

# The Sandon School



## Prospectus

September 2017

## THE SANDON SCHOOL

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Headteacher:	Mr J C Wincott
Senior Deputy Headteacher:	Mrs J Beavis
Deputy Headteachers:	
- Curriculum	Mrs J McEvoy
- Student Progress	Mr A Weaver
Assistant Headteacher:	
- Director of key stage 5	Mrs H Newman
Business Manager	Mrs K Bayley
Director of key stage 3	Ms A Trusler
Director of key stage 4	Miss S Taylor
Status and Character:	Academy Secondary Co-educational Comprehensive for students aged 11-18 years
Estimated number of students at September 2016:	1270
Maximum Number to Admit into year 7 in 2018:	216

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## HEADTEACHER'S LETTER

Dear Parents/Carers

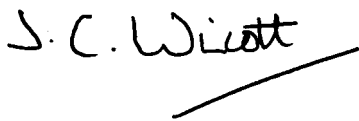
I am delighted to welcome all prospective students and parents/carers to The Sandon School with its successful history of serving the local community. I am pleased to continue with this tradition and to have the opportunity of leading a dedicated and well-qualified staff that seeks to improve the quality of education for all students at the school.

We are a popular school whose continued success is founded upon a combination of traditional values with modern educational developments. We believe that the partnership between student, home and school is the bedrock and foundation for future success. By working together we aim to help our students to fulfil their potential and to develop previously undiscovered talents.

The Sandon School is fortunate to have a well-equipped school with state of the art technology and outstanding dramatic, artistic, musical and sporting facilities, enabling our students to excel in all aspects of the curriculum. To complement our facilities we have a strong, experienced and committed staff. This is demonstrated by the fact that the quality of our teaching and learning is recognised by universities and teacher training institutions that regularly seek our assistance in educating the next generation of teachers.

The following pages will, I hope, give you a flavour of The Sandon School. They contain information that may answer many of your own and your child's questions. Further information can also be found on our website, [www.sandon.essex.sch.uk](http://www.sandon.essex.sch.uk). However, no written source of information can do full justice to the rich diversity of exciting and successful work undertaken at the school and I would encourage you to visit the school when you can experience it first-hand.

I look forward to meeting you soon.

A handwritten signature in black ink that reads "J. C. Wincott". The signature is written in a cursive style and is underlined with a single horizontal stroke.

Mr J C Wincott  
Headteacher

## AIMS OF THE SCHOOL



The Sandon School aims to be:

### 1. A Learning Organisation

- focussing on achievement for every learner
- promoting lifelong learning for students, staff, parents/carers, governors and the community
- setting clear targets for every learner in a spirit of continuous improvement
- maximising results at all levels by enabling good teaching and learning to flourish
- providing a purposeful education in preparation for life
- recognising and celebrating all achievements for all learners

### 2. A Caring and Supportive Community

- that values and challenges each individual
- that encourages mutual respect and courtesy
- that has high expectations and positive attitudes to learning, behaviour, the school and the environment
- that allows the fullest possible development of everyone's intellectual, social, moral and personal potential
- with a positive culture and ethos

### 3. An Effective Learning Environment

- with firm, purposeful leadership empowering others to achieve and participate
- that has clear, fair and consistent discipline
- that has a comprehensive and shared improvement plan
- with sound management and good communications at all levels
- that has high quality sustainable resources and an attractive working environment which promotes ownership and pride
- that uses technology to raise academic achievement and promote a technological, enterprising and vocational culture

### 4. A Popular School

- where students want to come and staff want to work
- where parents/carers choose to send their children
- in a community that supports and benefits from the work taking place
- which values working with other schools in the area
- with a confident and supportive Governing Board

**“Achievement for every learner”**

## ADMISSIONS AND VISITING THE SCHOOL

### Admissions Arrangements

The School's Admission Policy and the associated arrangements are set out below. If you wish to apply for a place for your child at The Sandon School, you **must** apply to the Local Authority by **31 October 2017**.

1. Students will be admitted at age 11 without reference to ability or aptitude. The school will admit 216 students each September for this age group; the standard number determined by the Governing Board.
2. Where applications for admission exceed 216, the following criteria will apply in the order set out below, to decide which children to admit in September 2018\*.

1 - In accordance with the Department for Education's School Admissions Regulations, priority will be given to a looked-after child\*\* or any other child for which there is a statutory liability to give priority.

2 - Where the child has a sibling at the time of application and offer in any year group excluding the final year unless in that final year there is a reasonable expectation that the sibling will return to the school.\*\*\*

3 - Where the child attends one of the following Primary schools:

- Danbury Park Community Primary School
- St John's School, Danbury
- The Priory School, Bicknacre
- East Hanningfield Primary School
- St. Peter's C of E Primary School, West Hanningfield

4 - Children of staff at the school in either or both of the following circumstances: a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

5 - Proximity of home to school by straight line distance, those living nearest being accorded the higher priority. Straight line distances are calculated by the Essex County Council\*\*\*\*.

3. \* The Chair of Governors will arrange an independent process to make a random allocation if there is more than one child having equal priority for the last available place.
4. \*\*For the purpose of criterion 1, A 'looked after child' includes a child who was previously looked after but immediately after being looked after became subject to adoption, residence or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).
5. \*\*\*For the purpose of criterion 2, please refer to the Essex County Council definition of siblings in the Secondary Education in Essex booklet.

6. \*\*\*\*For the purpose of criterion 5, please refer to the Essex County Council Secondary Education in Essex booklet regarding how distances are calculated.

#### **Admissions Procedures 2018-19**

7. The Sandon School Admissions Timetable for 2018-19 will be in accordance with the Essex County Council Secondary Schools Admissions Timetable 2018-19 Chelmsford and Maldon District Schools. Offer letters will be sent direct from the Essex County Council in the first week of March as published in the Essex County Council Secondary Education in Essex booklet.

#### **Waiting Lists**

8. Waiting lists are held in accordance with the Essex County Council guidance given in the Secondary Education in Essex booklet.
9. The criteria for the waiting list will be in accordance with The Sandon School's Admissions criteria as stated in this Admissions Policy. Offers will be made from the waiting list only when the number of accepted places falls below 216.

#### **Students with Disabilities or Medical needs**

10. Students with disabilities or medical needs who do not have a statement of Special Educational Needs or an Educational Health and Care Plan that name the Sandon School are admitted in accordance with the school's standard admissions criteria.

#### **Appeals against admission decisions**

11. Parents have the right to appeal against admission decisions to an Independent Appeal Panel established under statutory regulations for this purpose.

#### **Arrangements for parents to visit the school**

12. The school feels it is important to operate an open door policy so that parents always feel welcome and can visit at a mutually convenient time. Senior staff will be available to meet visitors and show them around and to answer any questions parents may have. An Open Evening is held annually in the Autumn Term, includes an address by the Headteacher and provides an opportunity for parents and prospective students to visit different curriculum areas. Tours of the school during a working day are also available during the Summer and Autumn Terms by appointment. In the Summer Term, those students who have been admitted to the school that September will be invited to attend an Induction Day. This day gives them an opportunity to meet staff, experience the routine of a school day and get to meet other new students.
13. Parents of the new Year 7 students are also invited to an Information Evening so that we can give out important information and address any questions.

#### **ADMISSIONS TO THE SANDON SIXTH FORM 2018**

14. Students will be admitted into The Sandon Sixth Form from the age of 16 in accordance with the following criteria:
  - The student must achieve an average point score of 5 or greater across all subjects taken at GCSE (or equivalent) level as clarified in the sixth form prospectus, including a point score of 5 in English Language and Mathematics

and

The student should meet any subject specific grades and other criteria as identified in the sixth form prospectus

15. The school cannot guarantee a chosen programme of study. The school reserves the right to limit class sizes for some subjects.
16. The Governors reserve the right to admit a student to The Sandon Sixth Form where they do not achieve an average point score of 5 due to extenuating circumstances previously made known to the school, where their predicted average point score was 5 or greater;
17. The maximum number to admit in the sixth form will be 230. In the event of over subscription to the sixth form, priority will be given to students currently attending The Sandon School, thereafter the general admissions criteria 1, 4, and 5 above will apply.
18. This policy will be well publicised. It will be reviewed at least every year. It was adopted by the Governing Board on 5 December 2016.

## **SCHOOL ORGANISATION AND PASTORAL CARE**

Each year group at The Sandon School is the direct responsibility of a senior member of staff – the Head of Year – whose task it is to ensure the academic and personal well-being of each girl and boy in the year. The Head of Year leads a team of tutors and co-ordinates liaison with parents/carers. Each student is allocated to a tutor group and he or she will see the tutor twice each day, every day for up to seven years. In this way, every student is known well and comes into daily contact with a member of staff who can help or advise as necessary. There are a number of Peer Support Groups, including Peer Mentors, Here 2 Help, Academic Mentors, Learning Support Mentors, Youth Health Champions and Restorative Justice Ambassadors. These provide a service to fellow students, ensuring that students always have someone to talk to, in addition to staff and other visiting professionals.

Visiting professionals, including the School Nurse and Young Persons Advocate, are promoted to parents/carers via the newsletter and website.

Great importance is attached throughout the school to high standards of conduct and the formation of good character. We set high standards in dress, work and behaviour and expect students to maintain these standards at all times.

The standards of behaviour expected are based on the need for consideration for others and the needs of a learning community. Students are expected to treat staff and each other with respect and courtesy.

Students are expected to be prepared for lessons by bringing the correct books and equipment. They are expected to be punctual and to attend school regularly. A note is required from parents/carers to explain any absence, following a telephone call to school from parents/carers on the morning of the first day of absence. Students are expected to work conscientiously and consistently throughout their time at The Sandon School.

Parental/carer support is expected for school discipline at all times. Discipline is based on the fact that children will respond to the positive approach of encouragement, praise and reward. When sanctions are deemed necessary, they may involve routine impositions, reprimand, detention or referral to senior staff. Parents/carers and students may be invited in or may wish to meet senior staff to discuss particular problems.



Parents/carers will be given 24 hours' notice of an after-school detention.

In serious and/or persistent cases of indiscipline, the Headteacher may exclude a student from the school for a fixed term (up to 45 school days). If appropriate, the Headteacher may permanently exclude a student. Parents/carers have the right to appeal.

Parents/carers are kept informed of their rights and responsibilities via information evenings, newsletters and the website.

### **Special Education Needs**

The school recognises a wide range of special and additional educational needs. Support and intervention programmes are allocated according to the priority of need and within the resources available to the school.

## **THE CURRICULUM**

### **Key stage 3 and key stage 4 curriculum**

In pursuit of excellence the school has established a learning community that prepares students for the 21<sup>st</sup> Century. The curriculum supports our aim of 'Achievement for Every Learner'. A team of committed and talented staff work together with parents/carers and students to provide the sort of stimulating environment which benefits and motivates the individual.

Our aim across the age and ability range is to provide a flexible and accessible curriculum which will open up a range of learning pathways for the future - to university, college apprenticeships and the world of work. This aim is delivered by providing the statutory National Curriculum, additional courses and a programme of enrichment and extra-curricular activities. In the Sixth Form a wider choice of subjects is available. Teaching programmes are planned to create variety and interest in order to challenge all students, whatever their talents and abilities. This work is underpinned by effective curriculum planning, supportive management practices and a whole school programme of student mentoring and review.

In the first three years, from the age of 11 to 14, all students follow the same programme of study; Art, Drama, English, Geography, History, Information Technology, Mathematics, Modern Foreign Languages (French in year 7 and a second language, Spanish, in year 8), Music, Physical Education, Religious Education, Science and Technology.

Students at key stage 4 (years 10 and 11, age 14-16) study subjects leading to GCSE qualifications in English Language and Literature, Mathematics, Science and Religious Education. They choose further options from a wide range of subjects including Art, Business Studies, Computing, Drama, Geography, History, Health and Social Care, Media Studies, Music, Performing Arts, Physical Education, Sociology, French, Spanish, Product Design and Food Technology. Students also follow a core course in Physical Education. A number of activities and events are provided to develop Personal, Social and Health Education and to help develop Citizenship. Many of our year 11 students stay on after the age of 16 to take Advanced Level courses in years 12 and 13 (see section on Sixth Form).

There is a shared determination amongst staff for all students to attain the highest standards of academic achievement. We expect our students to have similar aspirations and we are proud of our performance in public examinations. However, our teaching goes well beyond the requirements of the Curriculum in terms of the experience we provide. It is important that students learn to be independent, to think for themselves and have the necessary ambitions and skills to aim high and

make the most of their time at the school. We aim to develop qualities of self-reliance and confidence in our students, alongside an understanding, care and tolerance of others.

### **Religious Education**

Religious Education is taught throughout the school and forms part of the common core in all years. A multi-faith, non-denominational approach is taken to the subject which emphasises the acquisition of knowledge and the development of skills such as understanding and evaluation. Parents/carers have the right to withdraw their children from Religious Education and should consult the Headteacher if they wish to exercise this right. Students who have been withdrawn for all or part of the programme of Religious Education and Collective Worship may undertake private, supervised study in the school library.

### **Careers Education, Information, Advice and Guidance at The Sandon School**

An independent Careers Education, Information, Advice and Guidance (CEIAG) service and careers curriculum is well established at The Sandon School.

Our qualified independent careers adviser, from Directions IAG Ltd, is available in school to meet with students from all year groups, 2 days per week and can advise on the following:

- Option Choices
- Progression routes, particularly at the key transition points of years 11 and 13
- Explore career ideas
- Employment and training opportunities to meet the individual needs of students
- Job hunting, interview skills and CV writing

### **Participation Age**

Young people are required to stay in some form of education or training until their 18<sup>th</sup> birthday. This can be any of the following:

- Sixth Form
- College
- Apprenticeship
- Employment/Volunteering with recognised training

It is important that students can access support and guidance on the wide range of choices, be well prepared and make informed decisions to support their long-term career goals.

In addition to independent careers guidance, the following careers activities are undertaken throughout all key stages:

- Careers activities as part of the PSHE programme
- Annual Careers Fair
- Sixth Form and College Taster Day for all year 11 students
- Vocational talks to targeted groups
- External speakers from local colleges, training providers and universities
- Outreach events at local colleges and universities
- Interview experience opportunities
- Employability for Life Charter for targeted students
- Apprenticeship Roadshow

**Essex County Council – Children and Young People with Disabilities Service**

Students with a Statement of Special Educational Needs or an Educational Health Care Plan receive support from a Personal Adviser via the Children and Young People with Disabilities Service from year 9 onwards to support career planning and to help access any particular support requirements.

## **SIXTH FORM**

The Sixth Form has several dedicated private study and common room areas that provide a varied and challenging environment that focuses on advanced courses, individual achievement and involvement in the general life of the school. The school prides itself on close links with Higher Education establishments and has a significant proportion of students going on to study at degree level each year.

The Sixth Form offers post-16 students choice, responsibility and opportunity. It has a lively atmosphere with a clear mission to equip students with the skills needed in today's society and ensures success in attaining career and Higher Education opportunities. In order to support our students in meeting their personal targets we run a Sixth Form induction programme that aims to ensure students are studying effectively from the start of their courses, and an extensive academic monitoring programme. The Sixth Form, however, is not all 'heads down and study' - it is an important time to make new friends, develop life skills and commit to membership of a community that is caring and helpful and which prepares them for adult life.

Leadership training is also an important dimension of the Sixth Form experience. This is seen most clearly in the roles fulfilled by our Head Students. These are key posts in the school, and because of this there is a rigorous selection process which takes into account the views of staff and Sixth Form students and puts the applicants through a formal interview and appointment procedure. Head Students undertake two-fold roles - representative and organisational. As leading members of the Sixth Form we expect Head Students to be role models for our younger students and they lead Year Council and Student Council meetings. They are important representatives of the student body at major school functions such as Open Evening and Awards Evening and they also present to the Governing Body annually. Sixth Form students are also encouraged to support school activities such as showing visitors around the school, taking assemblies and helping out in curriculum areas. This kind of involvement adds an important dimension to students' Sixth Form careers and allows them to show qualities of leadership and responsibility. Finally, we expect our Sixth Form students to set a good example to the rest of the school population in their behaviour and study patterns. There is a Sixth Form Dress Code which reflects this expectation.

Sixth Form study is undoubtedly hard work, but being a Sixth Form student is also enjoyable and provides opportunities for social events, extra-curricular activities, theatre trips, sporting activities and fundraising events. The Sixth Form calendar is organised by a well-established committee, includes a memorial football tournament and culminates in the splendid end of year 13 Summer Ball and Leavers' celebration.

## **EXTRA CURRICULAR ACTIVITIES**

Extra-curricular activities provide an essential element of the school's life, many of which are funded or subsidised by the school. They involve students and staff at all stages of the school's organisation, bring mutual benefits and enhance greatly the work undertaken in the classroom. The programme covers a wide range of social, cultural and sporting events which take place either during lunchtime, after school or during the school holidays.

Sporting excellence is encouraged. There is opportunity to participate in a wide range of activities, including athletics, badminton, basketball, cross-country, football, gymnastics, hockey, netball,

rounders, rugby and volleyball. We are proud of our teams' achievements and the regular successes they enjoy at County level and through individuals representing Essex in a variety of sports.

The school also has a strong tradition in music, with its ensembles and choirs regularly playing in various local events, and abroad on music concert tours. Musical ability is encouraged through individual tuition provided by visiting specialist tutors and is available for a wide variety of instruments. There are regular school concerts and recital evenings that provide a showcase for our musicians' talents.

School productions provide a similar showcase for talent in Drama. At the heart of this work lies collaboration and imagination.

Also on offer is a wide range of clubs and activities including Art, Computers, Dance, Science, Technology and Young Engineers. There is a well-established tradition of school journeys and field studies, which are organised to extend and enrich the learning experiences gained in school. In addition, there are curriculum visits to the theatre, exhibitions, museums and higher education institutions. These visits stem from, and support, the curriculum. In addition, a series of reward trips take place each summer.

For older students, the school is a regular participant in worldwide challenges. Destinations have included Tibet and Nepal, with the most recent trip being to India. Our trips not only demand high levels of commitment and organisation but also that the participants fund the visits themselves by raising money through individual and team efforts. Hard work, but unforgettable!

At The Sandon School, we are committed to providing students with the opportunity to participate in the highly regarded Duke of Edinburgh's Award scheme. The Duke of Edinburgh's Award scheme is a voluntary and non-competitive programme of practical, cultural and adventurous activities. It is designed to support the personal and social development of young people, regardless of their gender, background or ability. It offers an individual challenge and encourages young people to undertake exciting, constructive, challenging and enjoyable activities in their free time. What's more many organisations such as employers and universities take an extremely positive view of the award and what it says about the person who has achieved it.

There are three levels, Bronze, Silver and Gold and for each one four different sections need to be completed: Volunteering, Skills, Physical and Expeditions. The Sandon School is currently running the Bronze Award in year 10 and the Silver Award in year 11. On successful completion of each award, in addition to the great sense of achievement, participants will be presented with a badge and certificate.

## **THE SCHOOL'S STAKEHOLDERS**

### **The Governing Board**

The Governing Board has statutory responsibilities for the school. Its main roles are to:

- ensure clarity of vision, ethos and strategic direction
- hold the headteacher to account for the educational performance of the school and its students, and the performance management of staff
- oversee the financial performance of the school and make sure its money is well spent.

The Governing Board is made up of Parent Governors, Academy Governors and Staff Governors, including the Headteacher. Governors bring a wide range of skills and experience to the school and play an important part in its success. They work as a team for the benefit of the school, acting as a corporate body and accepting the decisions agreed. The Governing Board of The Sandon School

has an excellent relationship with the Headteacher and staff. Working together in partnership, the focus is on raising standards of achievement, establishing high expectations and promoting effective teaching and learning, so that all students achieve their full potential.

### **Students' voice**

Each Year Group elects two representatives to sit on the School Council. This Council is viewed as the representative voice of the student body and has a positive role to play in decision making related to student issues. The School Council is also attended by the Headteacher and Chair of the Governing Board and creates an effective dialogue between students, staff and the leadership of the school.

Every member of the school community is a member of a House. There are four houses - Glennie, Thompson, Blake and Russell. The Houses compete for the Irvine House Cup, which is awarded on an annual basis. The activities which contribute to the House competition are wide-ranging and include sporting events, competitions and work on the school environment.

### **Partnership with Parents/Carers**

We value our close partnership with parents/carers and welcome the involvement of families in their children's education. The key to a successful future is the strength of this partnership, symbolised by the Home-School Agreement. We seek to develop this partnership by sending all parents/carers detailed information concerning our expectations regarding behaviour. We give regular feedback about individual achievements, progress and attendance and about any concerns regarding their child's behaviour, consulting them about the best way to move forward in partnership.

With the range of communications available today, keeping in touch should never be a problem. Meeting with senior staff provides a valuable way of discussing joint plans and actions for the future, especially when this needs a little more time and may involve some of the support agencies that work with the school. Our school developed communication system, iSpace, allows easy communication between parents/carers and staff as well as between students and staff.

Progress in each subject studied and in the wider aspects of school life is reported to parents/carers through a system of progress reviews, annual reports and parents/carers' consultation meetings. These give detailed information about achievement and offer suggestions about improvement. This process encourages students to be constructively self-critical, to appreciate their own potential and to work practically towards meeting personal targets in school work and future employment.

In addition to issuing regular academic progress reports to parents/carers, we also host an information evening for each year group. Key topics discussed include: settling in to year 7; keeping up momentum in year 8; GCSE course choices in year 9; key stage 4 student mentoring and exams in year 10; preparing for GCSEs and for post-16 choices in year 11; A levels and the monitoring and mentoring systems in year 12; and UCAS and university entrance in year 13.

### **RIGHTS AND RESPONSIBILITIES**

At The Sandon School the classroom code of conduct is based on the five 'P's'. This was introduced by the School Council.

- ***BE PUNCTUAL***  
Arrive on time and meet work deadlines
- ***BE PREPARED***  
Bring the correct equipment and organise yourself

- ***BE POSITIVE***  
Try your hardest and contribute when you can
- ***BE POLITE***  
Have respect and consideration for others
- ***BE PROUD***  
Wear the correct uniform correctly and respect your school

These principles are essential if all students are to be successful at The Sandon School. The purpose of these rules is to allow us to have a safe and secure learning environment and parents/carers are asked to familiarise themselves with the rules and to support the staff in their maintenance.

## THE SCHOOL DAY AND ATTENDANCE

### The School Day

Day	Morning session start	Morning session finish	Afternoon session start	Afternoon session finish
Monday	8.25 am	12.50 pm	1.35 pm	3.00 pm
Tuesday	8.25 am	12.50 pm	1.35 pm	3.00 pm
Wednesday	8.25 am	12.50 pm	1.35 pm	2.40 pm
Thursday	8.25 am	12.50 pm	1.35 pm	3.00 pm
Friday	8.25 am	12.50pm	1.35 pm	2.40 pm

Please note that the school operates a two week timetable cycle of 50 lessons divided between Week A and Week B. The timing of school sessions is the same for both weeks.

### Attendance

Attendance for the year 2016 – 17 was 93.9%

Authorised Absence: 5.2%, Unauthorised Absence 0.9%

Total number of registered students of compulsory school age on roll during the reporting period to 19 May 2017 was 1071 (years 7 – 11)

**EXAMINATION RESULTS (as at 11 Sept 2017)**

**Overall KS4 Results for Summer 2017**

**Number of students at the end of year 11 = 208**

**Headline: Achieved English & Maths at Grade 4 or better = 67%**

**Reformed GCSE first taken Summer 2017s**

Subject	No.of Entries	Number achieving each grade									
		9	8	7	6	5	4	3	2	1	U
English Language	208	2	15	18	39	54	40	30	6	4	0
English Literature	205	3	7	15	39	51	40	28	17	5	0
Mathematics	207	5	8	20	27	36	51	37	17	6	0

**Unreformed GCSEs**

Subject	No. of entries	Number achieving each grade									
		A*	A	B	C	D	E	F	G	X	U
Art	77	11	6	22	30	5	1	2	0	0	0
Biology	72	2	24	36	10	0	0	0	0	0	0
Business Studies	42	0	3	10	6	10	10	2	0	0	1
Chemistry	72	5	14	33	16	3	1	0	0	0	0
Computing	46	0	1	4	8	6	7	11	8	0	1
Design & Technology Product Design	43	0	0	5	10	3	10	4	8	0	3
Drama	18	0	0	6	5	5	2	0	0	0	0
French	48	3	3	11	15	13	2	1	0	0	0
Geography	63	2	7	10	16	15	11	2	0	0	0
History	118	9	26	26	20	20	8	7	0	0	2
Home Economics (Food and Nutrition)	19	0	1	3	6	8	1	0	0	0	0

Subject	No. of entries	Number achieving each grade									
		A*	A	B	C	D	E	F	G	X	U
IT	40	0	15	10	11	3	1	0	0	0	0
Media Studies	37	1	6	12	11	4	3	0	0	0	0
Music	28	0	7	6	7	5	2	1	0	0	0
Physics	72	9	14	28	20	1	0	0	0	0	0
Physical Education	39	1	4	8	14	7	4	1	0	0	0
Religious Studies Full GCSE	204	17	40	40	42	34	20	7	3	0	1
Science	138	0	0	7	37	50	32	11	1	0	0
Science Additional	135	0	1	11	46	42	21	10	2	0	2
Sociology	41	2	6	10	11	6	3	1	2	0	0
Spanish	50	4	5	15	13	10	3	0	0	0	0

#### Cambridge National Results in Business Studies

	ENTRY	Distinction Level 2	Merit Level 2	Pass Level 2	Distinction Level 1	Merit Level 1	Pass Level 1	U grade
Certificate	19	2	5	7	2	2	1	0

#### Vocational GCSEs

Course	Entry	A*	A	B	C	D	E	F	G	U
Health & Social Care	19	0	0	1	2	4	3	3	4	2
Leisure & Tourism	18	1	5	5	6	0	1	0	0	0

#### ECDL

	Entry	Distinction * Level 2	Distinction Level 2	Merit Level 2	Pass Level 2
ECDL	107	73	26	8	0



## Key Stage 5 Results for Summer 2017

Headlines: A\*-A = 27% A\*-B = 56%, A\*-C = 80% A\*-E = 99.6%

### GCE A-Level Results

Subject	Number of Entries							
		A*	A	B	C	D	E	U
Art & Design	9	1	4	3	1	0	0	0
Biology	12	1	2	2	4	2	1	0
Business Studies	8	1	0	3	3	1	0	0
Chemistry	18	2	3	3	3	4	3	0
Computer Studies	6	0	1	1	2	1	1	0
Design Technology	3	0	0	0	0	3	0	0
Drama & Theatre Studies	6	0	0	2	4	0	0	0
Economics	19	0	2	7	3	6	0	1
English Language & Literature	6	0	0	1	4	0	1	0
English Literature	6	0	0	5	1	0	0	0
Further Maths	2	1	0	0	0	1	0	0
Geography	9	1	2	2	4	0	0	0
History	19	0	3	10	3	3	0	0
IT	7	0	0	1	3	3	0	0
Law	10	1	0	3	4	1	1	0
Mathematics	28	2	9	10	3	3	1	0
Media Studies	6	0	0	4	2	0	0	0
Music	2	0	0	0	1	1	0	0
Physics	16	1	3	4	5	2	1	0
Psychology	16	0	1	6	5	4	0	0
Religious Education	14	0	1	4	5	2	2	0
Sociology	6	0	3	3	0	0	0	0

### Cambridge Technical

Subject	Entry	Pass	Merit	Distinction
Business Studies (equivalent to 2 A-Levels)	5	0	0	5

### BTEC

Subject	Entry	Pass	Merit	Distinction	Distinction *
BTEC Level 3 Diploma in Health & Social Care (Equivalent of 2 A-Level)	8	0	0	0	8

U Ungraded.

## HIGHER EDUCATION DESTINATIONS 2017

Destinations of students over 18 are given in the table below:

Ellis Appleton Aston University Birmingham Law	Luke Egleton University of Brighton Aeronautical Engineering (with integrated foundation year)	Robin Howard University for the Creative Arts Animation (4 years)
Ridhi Bhayani Nottingham Trent University Law	Jolan Evans University of Reading Ancient History and History	Alfie Hughes University of East Anglia Business Finance and Management
Nathan Brearley University of Kent Financial Mathematics with year in industry	Teresa Fahy University of Warwick Politics and International Studies	Daniel Hunt (2018) University of Reading Chemistry
Olivia Broadrick Bournemouth University Advertising	Jordan Goldie University of Warwick Mechanical Engineering	Stefan Ilisei University of Kent Architecture
Kirstane Burgess University of Manchester Sociology and Criminology	Elizabeth Grainger Anglia Ruskin University Nursing (Adult)	Kira Jarvis Writtle University College Animal Management
Matthew Byrne University of Brighton Construction Management	Toby Granger University of Suffolk Fine Art	Richard Jewitt (2018) University of Leeds Aviation Technology with Pilot Studies
Michael Churchouse Loughborough University Economics	Megan Guy University of Sussex Psychology with Criminology	Alexander Joslin University of Manchester Chemistry with Industrial Placement
Richard Clarke De Montfort University Pharmacy (4 year)	Sophie Hardy University of Liverpool Biochemistry	Emma Kain Brunel University Law
Sarah Clements Oxford Brookes University Early Childhood Studies	Lottie Henderson-Dawe University of Gloucestershire Events Management (with placement)	Bradley Kidd Queen Mary University of London Economics and Finance
Nikita Dodenko University of Essex Mathematics with Physics	Katie Hosking University of East Anglia History	Callum Kleber University of Essex Information and Communication Technology
Grace Edwards Bournemouth University Retail Management	Luke Howard University of Lincoln Games Computing	Amy Knox University of Bristol Sociology with Study Abroad (4 years)

Samuel Kyle Canterbury Christ Church University History	Jonathan Ovenden University of Bristol Mathematics	Elizabeth Strudwich University of Reading Law
Matthew Lane University of Lincoln International Relations and Politics	Andrew Parker University of Lincoln Business and Management with Professional Practice	Joanna Thorogood Royal Agricultural University Applied Equine Science and Business
Jennifer Lawrence University of Hull Biomedical Science	Lucy Pegram Leeds Trinity University Theology and Religious Studies	Elizabeth Tonge Manchester Metropolitan University Business Management
Natasha Lee Canterbury Christ Church University Music	Samuel Reynolds Leeds Beckett University Business Management with Law	Robert Upson City University of London Computer Science
Emma Lees University of Kent Criminology	Georgia Salter Loughborough University Economics with Geography	Livia Watts Loughborough University Politics and International Relations
Matthew Lees Plymouth University Civil Engineering	Nilaksha Satkunalingham University of Leicester Mathematics and Actuarial Science	George Western De Montfort University History
Daniel Luck University of Reading Accounting and Business	Cameron Sellick Coventry University Analytical Chemistry and Forensic Science	Juliana Wigley (2018) Northbrook College Sussex Theatre Arts (Make Up and Hair for Theatre and Media)
Chloe Martin University of the Arts London Hair, Make-up and Prosthetics for Performance	John Sharman University of Warwick History and Philosophy	Benjamin Willbourne University of Winchester Media, Communication and Advertising
Emily Millard Canterbury Christ Church University Applied Criminology	Sarah Spence Writtle University College Animal Management	Sophia Withey University of Southampton Nursing - Children's & Mental Health BN (Dual Field)
Euan Moffat University of Birmingham Chemistry	Megan Stapleton University of Lincoln Media Production	James Wood University of Essex Biochemistry (including Placement Year)
Miranda Molloy University College London Chemistry	Luke Stevens University of Lincoln Computer Science	

