has a reputation for high quality professional development, which is developed through:

- Partnership with South West Selective Schools through the South West Academic Trust;
- A partner in the Jurassic Coast Teaching Schools Alliance;
- Strong links with Higher Education (Exeter University is a partner in the South West Academic Trust);
- Induction and Performance Development;
- Continuing Professional Development to support responses to national and school-based priorities;
- A culture that is rooted in seeking continuous improvement;
- One of two secondary partners of the Goethe Institut to develop German language teaching.

Ofsted described staff development as a model of good practice.

The short Ofsted Inspections no longer include detailed reporting on specific areas of the curriculum. The following pages therefore include:

1. The full school report on the Ofsted Inspection of December 2007
2. The 2004 Ofsted Inspection Report on Science.

## OFSTED INSPECTION REPORT 2007

|                                |                  |
|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 113555           |
| <b>Local Authority</b>         | Devon            |
| <b>Inspection number</b>       | 311314           |
| <b>Inspection date</b>         | 30 November 2007 |
| <b>Reporting inspector</b>     | Anthony Shield   |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|   |   |
|---|---|
| <b>Type of school</b>                     | Grammar (selective)                           |
| <b>School category</b>                    | Foundation                                    |
| <b>Age range of pupils</b>                | 11–19   |
| <b>Gender of pupils</b>                   | Mixed   |
| <b>Number on roll (school)</b>            | 593   |
| <b>Number on roll (6th form)</b>          | 217   |
| <b>Appropriate authority</b>              | The governing body                            |
| <b>Date of previous school inspection</b> | 26 January 2004                               |
| <b>School address</b>                     | Whitwell Lane<br>Colyford<br>Colyton EX24 6HN |
| <b>Telephone number</b>                   | 01297 552327                                  |
| <b>Fax number</b>                         | 01297 553853                                  |
| <b>Chair</b>                              | Christopher Bastin                            |
| <b>Headteacher</b>                        | Barry Sindall                                 |

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### Introduction

The inspection was carried out by two Additional Inspectors. Inspectors evaluated: students' progress through the school including the gains they make in the sixth form; the quality of students' personal development and well-being; the influence of provision on students' progress and personal development; and the effectiveness of leadership and management. Evidence was gathered from an analysis of national published assessment data and the school's own assessment records, scrutiny of policies and other school documentation, observation of the school at work, interviews with teachers, staff and students, and from parents' responses to a questionnaire. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

### Description of the school

Colyton Grammar School serves a large area of east Devon, west Dorset and parts of Somerset. Most students are from a White British background, and there are only small numbers from other ethnic heritages. Very few students have learning difficulties and/or disabilities. Only a very small number of students are eligible for free school meals. The school has science college status. It also has Leading Edge status and is an Ambassador School for the National Academy for Gifted and Talented Youth.



Key for inspection grades

**Grade 1** Outstanding

**Grade 2** Good

**Grade 3** Satisfactory

**Grade 4** Inadequate

### **Overall effectiveness of the school**

Grade: 1

Colyton Grammar is an outstanding school with some unique and very distinctive qualities. Students flourish in a climate which encourages outstanding personal and academic skills, under the guidance of a leadership team and staff whose appetite for further improvement is undiminished. The school educates some impressively confident and assured young people.

Key to the success of the school and threaded through its fabric is trust. This is evident at all levels. Parents are overwhelmingly supportive and know the school does its best for their children. 'There is no better school for my son or any of the students there' is typical of many comments made by parents. Trust is also apparent in the levels of responsibility students are encouraged to take in developing their organisational and learning skills. However, students know that the teacher will always be there to support and encourage, and value the time and energy teachers are prepared to devote to them. Leaders and managers at all levels are also trusted to tackle school improvement within their teams. Middle leaders relish the opportunities for autonomy, often taking the lead in generating ideas for improvement themselves.

The school's culture of high expectations, professional trust and working together is deeply embedded. Leadership and management at all levels are outstanding. The headteacher leads with authority, insight and integrity. His determination to get the very best from his staff and students means that the school continuously seeks higher standards. As one teacher explained: 'We thought we'd been pushing them hard, but we find there's another gear!' The headteacher is very well supported by his senior managers, and all staff work well as a team. Collegiate values are strong. Curriculum team leaders play a key role in monitoring standards and biennial subject reviews ensure that self-evaluation processes are deep-rooted. Self-review is both rigorous and accurate, and the school benefits from a culture which encourages reflection on practice and the sharing of what works well. Performance management and training are well planned, and teachers gain considerably in terms of professional renewal and satisfaction. Knowledgeable and dedicated governors also play a significant role in keeping the school on track. Resources are exceptionally well managed and the school provides outstanding value for money.

Students attain significantly above average standards. In 2007, GCSE results were exceptionally high against all measures. While performance in art, biology, chemistry, physics, design and technology, English and geography was particularly impressive with over 90% of students achieving an A or A\* grade, there is little overall variation between subjects. The proportion of students attaining A\* and A grades has been rising steadily in recent years, notwithstanding the fact that students are taking GCSE a year early. Although attainment on entry in Year 7 is high, students make exceptional progress and overall achievement is outstanding. Results in Key Stage 3 tests also improved in 2007 and remain significantly above average in English, mathematics and science. In mathematics, 87% of students reached Level 8, demonstrating very high attainment. In the sixth form, high standards and achievement continue, and the average points score of students is amongst the highest in the country. Results and take-up in science and mathematics are particularly impressive and have improved significantly since the school acquired specialist science status. Challenging targets are often exceeded and both boys and girls make exceptionally good progress. The school has made a singular success of its status as a specialist science college, and has developed strong partnerships with local schools and the local primary care trust.

Excellent and often inspiring teaching ensures that students make exceptional progress. A strong work ethic pervades. Teaching is confident and authoritative, and purposeful learning is based on a partnership between teacher and student. High expectations are the norm, and students respond with determination and pride in what they do. Students comment that it is impossible to take it easy in lessons. They ask as well as answer questions and demonstrate sophisticated critical skills in their work. Teachers frequently adopt the role of facilitator of learning, prompting and probing for understanding. While expectations are high, they keep a watchful eye on any students not keeping up with the brisk pace of learning. Learning is often collaborative with students confidently sharing ideas, and listening with maturity to each other.

A climate of mutual respect and sensitivity towards others reflects the outstanding personal development of students. Their enthusiasm for school is reflected in high rates of attendance and participation in the wide

range of extra-curricular clubs. Students behave responsibly and courteously to each other. Their spiritual, moral, social and cultural development is excellent. Students are encouraged to reflect on the needs of others and they fund raise extensively for good causes. Students are careful with their own and each other's safety in lessons such as science. They especially value the strong sense of community and trust, which, for example, enables them able to leave their bags unattended at lunchtime. The school forum gives good opportunities for their views to be heard and school groups such as the Green Society promote the development of environmentally friendly practice in school. Positive relationships flourish amongst students and they develop the social and personal qualities necessary for their future adult working life. Sixth formers' mature and responsible attitudes are an excellent model for younger students.

Students' enjoyment and excellent achievement are as a result of not only teaching but also in part to the outstanding curriculum. The broad range of programmes is matched particularly well to all students' needs and potential. Driven by the need to challenge students of high ability, the school has introduced an accelerated programme enabling students to take GCSE one year early and spend more time at a higher level following advanced level programmes in the sixth form. This has worked well and students have responded with relish to the intellectual challenges this imposes. Alongside a strong focus on developing problem-solving and enterprise skills, students are very well prepared for higher education and future employment. The school offers a superb range of enrichment activities, visitors and visits, which many students enthusiastically embrace, helping to promote curriculum depth and relevance. Music and sport are particularly popular. An extensive choice of subjects in the sixth form contributes to high retention rates. The increasing numbers of students following science courses in the sixth form are particularly impressive.

Staff at Colyton Grammar School really know their students well and they provide outstanding care, guidance and support for them. The school pays careful attention to every student, respecting their individuality and showing by example how to care for others. Safeguarding and child protection procedures are fully in place. Systems to track students' progress are very effective and give early warning of any potential underachievement. The use of performance data to set challenging targets is particularly striking and embraced by all staff. Measuring students' Response to challenge enables close attention to the individual needs of students. Students are very appreciative of the support they receive, both through marking and the generous way in which teachers give their time to help them if they get stuck. The twice-weekly sessions run by mathematics staff offering additional support are especially valued.

The school looks forward with confidence. Notwithstanding its high standards, the school is committed to further improvement and renewal. It has an outstanding capacity to achieve its ambitions.

### **Effectiveness of the sixth form**

Grade: 1

The school has placed considerable emphasis on building on the strong foundations in Key Stages 3 and 4. Because of the accelerated curriculum programme, students now spend three years studying at an advanced level. Standards and achievement are very high. The percentage of A and B grades at A level in 2007 (90%) far exceeds selective school norms. Students are articulate and confident learners and this drives their ambition. Students' analytical, discursive and creative skills develop very well. They relish the opportunities for challenging discussions, enjoy the atmosphere of mutual respect and develop exceptional independent learning skills. Scholarly and inspirational teaching provides the foundation for students' excellent progress. Questions are used very skilfully to probe and support. The curriculum is constantly evolving to match the increasing demands of students and the school plans to adopt a Baccalaureate programme which incorporates A-levels in the future. Monitoring of students' progress is robust and students are confident in their teachers. The sixth form is exceptionally well led and managed.

### **What the school should do to improve further**

- Inspectors judge that there are no significant areas of weakness in the school or sixth form. Minor areas for improvement are already identified in the school's development plan.



**Annex A**  
**Inspection judgements**

**Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate**

**School  
Overall**      **16-  
19**

**Overall effectiveness**

|   |     |     |
|---|-----|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1   | 1   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 1   | 1   |
| The capacity to make any necessary improvements   | 1   | 1   |

**Achievement and standards**

|  |   |   |
|--|---|---|
| How well do learners achieve?  | 1 | 1 |
| The standards <sup>1</sup> reached by learners   | 1 | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | 1 |
| How well learners with learning difficulties and disabilities make progress                              | 1 |   |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Personal development and well-being**

|   |   |   |
|---|---|---|
| How good is the overall personal development and well-being of the learners?                                  | 1 | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 | 1 |
| The extent to which learners adopt safe practices   | 1 | 1 |
| How well learners enjoy their education   | 1 | 1 |
| The attendance of learners  | 1 | 1 |
| The behaviour of learners   | 1 | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 | 1 |

**The quality of provision**

|  |   |   |
|--|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs?          | 1 | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 | 1 |
| How well are learners cared for, guided and supported?   | 1 | 1 |

**Leadership and management**

|  |     |     |
|--|-----|-----|
| How effective are leadership and management in raising achievement and supporting all learners?  | 1   | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   | 1   |
| How effectively leaders and managers use challenging targets to raise standards  | 1   | 1   |
| The effectiveness of the school's self-evaluation  | 1   | 1   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   | 1   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 1   | 1   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   | 1   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes | Yes |
| Does this school require special measures?   | No  |     |
| Does this school require a notice to improve?  | No  |     |

## 2016 Key Stage 4 RESULTS

(GCSE Results gained by Year 10)

| Subject                 | Entries | A*  | A   | B   | C  | D | E | F / G |
|-------------------------|---------|-----|-----|-----|----|---|---|-------|
| Art & Design            | 31      | 17  | 8   | 5   | 1  | 0 | 0 | 0     |
| Biology                 | 119     | 50  | 38  | 28  | 2  | 1 | 0 | 0     |
| Business Studies        | 32      | 20  | 8   | 4   | 0  | 0 | 0 | 0     |
| Chemistry               | 119     | 53  | 41  | 24  | 1  | 0 | 0 | 0     |
| Computer Science        | 12      | 2   | 6   | 3   | 1  | 0 | 0 | 0     |
| D&T Resistant Materials | 17      | 7   | 7   | 3   | 0  | 0 | 0 | 0     |
| Drama                   | 31      | 0   | 6   | 16  | 9  | 0 | 0 | 0     |
| English Language        | 119     | 39  | 52  | 23  | 4  | 1 | 0 | 0     |
| English Literature      | 119     | 53  | 56  | 9   | 0  | 0 | 1 | 0     |
| French                  | 84      | 31  | 26  | 15  | 7  | 4 | 1 | 0     |
| Geography               | 23      | 7   | 11  | 5   | 0  | 0 | 0 | 0     |
| German                  | 45      | 6   | 10  | 20  | 7  | 2 | 0 | 0     |
| History                 | 62      | 30  | 25  | 6   | 1  | 0 | 0 | 0     |
| Maths - Application     | 119     | 42  | 43  | 28  | 6  | 0 | 0 | 0     |
| Maths - Method          | 119     | 37  | 43  | 37  | 2  | 0 | 0 | 0     |
| Music                   | 20      | 1   | 9   | 6   | 4  | 0 | 0 | 0     |
| Physics                 | 119     | 71  | 31  | 15  | 2  | 0 | 0 | 0     |
| Religious Studies       | 118     | 40  | 36  | 33  | 8  | 1 | 0 | 0     |
| <b>TOTAL</b>            | 1308    | 506 | 456 | 280 | 55 | 9 | 2 | 0     |

### Summary of Key Stage 4 Results 2016 DfE Performance Tables 2016

|                        |  |            |
|------------------------|--|------------|
| Colyton Grammar School | % Achieving<br>Grade C or better in<br>English and Maths | Progress 8 |
| Colyton Grammar School | 99   | 0.38       |

|                                |      |       |
|--------------------------------|------|-------|
| Devon LA Average               | 64.6 | -0.01 |
| All schools, incl. Independent | 62.9 | -0.03 |

### % Achieving English Baccalaureate 2016

|          |      |
|----------|------|
| Colyton  | 85.0 |
| National | 24.5 |
| Devon    | 23.2 |

## 2016 A-Levels

### An Analysis and Results by Subject

| Subject              | Entries | A*  | A   | B  | C  | D  | E | U |
|----------------------|---------|-----|-----|----|----|----|---|---|
| Art & Design         | 14      | 8   | 4   | 1  | 1  | 0  | 0 | 0 |
| Biology              | 45      | 13  | 19  | 8  | 4  | 1  | 0 | 0 |
| Chemistry            | 43      | 8   | 20  | 10 | 3  | 2  | 0 | 0 |
| Design & Technology  | 5       | 3   | 0   | 1  | 0  | 1  | 0 | 0 |
| Economics & Business | 10      | 0   | 6   | 3  | 1  | 0  | 0 | 0 |
| English Literature   | 33      | 19  | 7   | 6  | 1  | 0  | 0 | 0 |
| French               | 21      | 2   | 6   | 7  | 5  | 1  | 0 | 0 |
| Geography            | 10      | 3   | 4   | 3  | 0  | 0  | 0 | 0 |
| German               | 7       | 0   | 4   | 2  | 1  | 0  | 0 | 0 |
| History              | 42      | 19  | 13  | 8  | 2  | 0  | 0 | 0 |
| Mathematics          | 54      | 21  | 19  | 12 | 1  | 1  | 0 | 0 |
| Further Mathematics  | 19      | 7   | 7   | 1  | 2  | 1  | 1 | 0 |
| Music                | 3       | 0   | 1   | 2  | 0  | 0  | 0 | 0 |
| Physics              | 54      | 9   | 25  | 11 | 5  | 4  | 0 | 0 |
| Psychology           | 21      | 6   | 7   | 6  | 2  | 0  | 0 | 0 |
| Religious Studies    | 12      | 4   | 7   | 1  | 0  | 0  | 0 | 0 |
| Sports/PE Studies    | 4       | 0   | 2   | 2  | 0  | 0  | 0 | 0 |
| <b>TOTAL</b>         | 405     | 123 | 158 | 84 | 28 | 11 | 1 | 0 |

### Summary of A-Level Results 2016

|                   |     |   |     |
|-------------------|-----|---|-----|
| Students Aged 17: | 109 | Number of full time students at the end of A-Level Study: | 109 |
|-------------------|-----|---|-----|

| Grade and points from best 3 A-levels |                           |                                 |
|---------------------------------------|---------------------------|---------------------------------|
|                                       | Average Grade per student | Average Point Score per student |
| Colyton Grammar School Students       | Grade A                   | 50.46                           |
| Devon                                 | Grade C+                  | 33.34                           |
| England – all schools                 | Grade C+                  | 33.79                           |