



The Ecclesbourne School

‘Learning Together for the Future’

Prospectus for Admissions

From September 2017





ADMISSION ARRANGEMENTS FOR SEPTEMBER 2017

A. Entry at Year 7:

The number of intended admissions for the year commencing 1st September 2017 will be 240.

When the school is oversubscribed, after the admission of pupils with Statements of Special Educational needs or an EHCP [Education Health Care Plan], where the school is named in the Statement or EHCP, priority for admission will be given to those children who meet the criteria set out below, in order:

- 1 Children in public care as defined below⁽ⁱ⁾.
- 2 Children who have a sibling⁽ⁱⁱ⁾ at The Ecclesbourne School at the time of application and admission and who live in the normal area⁽ⁱⁱⁱ⁾ served by the School at the time of application and admission.
- 3 Children living in the normal area⁽ⁱⁱⁱ⁾ served by the School at the time of application and admission.
- 4 Children who have a sibling⁽ⁱⁱ⁾ at The Ecclesbourne School at the time of application and admission and who do not live in the normal area⁽ⁱⁱⁱ⁾ served by the School.
- 5 Children of members of staff with a minimum of two years' service at the school at the time of application.
- 6 All other children not eligible under the above criteria.

Notes:

- (i) Children in public care are defined as children who are currently looked after, or were looked after but ceased to be so because they were adopted [or became subject to a residence order or special guardianship order].
- (ii) Siblings are considered to be a brother or sister; a half-brother or half-sister; a legally adopted child regarded as a brother or sister; a step-brother or step-sister residing in the same family unit.
- (iii) 'Living in the normal area' is defined as the child having full-time residence in a property which is the child's only or main residence. Documentary evidence including proof of actual permanent residence at the property concerned may be required.

In the event of over-subscription of candidates meeting the requirement in (2) and (3) above and a tie-breaker being required to reach a decision, the governors will use the distance from the centre of the school, as measured by the Local Authority's Geographic Information System, in a straight line to the front door of the dwelling house, calculated to within two metres.

In the event of over-subscription of candidates meeting any of the requirements (4)-(6) above and a tie-breaker being required in order to reach a decision, the governors will use distance from the normal area boundary to the dwelling house as the crow flies.

The online and telephone application facility [at www.derbyshire.gov.uk/admissions] opens early in September in the year preceding entry and applications are dealt with in accordance with the co-ordinated scheme. Please refer to the Local Authority's website for the closing date.

The governors will not consider more than one application on behalf of the same child in a single academic year unless the Chair of Governors considers there is a significant change in the particular circumstances of that child.



The Governors reserve the right to verify information and, if misrepresentation is confirmed, refuse or cancel the place.

Right of Appeal

Parents/Carers have the right to appeal against an unsuccessful application which should be submitted within 20 days after receiving their letter of refusal from the Local Authority. An appeals timetable will be published on the school's website, at www.ecclesbourne.org.uk, by 28th February each year.

B. Admission to Year 8 – 11:

If a place or places become available for these years during the year from September 2013, and the relevant year remains oversubscribed, the oversubscription criteria set out above for Year 7 will be applied in the same order of priority to those who apply. It is sometimes possible to accommodate a small increase in the total number of students in Year 10 because of the smaller size of GCSE option groups. In such cases the Admissions Committee will have to consider the size of particular subject groups so may only be able to offer a restricted choice of GCSE courses to those who apply.

C. Admission to the VI Form:

The Planned Admissions Number for candidates admitted to the VI Form of The Ecclesbourne School each academic year varies depending on the number of Year 11 we think will stay on.

Entry requirements for the Sixth Form are as follows:

- a. The course required is available.
- b. Space is available in the subject groups at the selected examination level.
- c. The candidate meets the course requirements of the particular course. Basic entry requirements for AS Level are a minimum of 5 specified grades at GCSE with a further requirement in individual subjects. Details are given in the VI Form Prospectus issued annually.

All candidates who meet criteria a-c inclusive (above) will be invited to a meeting with the VI Form co-ordinators to discuss their chosen course options.

Sixth Form students at The Ecclesbourne School are leaders of the School community. Successful applicants will be expected to exhibit excellent behaviour, to be punctual and have high levels of attendance.

In the event of over-subscription of candidates meeting the general and specific requirements for entry to particular VI Form courses, any surplus places after allocation to transferring internal pupils from Year 11 will be allocated to external pupils by using the oversubscription criteria for Year 7 set out above.

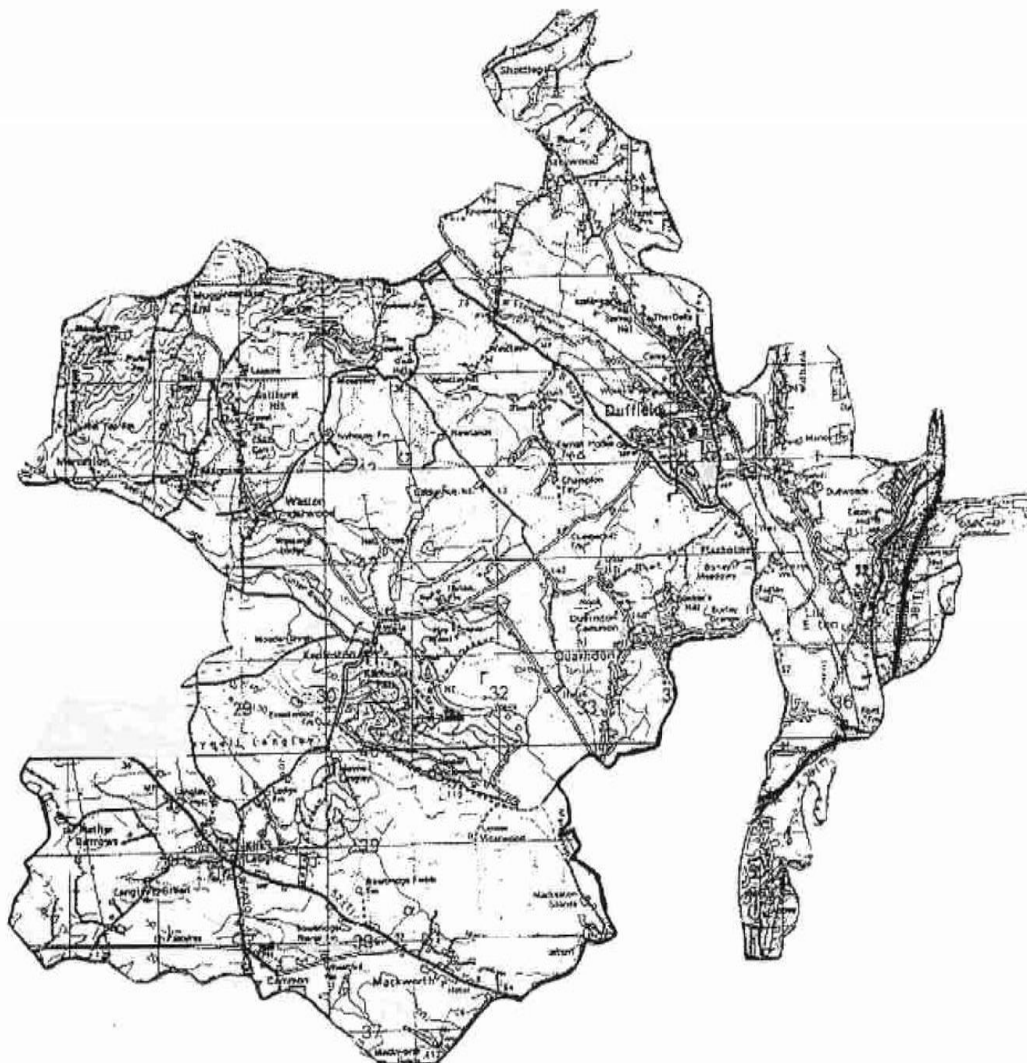
D. Waiting Lists:

Applications from parents whose children have not been accepted into The Ecclesbourne School who wish to be placed on a waiting list must indicate in writing between 1st September and 30th September **annually** if they wish their names to remain on the list. Waiting lists will be kept for Years 7-11.

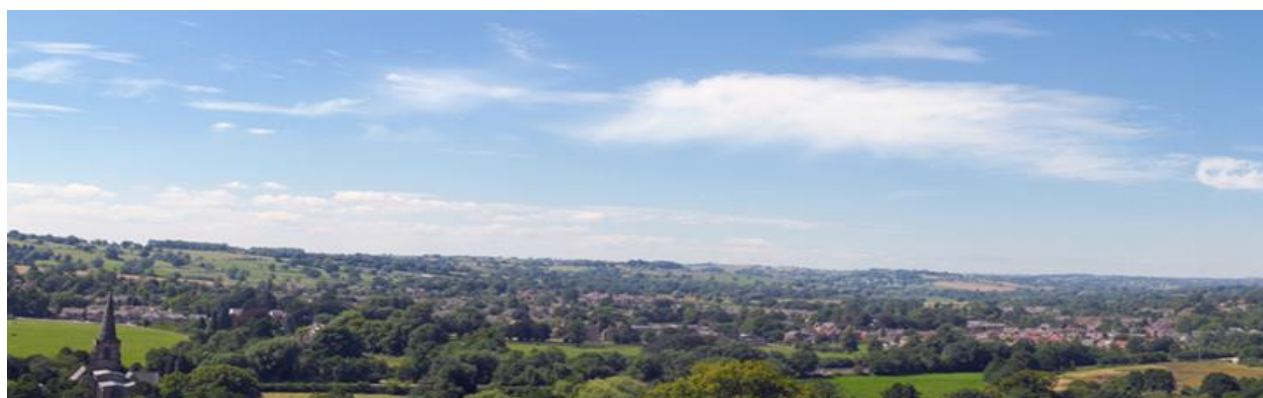
Waiting lists will be set up in the order of the published over-subscription criteria.



September 2017



Please note, the “normal” area is the catchment area of the school.
This map should not be regarded as definitive





INTRODUCTION

A School Prospectus is required by law to cover certain aspects of school life. These aspects are included, together with other areas of interest for prospective students and parents/carers.

CURRICULUM NEEDS

Religious Studies

The Governors believe that **Religious Studies** forms an essential part of a good general education and, as a consequence, it is taught throughout this school. In Years 7-9 students study the major religions of the world in a comparative way and are introduced to the multi-cultural nature of present day society. We also cover some 'critical thinking' skills on the Science and Religion Course with Year 8. The Religious Studies department also teaches about The Holocaust in Year 9, which is a legal requirement in schools. Students may also follow a course leading to a full GCSE and/or Advanced Level qualification. Nevertheless, all Year 10 and 11 students are expected to follow a two-year general course within Personal Development and Citizenship (PDC) which examines some of the spiritual and social dilemmas of our time from a religious stand-point. There is also an "IDEAS" (Intellectual Development: Extending Able Students) Course, which complements other studies in the Sixth Form.

Assemblies

Assemblies are held on a school basis (Lower School, Upper School and Sixth Form), in year groups, as houses or as forms on every day of the week. Unfortunately, it is not possible to assemble the whole school at the same time because we lack the space to do so. Heads of School, Heads of Year, Heads of House and Form Tutors are responsible for the conduct of assemblies in accordance with Section 7 of the 1988 Education Reform Act. Form assemblies involve the contemplation of a 'Thought for the Day' compiled by the School from religious and non-religious sources.

As both assemblies and courses in religious education are non-denominational and seek to increase the general spiritual and moral awareness of students, we see them as fundamental components of the educational service which the School offers. However, parents/carers have a legal right to ask for their children to be excluded from either or both, when the young people concerned will be assigned a place to undertake private study.

Enhanced Learning

Enhanced Learning provision at Ecclesbourne School is additional to, or otherwise different from the provision made for other students within the school. This includes individual or small group lessons within the Enhanced Learning Faculty, in-class support, Individualised Education Plans or a differentiated curriculum.

Ecclesbourne School recognises that children have special educational needs and disabilities (SEND) if they:

- i. have problems in learning or in acquiring basic skills functionally;
- ii. have a disability which prevents or hinders them from making the appropriate use of educational facilities provided for children of the same age in schools within the area.

For those students within the normal area served by the school, the Head of Enhanced Learning contacts and visits all partner primary schools in May/June of each year to discuss in detail students with any type of special need. Much earlier contact is maintained as appropriate, with school, parents/carers, education psychologists, the primary support teaching service, advisory teachers, medical staff etc. for students with 'Statements of Special Educational Need', significant physical disabilities or other severe learning/health problems. The views of special needs students and their parents/carers are also sought and welcomed prior to entry. Statemented students and their parents/carers visit the school at least twice and the students concerned will be seen in their existing schools by the Head of Enhanced Learning.



In addition staff from the Enhanced Learning Officers (ELO) team will visit the students in their primary setting to observe how the young person works best in preparation for their transfer to secondary school.

Applications for admission are accepted only if the Governing Body, in consultation with the Head Teacher and the Head of Enhanced Learning, can be reasonably certain that:

- i. the placement is appropriate to both the student and the school;
- ii. the students will be well integrated with adequate support;
- iii. the arrangement will be effective in terms of quality and cost.

Before admission all staff are informed as to the nature of the student's disability, the effects on his/her school life and the implications for education and care. It is the School's policy to fully include students with physical impairment into every area of school life and the curriculum. Advice is sought from advisory teachers for the physically impaired, physiotherapists etc. to ensure that appropriate programmes are established. Our aim is to ensure that all potential problems are foreseen and where possible, overcome before admission. This enables students to feel safe and secure whilst settling into a new learning and social environment. When necessary, home-school transport by taxi or adapted vehicle is arranged by the Local Education Authority.

The school site is suitable for students who have physical impairments necessitating the use of a wheelchair. The buildings are mainly single storey and most teaching rooms have access which is ramped; the Drama Studio is serviced by a lift which can accommodate a wheelchair. Toilet facilities for wheelchair users are available at five separate locations. Classrooms at the top of A and C blocks are not accessible, but the subjects taught in them are also taught in other ground floor rooms. There are adequate work stations adapted for use with wheelchairs in the Science, Technology and Arts areas.

Students with SEND receive a full and balanced curriculum. A system for withdrawing students from some regular lessons has been developed and adapted to meet the needs of our students. The system works well; it achieves good results, uses staffing resources effectively and is widely supported by the Governing Body, staff, students and their parents/carers. Withdrawal has a very positive effect on the improvement of basic literacy, numeracy and social skills. Students withdrawn from any subject one year do not miss the same subject in subsequent years. Students benefit enormously from the arrangement. Teaching is either individual or in small groups and students have the opportunity to build self-esteem and confidence in their own abilities.

The school is committed to helping all children realise their potential. Students with SEND are provided with equality of opportunity so that they achieve the highest possible level of success. The school works within the guidelines of "The Revised Special Educational Needs Code of Practice".

Personal Development and Citizenship

Personal Development and Citizenship is delivered to all students in the School by tutors, and other relevant agencies. Subjects covered are Careers Education Guidance, Personal Social Health Education, Relationships and Sex Education, Drugs Education and Citizenship.

Careers education and guidance aims to foster the development of the knowledge, skills and attitudes necessary for individuals to make well-informed educational and vocational choices. Structured input takes place through the Personal Development and Citizenship course, which covers principles of decision-making, the development of self-awareness and preparation for transition to the world of work, and carers advice.



In addition, Year 9 can expect specialist advice on GCSE subject choices from the School and our Local Authority Careers Adviser. Throughout Year 10, students will be involved in preparation for work experience. In Year 11 every effort is made to support students and parents/carers in making Post 16 choices. A Post 16 Option Choice Evening and an Ecclesbourne Sixth Form Evening are part of this process.

Students are encouraged in group work and interviews, to access information in a well-resourced careers library. Students in Years 10 and 11 are made aware of careers conventions and other careers and vocational events. Careers evenings in October allow parents/carers and students to explore options open to young people at the end of Year 11.

Personal Development continues in Years 12 and 13. A Higher Education Careers Convention is attended at the end of Year 12 and there is also the possibility of work-experience and work-shadowing when appropriate.

Our Local Authority Careers Adviser now works within the Personal Development and Citizenship Department offering not only careers advice but also provides links with external agencies.

Relationships and Sex Education

The Governors recognise that sex and relationships education is a shared responsibility between home and the school. Sex and relationships education is considered to be an important part of the curriculum and covers not only the biological facts of reproduction, but also emphasises the skills, attitudes and insights young people need in order to form supportive relationships. The School will present the facts whilst promoting discussion of related practical, emotional and ethical issues in an objective, balanced and developmental manner in such a way that students:

- i. appreciate the responsibilities of individuals in relationships
- ii. know what is and what is not legal
- iii. can comprehend the range of sexual attitudes and behaviour in contemporary society
- iv. consider the influences of their own attitudes and feelings in making decisions which are appropriate to their age and maturity.

Any materials, which are thought to be controversial, are submitted for approval of Governors and, from time to time, the Parents/Carers, Staff and Friends Association Committee is asked its views on new developments in this area. The teaching will take place within a clear moral framework with due regard to the Department for Education 'Relationships and Sex Education Guidance 2008' which emphasises lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, relationships and sexual health. Individual lessons will employ varied methods, which are designed to be appropriate to the age of the students concerned.

Relationships and Sex Education at Ecclesbourne does not feature as a discrete subject, but is subsumed within a range of curriculum areas, the principal ones being Science, English, Religious Studies and Personal Development and Citizenship. Apart from those aspects of human reproduction, which are still part of the National Curriculum in Science, parents/carers may withdraw their children from part or all of the programme provided by some or all of the subjects involved. Parents/carers who wish to avail themselves of this right (Section 241 of the 1993 Education Act) are requested to contact the appropriate Head of School who will provide, on request, the details of the teaching programme and make all necessary arrangements for their child's withdrawal.

However, the teaching of apparently unrelated topics may occasionally lead to a discussion of sexual behaviour; such discussions are likely to be limited and unplanned, which places them outside the scope of the School's sex education programme and the regulations associated with it.



Modern Foreign Languages

All students coming into Year 7 will learn French as a first foreign language. In addition a second foreign language, either German or Spanish, is allocated to all. In Years 8 and 9 two languages will continue for all students. At GCSE, courses in all three languages are available. The majority of students opt for the study of at least one foreign language to GCSE level. At AS & A2 French, German and Spanish remain popular choices for Sixth Form students.

CURRICULUM MATTERS

11-16 Curriculum Structure for 2016/2017

SUBJECTS	KEY STAGE 3						SUBJECTS	KEY STAGE 4			
(hours per week)	Year 7		Year 8		Year 9		(hours per week)	Year 10	Year 11		
English	3		3		3		English (including Literature)	3	4		
Mathematics	3		3		3		Mathematics	4	3		
Science	3		3		3		Core Science	2	4		
Technology	2		3		3		P.E./Games	1	1		
I.C.T.	1		1		1		P.D.C.	0	1		
History	2		1		1		1 Humanity	3	2		
Geography	2		1		1		Free Option 1 [including Additional Science]	3	2		
Religious Studies	1		1		1		Free Option 2	3	2		
French	2		2		2						
Spanish/German	1	1	2	2	2	2	Free Option 3	3	2		
Art	1		1		1		Free Option 4	3	2		
Music	1		1		1		Enterprise Curriculum	0	2		
Drama	1		1		1						
P.E./Games	2		2		2		PDC (Personal Development and Citizenship) Tutor Led				
PDC (Personal Development and Citizenship) Tutor Led											

All students attempt GCSEs in English and English Literature, Mathematics and Science. Personal Development and Citizenship is a non-exam course which also includes Religious Education, Careers and Health Education.



KEY STAGE 4 OPTIONS SYSTEM

The KS4 Curriculum consists of the Core, Guided Option and Free Choices. The Core Curriculum comprises Mathematics, English and English Literature, Science and courses in Personal Development [a non-exam course which also includes Religious Education, Careers and Health Education].

The Core Curriculum is compulsory. It is also compulsory to select a "Guided Option", i.e. a Humanity. Four more subjects [Free Choices] are selected from the total list of courses.

GUIDED OPTION

HUMANITIES

History
Geography
Religious Studies
Health and Social Care

FREE OPTIONS

Art and Design
Drama
Music
PE
Enhanced Learning *
ICT
Computing
French
German
Spanish
Further Science
Food Technology
Graphic Products
Resistant Materials
Textiles
Business Studies and Communications Systems

*[*denotes non-examination]*

ENTERPRISE AND WORK RELATED ENHANCEMENT COURSE

FULL YEAR

Duke of Edinburgh Bronze Award

BTEC First Award in in Performing Arts

HALF YEAR

Introduction to Construction
Junior Sports Leadership Award
Life's Little Hobbies and Routines
Restaurant Experience
Hair and Beauty Salon Skills
Enterprise Education
Design and Make

Art Workshop [using Photoshop]
Creative Writing for Pleasure and Profit
Work Experience
Introduction to Chinese
Mixed Media Sculpture
Art- Photography

*"All students in Year 11 spend two periods a week following an **Enterprise and Work Related Enhancement Curriculum**, having selected one full year or two half-year courses.*



POST 16 CURRICULUM 2016/2017

Sixth Form students can choose from a wide variety of courses. It may be possible to combine some one and two year courses within the constraints of the timetable. All courses require reasonable numbers of students if they are to run. If numbers are less than five, a course will run only in exceptional circumstances. This applies also at the end of the AS year when some students choose to drop subjects. Most students will take the General Studies examination if they are on an A Level course.

A Levels including AS

We intend to offer the following courses during the school year:
(AS courses run for only one year.)

Art	History
Business Studies	Mathematics
Biology	Further Mathematics
Chemistry	Modern Languages:
Computing	1. French
Design & Technology:	2. German
1. Product Design – Resistant Materials	3. Spanish
2. Product Design - Textiles	Music
Drama & Theatre Studies	Physical Education
Economics	Physics
English Literature	Psychology
Geography	Religious Studies
Government and Politics	Sociology

Extension Course

IDEAS (Intellectual Development: Extending Able Students)

IDEAS is a non-examination course covering topics such as Philosophy, Landmarks in Music or Art History, Logical Argument, Thinking Strategies and Advanced Learning Skills.

NOTE: Every parent/carer has the right to make representations to the Head Teacher and Governors if concerned about the curriculum offered by the School. Details of the procedures designed to help parents/carers pursue such matters are available from the School on request.



The Arts



The Arts are essentially practical. They are about creating, making and performing whilst responding to complex stimuli in a way which refines the senses. They represent a range of activities, which can be accessed by everyone in different ways and frequently exercise parts of the brain which are rarely touched by other forms of study.

Professor Ken Robinson says "Education throughout the world faces unprecedented challenges: economic, technological, social, and personal. Policy-makers everywhere emphasise the urgent need to develop 'human resources', and in

particular to promote creativity, adaptability and better powers of communication".

To this end, the school is committed to an 'Arts for All' policy at Key Stage 3. The Arts curriculum consists of Art, Drama, Music and some aspects of Physical Education. All subjects are offered as options at GCSE and A Level. While we recognise that outstanding teaching is the most important aspect of enabling our students to learn in the Arts, we are endeavouring to support staff and students by improving our facilities. The opening of the long-awaited Sports Hall in September 2013 has made a significant difference to the Physical Education department although there is still a need for more outdoor space. In 2014 the old Music block was re-designed to create two new classrooms as well as 6 practice rooms. Storage facilities for instruments as well as a small recording studio have also made a great difference. Our three Art classrooms are adequate but in need of an overhaul in the not too distant future. Finally, the Drama department have 2 adjacent spaces created from a classroom and changing rooms which make good teaching spaces. The Arts are a vibrant part of the school and are flourishing at Ecclesbourne.

There are many outside visits to galleries and theatres around the country as well as an array of extra Arts provision within the school. The Arts subjects regularly collaborate through school productions and other special events. The range of extra-curricular activities offered by the Faculty of Arts are the mainstay of the school's extra-curricular programme and as such, provide an invaluable opportunity for our young people to be involved in the Arts.

Years of research show that Arts Education is closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity.

The Department of Culture, Media and Sport estimates that the creative industries generate revenue for the UK of over £57 billion and employ more than 1.7 million people. Unlike many other industry sectors, the creative industries continue to benefit from high growth rates. In Britain, employment in the creative industries has grown by 34 per cent in a decade against a background of almost no growth in employment in the economy as a whole. These are fields of significant opportunity for the creative abilities of young people and ambitions we continue to foster and develop here at Ecclesbourne.



Physical Education and Sport

The School was awarded the nationally recognised 'Sportsmark' in 2004.

The Physical Education Department aims to provide a well-balanced and progressive programme, which makes the best possible use of the expertise, resources and facilities available. Its' staff are committed to presenting the programme in a positive and enjoyable fashion in order to develop skills and to stimulate a lasting interest in a range of physical activities, including team sports. In addition, they seek to promote the value of physical exercise as a means of maintaining health and fitness, while providing society with educated performers, spectators and officials when they leave us.

The extra-curricular timetable is viewed as a vital extension of what is possible during timetabled lessons and is offered to all ranges of abilities. Activities are organised during most lunchtimes and every evening after school until 5pm. There are regular inter-house competitions, including netball, hockey, badminton, rounders, football, tennis, cricket and athletics. The School also enters a variety of area (Amber Valley), county and national tournaments. A record of the achievements of individuals and school teams is provided later in the booklet.

"A strong range of extra-curricular activities continues to extend further opportunities for physical education. These include matches against other schools as well as house matches and recreational activities. As a result of the dedication and enthusiasm of teachers, numerous individuals have recently achieved representative honours at county level in a wide range of sports. Teams have become county champions at netball and district champions in athletics and cross-country." (OFSTED Inspection Report, December 2000).*

**Office for Standards in Education.*

Facilities include a new four badminton court sports hall, a specialised teaching room, a dance studio and a fitness suite containing cardiovascular equipment, with both indoor and outdoor changing facilities. There is also a small on-site field providing rounders' pitches and a 200m athletics track in summer and a football pitch in winter. It also offers multi-purpose athletics run-up for high-jump and long/triple jump and three sets of coaching grids. The school campus also provides 3 netball courts outside, as well as one indoor court. 6 mini tennis courts and 4 full size courts. The off-site field, adjacent to the Meadows Primary School, accommodates 2 football pitches, 1 rugby pitch and 3 rounders' pitches. The community is encouraged to make use of these facilities through the Ecclesbourne Community Trust.



The Ecclesbourne School

'Learning Together for the Future'



Where possible the P.E. Department encourages the use of external coaches and sports specialists. Coaches have recently been invited to teach Badminton and the 'Own the region' football scheme has delivered curriculum sessions across all age groups. We are always ready to make use of any relevant expertise offered by parents and friends of the school. This year parent helpers have supported the boys and girls hockey. Students with special interests and aptitudes are recommended to attend external coaching courses and umpiring courses and we currently have several students working towards their level 1 netball umpiring award.

Students also benefit from the extra coaching and competition offered by local clubs: the School currently has links with Duffield's Cricket, Squash and Tennis Clubs; Belper Hockey Club; Derby R.F.C; Carsington Sailing Club; the City of Derby and Belper Marlins' Swimming Clubs; Derby County F.C.; Derbyshire Cricket Board; Amber Valley Sports Development Unit, Derbyshire Ladies Netball League, Allestree and Ripley Netball Clubs, Derby Archery Club and Belper Hockey club.



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PHYSICAL EDUCATION DEPARTMENT CURRICULUM MAPPING

Year 7	Lesson	Boys	Facility	Girls	Facility
Autumn term	1	Dance (6) / HRF (6)	Dance / Fitness	Gym (6) / trampoline (6)	Sports Hall
	2	Rugby (12)	Field	Netball (12)	Courts
Winter term	1	Basketball (6) / Dodgeball (6)	Sports Hall	Dance (12)	Dance Studio
	2	Football (12)	Field	Hockey (6) Fitness (6)	Courts / Fitness
Summer term 1	1	Gymnastics (6)	Sports Hall	Problem solving (6)	Courts
	2	Athletics (6)	Field	Rounders (6)	Meadows
Summer term 2	1	Tennis (6)	Courts	Athletics (6)	Field
	2	Softball (6)	Meadows	Tennis / badminton (6)	Sports Hall

Year 8	Lesson	Boys	Facility	Girls	Facility
Autumn term	1	Trampolining (12)	Sports Hall	Dance (6) / fitness (6)	Dance Studio
	2	Rugby (12)	Field	Netball (12)	Courts
Winter term	1	Problem Solving (12)	Dance / Fitness	Trampoline (12)	Sports Hall
	2	Football (12)	Field	Games making (12)	Courts
Summer term 1	1	Badminton (6)	Sports Hall	Problem solving (6)	Courts
	2	Athletics (6)	Field	Rounders (6)	Meadows
Summer term 2	1	Cricket (6)	Courts	Athletics (6)	Field
	2	Softball (6)	Meadows	Tennis / badminton (6)	Sports Hall

Year 9	Lesson	Boys	Facility	Girls	Facility
Autumn term	1	Trampolining (12)	Sports Hall	Dance(6) / fitness (6)	Dance Studio
	2	Rugby (12)	Field	Netball (12)	Courts
Winter term	1	HRF (12)	Dance / Fitness	Trampoline (6) / badminton (6)	Sports Hall
	2	Football (12)	Field	Problem solving / Orienteering (12)	Courts
Summer term 1	1	Games Making (6)	Sports Hall	Body pump (6)	Dance Studio
	2	Athletics (6)	Field	Rounders (6)	Meadows
Summer term 2	1	Table tennis (6)	Courts	Athletics (6)	Field
	2	Softball (6)	Meadows	Volleyball (6)	Sports Hall

In Year 9, students are set according to ability. In Years 10 and 11 students opt for one activity from each block. In order to fulfil National Curriculum requirements they must study a minimum of two different activities from those listed above.

Students who demonstrate good organisational skills are encouraged to take on a leadership role within sport. Students may support PE Department by helping with school clubs, inter form competitions and fixtures, helping to organise the participants, set up the venue and assist the coach or teacher. More experienced students are encouraged to volunteer at a sports club to help organise groups, assist with the



running of the sessions or mentor younger players. Students are rewarded for their leadership hours with T-shirts, Sweatshirts and Rain jackets as they record their hours of volunteering.

The department offers GCSE Physical Education to Years 10 and 11 students and AS and A2 Level P.E. to Sixth Form students. Past results have been most encouraging, a fitting tribute to the high personal standards students are achieving.

NATIONAL CURRICULUM - STATEMENT FOR PHYSICAL EDUCATION

In formulating the above matrix consideration has been given to breadth and balance across the four areas of activity. There are occasions when the department implements new initiatives as part of an on-going policy of continuous improvement. This may involve minor changes to the above pattern.

NOTABLE ACHIEVEMENTS: SPORT 2014 – 2015

National Honours

Alex Robey	U18 England Hockey training squad
Elliott Stubbs	Swimming national championships 2013 Derventio Excel and Derbyshire Elite squad
Jack Ramsden	Climbing
George Henshaw	Swimming
Lauren Phillips	U18 Swimming Nationals
Emily Pearce	English Youth Ballet
Lauren Taylor	English Youth Ballet
Struan Caughey	Archery- Scotland U18 Cadet team U21 GB Team
Ethan Wilmot	U13 Cycling
Laura Bailey	England Nets - Netball
Maddie Taylor	Hockey National Finals
Nicole Marples	Gymnastics Representing GB in the World Gym Strada
Lorena Stevenson	Tae-Kwon-Do British Championships
Jack Ramsden	GB Climbing

Regional Honours

Emily Pearce	Midland Independent Dance Association Scheme
Lauren Taylor	Midland Independent Dance Association Scheme
Laura Bailey	East Midlands Regional Netball Academy & U16 Cross Country
Hannah Davey	Hockey
Oliver Johnston	U13 Squash
Will Town	U13 NLD Rugby/Leicester DPP
Oliver Done-Johnson	U13 NLD Rugby/Leicester DPP
Adam Hopkins	U13 NLD Rugby/Leicester DPP
Will Earnshaw	Leicester Tigers DPP
Luke Pope	Basketball

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County Honours

Ethan Barr	Derbyshire Cross Country	Daniel Shaw	U13 Tennis
Jamie Clarke	Derbyshire Cross Country	Dominic Blackwell	U13 Tennis
Alice Crane	Derbyshire Cross Country	Molly Tomlinson	Squash
Fergus Hernon	U13 Cross Country/Athletics	Harry Salisbury	U13 Squash
Izzobelle Wibberley	U16 Cross Country	Francesca Sulley	U15 Squash
Lucy Cooke	Cross Country/Hockey	Henry Jacobs	U15 Squash
Maddie Vaughan	U14 Cross Country/Hockey	Oliver Lowe	U15 Squash
Laura Bailey	U16 Cross Country/Netball	Tom Blenkinsop	U15 Squash
Alice Crane	English Cross Country	Sam Capewell	Golf
Jack Timmons	U15 Athletics	Luke Pope	U15 Basketball
Poppy Bean	U16 Athletics	Emily Pollock	U14 Netball
Dexter Deaville	Athletics	Georgie-Rose Minfie	Swimming
Hannah Barnden	Derbyshire Athletics	Mia Winterburn	Derbyshire Gymnastics
Archie Vaughan	U13 Derbyshire Hockey	Owen Hickson	Burton Football
Sam Cooke	U13 Derbyshire Hockey	Liam Delap	Derby County Football
Ella Millington-Sulley	Derbyshire Hockey	Alex Hare	Derby County Football
Phoebe Collier	U16 Hockey	William Grewal-Pollard	Derby County Football
Jack Spencer	Hockey	Theo Beevers	Hockey
William Berg	U13 Badminton	Grace Cooper	U13 Football
Eve Ravenscroft	U13 Badminton	Maddie Taylor	U16 Football
Betsy Rowett	U13/U15 Badminton	Emma Williamson	U16 Football
Chloe King	U13/U15 Badminton	Bethany Johnstone	Dance
Charlie Hill	U15 Badminton	Oliver Marval	County Rugby/Hockey
Audrey Lafon	U13 Badminton	Fin Johnson -Evans	County Rugby
Olivia Hamilton	U13 Badminton	Dan Clissold	County Rugby
Ben Davies	Derbyshire Cricket	Ella Field	Netball
Adam Green	Derbyshire Cricket	Annable Nicholls	Netball
Susie Ljubojevic	Derbyshire Cricket	Ruby Harwood	Netball
Annabel Jarvis	Netball	Abbie Hopkins	Netball
Hannah Tozer	Netball	Emily Pollock	U14 Netball
Gwyn Startin	Netball		
Poppy Bean	U16 Netball		



LIBRARY

The aim of the Library is to cater for all of the students in the school. We provide up-to-date, relevant and appropriate information to enhance their learning experience.

The School Library plays an active role in learning and stocks a wide range of materials which frequently form the basis of resource based sessions. As well as lessons in the Library, book boxes with topic specific stock are used in the classrooms. In addition to this, all Year 7 students have a dedicated lesson in the library once each week, during which they are encouraged to read quietly, discuss their experiences with Staff and to browse our stock, in order to develop positive reading choices. These sessions are also designed to allow students to develop and expand valuable study skills and approaches to research. Trained Staff are available throughout the day to help with any queries and students are able to use the Library from 8.15 in the morning until 4.45 in the afternoon. These extended hours allow students to make the most of the Library for homework and private study purposes.

Along with providing materials to enhance the current curriculum, the Library also stocks a wide range of fiction, graphic novels, Manga, special interest magazines, newspapers and games. The School celebrates and actively promotes reading for pleasure by recognising its impact on the development and eventual achievement of our students. With this in mind the Library regularly supports events such as World Book Day, organising Author Visits and other special events such as participating in The National Kids Literature Quiz. Our Reading Group meet once a week to take part in discussions, exchange ideas about book choices and to follow current book awards. In addition to this the school has an active Warhammer and Lego Club which meet after school in the Library.





Nick Gibb MP

Minister of State for Schools

Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Mr James McNamara
The Ecclesbourne School
Wirksworth Road
Duffield
Belper
DE56 4GS

18 February 2016

Dear Mr McNamara,

I am writing to convey my warmest congratulations to you, your staff and your pupils for your school's very high standard of achievement in the GCSE exams in 2015.

The percentage of pupils achieving five or more GCSEs at grades A*-C, including English and mathematics, shows that your school is one of the top 100 non-selective state-funded schools in England.

Ensuring your pupils are achieving at least this benchmark standard of attainment at key stage 4 provides a strong basis for their further education and employment.

Thank you for your work in this important area of a young person's education and congratulations again to you and your staff for your hard work and professionalism.

With best wishes.

Yours sincerely,

Nick Gibb MP



EXTERNAL EXAMINATION RESULTS

The following tables relate to the **latest information available at time of publication** relating to the external examination taken in the summer of 2015 or earlier.

We would warn against naïve judgements based on the tables represented here. The abilities of year groups vary from year to year; different subjects attract different groups of students and make different intellectual demands upon them. Indeed, there are many factors which are relevant in a proper analysis of examination results. We point these out neither as an excuse nor as an apology, for we take great pleasure and pride in the achievements recorded on the following pages. If, however, parents/carers wish an explanation of a particular set of results, the Head Teacher is happy to discuss them.

Year 9 Standardised Attainment Tests – 5 year series

[% Students at each level]

NATIONAL CURRICULUM LEVELS								
ENGLISH	Abs	Disapplied or below Level 4	4	5	6	7		
2011	0	0	2	23	42	33		
2012	0	1	3	23	44	28		
2013	0	0	2	23	42	33		
2014	0	0	1	20	48	31		
2015	0	0	3	14	48	35		
MATHS	Abs	Disapplied or below L3	3	4	5	6	7	8
2011	0	0.5	0	2	9	24	39	25
2012	0	0	0	7	12	20	33	28
2013	0	0	0	2	9	25	39	25
2014	0	0	0	1	15	22	41	21
2015	0	0	0.5	2	18	35	33	11
SCIENCE	Abs	Disapplied or below L3	3	4	5	6	7	8
2011	0	0	0.5	3	24	39	24	9
2012	0	0	0	7	21	31	28	12
2013	0	0	0	3	24	39	24	9
2014	0	0	0	5	15	37	37	6
2015	0	0	0.5	4	14	29	41	11

Points to consider for 2015 Key Stage 3 results:

- There were 210 students in the cohort with 108 boys and 102 girls.
- There is no longer a requirement for schools to carry out externally standardised attainment tests at KS3, we choose to set and mark tests in all national curriculum subjects at the end of the Year 9 to support the assessment that takes place throughout the Key Stage. All subject results are therefore robust teacher assessments rather than externally standardised tests.
- The work we do in Lower School underpins the success of our students in their GCSE and Advanced Level studies. Due to the continued increase in sophistication of our tracking and monitoring systems, we are able to intervene where students are not making satisfactory progress much earlier in their school careers. Support from Enhanced Learning and One-to-one tuition enables students who are at risk of falling behind to make progress



End of Key Stage 3 Teacher Assessments (2015) – Level 5 and above – 5 year series

%	2011	2012	2013	2014	2015	National (2013)*
<u>English</u>	98	95	94	99	97	86
<u>Maths</u>	98	92	93	98	97	84
<u>Science</u>	96	92	93	94	95	85
<u>Aggregate</u>	292	279	280	291	289	252

** National data was collected for the final time in 2013*

- You should note that the School performs at approximately 8-10 percentage points higher than national figures when comparing Level 5 attainment in the core subjects of English, Mathematics and Science. The Local Authority averages continue to be slightly higher than the national averages.
- The School has been particularly successful with higher levels of attainment [Level 6 and above] as demonstrated by the table below with attainment at around 10-20 percentage points higher than county figures.

End of Key Stage 3 Results for 2015 – Level 6 and above – 5 year series

% L6 and above	2011	2012	2013	2014	2015	National (2013)*
<u>English</u>	75	72	72	79	83	55
<u>Maths</u>	88	80	82	83	79	62
<u>Science</u>	72	71	73	79	81	56
<u>Aggregate</u>	235	223	227	241	243	173

** National data was collected for the final time in 2013*

Without doubt we believe that the work we do in Lower School underpins the success of our students in their GCSE and Advanced Level studies. Due to the continued increase in sophistication of our tracking and monitoring systems, we are able to intervene where students are not making satisfactory progress much earlier in their school careers.

By the first half term in Year 7 [October], teachers give effort grades to each student in a range from 1 to 5 with 5 being excellent. If any student's grades fall below 3 [satisfactory] intervention takes place to reinforce high expectations. These progress reviews continue regularly throughout their time in school.



Year 11 GCSE Results – 2015

Firstly, GCSE performance targets and results for **2015** are in the table below:

	2009	2010	2011	2012	2013	2014	2015
STUDENTS	241	212	217	216	240	205	210
% 5+A*-G	99	100	99	99	100	100	100
% 5+A*-C (EN/MA)	92 (82)	90 (86)	92 (91)	87 (84)	92 (86)	86 (76)	87 (80)
% A*-C MA + ENG	-	-	-	83	87	81	82
APS CAPPED	373	385	378	363	374	363	364
% A*/A	38	45	39	35	40	33	34

Points to note – GCSE examinations:

- There were 210 students in the cohort with 86 boys and 124 girls in total.
- Our results rose on both 5 A*- C and 5 A*-C with English and Mathematics measures.
- We were pleased to maintain our position as the top performing school in Derbyshire on 5A*-C EM measure, A*-C in both EM, 3LP English.
- We were pleased to continue our year-on-year sustained high level of results, and will be aiming to further improve these in 2016.

The following table provides a summary of the trends in Grade performance for the GCSE results over the last 4 years and the graph shows results over 10 years:

YEAR	2011	2012	2013	2014	2015
% Grades A* - C	89	85	87	84	86
% Grades A* - B	69	62	67	60	61
% Grades A* - A	39	34	39	34	34
% Grades A*	13	13	14	13	11

- 82% of girls and 77% of boys achieved the 'gold standard' of 5+ A* - C including English and Maths.
- There were two Enhanced Learning options with a total of 32 students (15% of the cohort). 73% of these students achieved at least one higher grade at GCSE and 50% achieved 5 or more higher grades. A further 10 students (5%) were identified as School Action (students requiring additional support - bright dyslexic students). Four students were successful in achieving a BTEC in Healthy Eating and ASDAN COPE Level 1. The same four students attended Derby College one day a week where they studied a Level 1 Qualification in Small Animal Care. All of these additional courses have been hugely successful providing students with the skills required to move successfully onto college
- The mentoring scheme was again effective, with students valuing the individual support and encouragement given by staff. 70 students (47 boys and 23 girls) benefited from the voluntary contribution of 36 staff who provided 1 to 1 support in the run up to the exams. 40 of the students secured 5 or more higher grades, with 21 achieving 8 or more higher grades.
- The number of A*- A grades remained at 34%, well above the national figure.
- Our 'middle learners' did well again, with 61% of grades awarded at a B or higher level, similar to the picture at A Level.

Validated GCSE results and value added measures – National comparisons [From Key Stage 2 to Key Stage 4]

The Contextual Value Added [CVA] indicator demonstrates that the School has made a considerable value added contribution to the education of our students where the norm of 1000 indicates what students should be expected to achieve.

GCSE RESULTS OVER TIME

	2009	2010	2011	2012	2013	2014	2015
STUDENTS	241	212	217	216	240	205	210
% 5+A*-G	99	100	99	99	100	100	100
% 5+A*-C (EN/MA)	92 (82)	90 (86)	92 (91)	87 (84)	92 (86)	86 (76)	87 (80)
% A*-C MA + ENG	-	-	-	83	87	81	82
APS CAPPED	373	385	378	363	374	363	364
% A*/A	38	45	39	35	40	33	34





Year 13 Advanced Level [A2] Results:
(National figures in brackets)

Year	2012	2013	2014	2015
Students	154	164	153	170
Ave pts per student	395	375	377	364
Pass Rate	99%	99%	99%	99%
Ave pts per entry	-	221	224	220
A*-C	87%	82%	83%	81%
A*-B	69%	61%	62%	60%
A*-A	44%	32%	36%	30%
A*	18%	11%	14%	8%
1+ A*/A		50%	53%	57%
1+ A*/B		86%	78%	88%
% 3+ AAB in at least 2 Facilitating subjects		21%	26%	21%

Year 13 AS Results

Year	2012	2013	2014	2015
Students	176	175	201 (97,104)	192 (100, 92)
Pass Rate	92%	91% (90,92)	91% (90,92)	91% (90, 92)
A-C	69%	67% (62,71)	65% (63,67)	64% (60, 68)
A-B	44%	44% (39,49)	43% (40,46)	44% (39, 47)
A	22%	24% (21,26)	22% (21,23)	21% (18, 24)
U Grades	8%	9% (10,8)	9% (9,9)	9% (10,8)



GCSE Course Results - Summer 2015

GCSE SINGLE AWARD SUBJECT ANALYSIS - SUMMARY

GRADE	ENGLISH	MATHS	ENGLISH LIT	BIOLOGY	CHEMISTRY	PHYSICS	DBLE. SCIENCE ADD.	DBLE. SCIENCE	SINGLE SCIENCE	ICT	FRENCH	GERMAN	SPANISH	GEOGRAPHY	HISTORY	RS	ART	MUSIC	DRAMA	PE	BUSINESS	BUS. & COMS.	ENT	FOOD	TEXTILES	RES. MAT.	ENGINEERING	GRAPHICS	FURTHER MATHS	BTEC DRAMA	BTEC MUSIC
A*	21	25	16	14	20	16	0	0	0	0	12	1	3	19	15	4	11	1	0	12	9	13	0	4	5	4	0	5	12	1	1
A	49	30	69	42	30	35	6	2	0	1	15	8	7	23	20	10	8	4	6	13	11	27	0	12	5	14	0	7	18	1	0
B	70	57	58	45	40	34	12	17	0	4	9	5	11	23	20	6	15	5	14	11	26	18	1	10	12	8	3	7	7	4	1
C	47	69	41	23	34	36	21	24	17	4	16	9	16	16	16	8	9	5	5	15	18	15	0	6	7	10	3	9	17	3	0
D	21	16	18	5	6	9	12	10	7	1	15	4	3	10	11	6	0	2	2	4	6	3	1	3	2	13	5	3	0	0	0
E	0	4	6	1	0	0	4	1	0	1	6	0	1	8	5	4	0	3	0	0	4	1	2	0	0	2	2	5	0	0	0
F	1	6	1	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0
G	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0
U	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0
X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0





GCSE SINGLE AWARD SUBJECT ANALYSIS – SUMMARY % - PART 1

GRADE	ENGLISH	MATHS	ENGLISH LIT	BIOLOGY	CHEMISTRY	PHYSICS	DBLE. SCIENCE ADD.	DBLE. SCIENCE	SINGLE SCIENCE	ICT	FRENCH	GERMAN	SPANISH	GEOGRAPHY	HISTORY
A*	10	12	8	11	15	12	0	0	0	0	16	4	7	19	17
A	23	14	33	32	23	27	11	4	0	9	21	29	16	23	23
B	33	27	28	35	31	26	22	31	0	36	12	18	26	23	23
C	22	33	20	18	26	28	38	44	71	36	22	32	37	16	18
D	10	8	9	4	5	7	22	18	29	9	21	14	7	10	13
E	0	2	3	1	0	0	7	2	00	9	8	0	2	8	6
F	0	3	0	0	0	0	0	0	0	0	0	4	2	0	1
G	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0
U	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
%A*-C	89	86	88	95	95	93	71	78	71	82	71	82	86	82	81
%A*-A	33	26	41	43	38	39	11	4	0	9	37	32	23	42	40





GCSE SINGLE AWARD SUBJECT ANALYSIS – SUMMARY % - PART 2

GRADE	RS	ART	MUSIC	DRAMA	PE	BUSINESS	BUS. & COMS.	ENT	FOOD	TEXTILES	RES. MAT.	ENGINEERING	GRAPHICS	FURTHER MATHS	BTEC DRAMA	BTEC MUSIC
A*	10	26	5	0	22	12	17	0	11	16	8	0	14	21	11	50
A	25	19	20	22	24	14	35	0	34	16	27	0	19	31	11	0
B	15	35	25	52	20	34	23	25	29	39	16	18	19	12	44	50
C	20	21	25	19	27	23	19	0	17	23	20	18	25	29	33	0
D	15	0	10	7	7	8	4	25	9	6	25	29	8	0	0	0
E	10	0	15	0	0	5	1	50	0	0	4	12	14	0	0	0
F	3	0	0	0	0	3	0	0	0	0	0	6	0	0	0	0
G	3	0	0	0	0	1	0	0	0	0	0	12	0	0	0	0
U	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0
X	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0
%A*-C	70	100	75	93	93	83	95	25	91	94	71	35	78	93	100	100
%A*-A	35	44	25	22	45	26	52	0	46	32	35	0	33	52	22	50

DOUBLE AWARD SUBJECT SUMMARY

GRADE	HEALTH & SOC CARE		LEISURE & TOURISM	
A*	0	0	0	0
A	5	2	1	1
B	8	6	1	0
C	3	5	1	2
D	3	6	1	1
E	1	1	0	0
F	0	0	0	0
G	0	0	0	0
U	0	0	0	0



DOUBLE AWARD SUBJECT SUMMARY %

GRADE	HEALTH & SOC. CARE		LEISURE & TOURISM	
A*	0	0	0	0
A	25	10	25	25
B	40	30	25	0
C	15	25	25	50
D	15	30	25	25
E	5	5	0	0
F	0	0	0	0
G	0	0	0	0
U	0	0	0	0
A*-C	80	65	75	75
A*-A	20	10	25	25

OVERALL GCSE ANALYSIS

	PUPILS	5+ A* - C		5+ A* - G	
		%	No.	%	No.
MALES	86	81.4%	70	98%	84
FEMALES	124	91.1%	112	100%	124
TOTAL	210	87.1%	182	99%	208



A Level Course Results - Summer 2015

SUBJECT SUMMARY																												
GRADE	ART	BIOLOGY	COMPUTING	GEOGRAPHY	GENERAL STUDIES	GERMAN	PE	PHYSICS	PSYCHOLOGY	SOCIOLOGY	TEXTILES	APPLIED BUSINESS	FOOD	D&T	DRAMA	HEALTH & SOCIAL CARE	MUSIC	APPLIED ICT	CHEMISTRY	ECONOMICS	ENGLISH LIT	FRENCH	GOVERNMENT & POLITICS	HISTORY	MATHS	FURTHER MATHS	RS	SPANISH
A*	4	4	1	0	0	0	0	2	0	0	0	0	0	0	3	0	0	0	4	0	6	2	0	1	13	4	3	0
A	2	8	1	9	2	3	1	8	4	1	1	4	0	0	2	1	0	0	14	4	29	3	1	2	23	2	10	0
B	5	12	2	10	14	1	1	8	15	6	6	9	0	2	7	5	2	0	9	6	20	5	4	11	15	1	5	2
C	2	4	1	4	30	1	4	3	7	4	2	3	2	3	1	4	1	2	3	4	14	3	3	12	5	2	5	1
D	0	0	0	5	27	0	2	1	2	4	5	3	1	2	2	3	0	3	3	3	5	5	0	3	1	1	3	2
E	0	1	0	0	13	0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	2	2	0	1
U	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0





SUBJECT SUMMARY% - PART I												
GRADE	ART	BIOLOGY	COMPUTING	GEOGRAPHY	GENERAL STUDIES	GERMAN	PE	PHYSICS	PSYCHOLOGY	SOCIOLOGY	TEXTILES	APPLIED BUSINESS
A*	31	14	20	0	0	0	0	9	0	0	0	0
A	15	28	20	32	2	60	13	35	14	6	7	19
B	38	41	40	36	16	20	13	35	54	38	40	43
C	15	14	20	14	34	20	50	13	25	25	13	14
D	0	0	0	18	31	0	25	4	7	25	33	14
E	0	3	0	0	15	0	0	4	0	6	7	10
U	0	0	0	0	1	0	0	0	0	0	0	0
A*-E	100	100	100	100	99	100	100	100	100	100	100	100
A*-C	100	97	100	82	53	100	75	91	93	69	60	76
A*-B	85	83	80	68	18	80	26	78	68	44	47	62
A*-A	46	41	40	32	2	60	13	43	14	6	7	19





SUBJECT SUMMARY% - PART 2

GRADE	FOOD	D&T	DRAMA	HEALTH & SOCIAL CARE	MUSIC	APPLIED ICT	CHEMISTRY	ECONOMICS	ENGLISH LIT	FRENCH	GOVERNMENT & POLITICS	HISTORY	MATHS	FURTHER MATHS	RS	SPANISH
A*	0	0	20	0	0	0	12	0	8	10	0	3	22	33	12	0
A	0	0	13	8	0	0	41	24	39	15	13	7	39	17	38	0
B	0	29	47	38	67	0	26	35	27	25	50	38	25	8	19	33
C	67	43	7	31	33	40	9	24	19	15	38	41	8	17	19	17
D	33	29	13	23	0	60	9	18	7	25	0	10	2	8	12	33
E	0	0	0	0	0	0	0	0	0	5	0	0	3	17	0	17
U	0	0	0	0	0	0	3	0	0	5	0	0	0	0	0	0
A*-E	100	100	100	100	100	100	97	100	100	95	100	100	100	100	100	100
A*-C	67	71	87	77	100	40	88	82	93	65	100	90	95	75	88	50
A*-B	0	29	80	46	67	0	79	59	74	50	63	48	86	58	69	33
A*-A	0	0	33	8	0	0	53	24	47	25	13	10	61	50	50	0





EXTRA-CURRICULAR ACTIVITIES

Lunchtime

Art & Craft Clubs	Concert Band	Instrumental Ensembles	Running Club
Badminton	Cookery Club	Jazz Band	Saxophone Group
Book Group	Drama Club	Languages Film Club	School Orchestra
Business Studies & Economics Clinic	Drama Rehearsals	Library	Squash
Chess Club	Fitness Club	Lunch Club [EL]	String Orchestra
Choir	Board Games Club	Boys' Choir	Swing Band
Christian Union	Geography Club	Maths Challenge	Trampolining
Computer Club	Homework Club [EL]	Religious Studies Clinic	Wind Band
			Yr 7 Library Club
Team Practices: Basketball, Football, Hockey, Netball, Rounders, Rugby,			

After & Out of School

Art Workshops	Drama Club	Liverpool Uni. Physics	Squash Club
Athletics	Drama Rehearsals	Olympics	Team Practices (as above)
Badminton	Football	Musical Theatre Group	Tennis / Rounders
Basketball	Hockey / Netball	Rock School	Trampolining
Cricket	Library (exc. Friday)	Rugby	Volleyball
			Warhammer Club

Additional Activities

Activities Evening	Enterprise Day (Year 9)	School Matches	Theatre visit (Yr 7)
Art & Craft Exhibitions	Health Day (Yr 8)	School Plays	Trips to Industry
Athletics & Cross Country	House Competitions	School Productions	Visiting theatre groups – PDC e.g. Tight
Biology Field Trip	Interhouse & Interschool Comps.	Sixth Form Rotary	Visits by Authors
Book Club & Book Fairs	Mock Trial Competition	Spoken English Competitions	Vocational Interviews
Book Groups/Carnegie Shadowing	Musical Concerts & Recitals	Technology Day (Yr7)	Work Experience week
Debating Competitions	PE	Textiles Fashion Show	Young Enterprise
Derby Arts Festival	Resistant Materials	Theatre & Concert trips	
Humanities Trips: Beth Shalom; Hindu Temple; Lincoln; Cromford; Field Work			

Visits Abroad

Belgium	France	Poland	Spain
Black Forest	Germany	Rome	Switzerland (Skiing)
Denmark			



ROUTES TAKEN BY STUDENTS AGED 15 AND OVER AT THE END OF THE 2014/2015 ACADEMIC YEAR

YEAR 11

Full-time education at school or college of further education	203
Full-time employment	5
None of the above	2
TOTAL	210

YEAR 12

Full-time education at school or college of further education	201
Full-time employment	-
Youth training	-
Other	-
TOTAL	201

YEAR 13

Full-time higher education	143
Full-time further education	-
Full-time employment	2
Gap Year	25
Other	-
TOTAL	170

'Other' includes part-time employment, unemployment, those who do not immediately enter employment or training or education, and 'not knowns'.

These figures are correct at the time of going to print.

DfE Absence Statistics 2014/2015

1.	Total number of students of compulsory school age on role for at least one session	1050
2.	Percentage of student sessions (half days) missed through authorised absence	3.3%
3.	Percentage of student sessions (half days) missed through unauthorised absence	0.2%



The Department for Education's higher education destination data (2012 and 2013) lists us as one of the top 10 non selective schools/colleges with the highest proportion of students going on to study at a Russell Group university (including Oxbridge).

OXBRIDGE ENTRANTS

Date	No. Applied	Cambridge Offers Made	Oxford Offers Made	Total Offers
2016	10	0	3	3
2015	14	1	1	2
2014	12	3	4	7
2013	12	2	1	3
2012	16	3	4	7
2011	15	3	1	4
2010	19	2	1	3
2009	18	4	2	6
2008	17	1	8	9
2007	15	2	2	4
2006	12	1	4	5
2005	16	4	1	5
2004	20	2	8	10
2003	22	11	1	12
2002	19	6	6	12
2001	12	2	6	8
2000	10	3	7	10
1999	-	2	6	8
1998	-	4	5	9
1997	-	5	2	7
1996	-	3	4	7
1995	-	2	6	8
1994	-	4	4	8



ORGANISATIONAL MATTERS

Transport to School:

School service and contract buses currently serve most places within the school's catchment. Bus passes are issued to all students who live within the designated area of the school served by Amber Valley Borough Council, over three miles from its gates and are issued by the Area Education Office of the Local Authority (Tel No. 01773 744741), Library Buildings, Grosvenor Road, Ripley, Derbyshire DE56 3JE. Passes issued to students who live within the Derby City Council area (except Darley Abbey) are issued by the Public Transport Group, Derby City Council, The Council House, Corporation Street, Derby, DE1 2FS (Tel No. 01332 293111). Students who live inside this three-mile limit, or who live outside the area, are entitled to travel to and from school at the child-rate fare provided they show a b-line card. These are issued to students via the school early in the Autumn term.

The Ecclesbourne Code of Conduct

The School has a number of specific regulations aimed at creating a safe, civilised and considerate environment (copies available on request), but the general requirements are:

- we avoid activities which cause distress or discomfort to others;
- we always behave in a fashion which reduces the chances of injury to ourselves or to others;
- we do nothing which might cause loss or damage to school property or the property of others;
- student behaviour must be such as would reflect credit on the school.

School Meals:

September 2013 saw the opening of the new Refectory which replaces Kitchen 1 and Kitchen 2. The 'Refectory' will operate three serveries, namely – Grab & Go, Pasta, Rice & Noodle Bar and Traditional Lunches. In addition the Beech Tree Deli, sited in the purpose built Sixth Form Centre, will serve Sixth Form students.

Packed lunches may be consumed in the Refectory or students may purchase items produced by the school's caterers. Parents/carers whose children are entitled to free school meals should apply to the Derbyshire County Council Student Support Office, County Hall, Matlock, DE4 3AG, four weeks before the start of term.

Please note that we no longer accept cash payments in the Refectory. All parents are given a login or payment card for the 'Parent Pay' electronic system.

Illness or Injury:

The school medical assistants will treat minor ailments or injuries. In the case of more serious illness or injury, parents/carers will be contacted. **For this reason, it is most important that the school always has an up-to-date emergency telephone number for each child. Parents/carers must be prepared to leave their place of work to collect their child from school when required or have an efficient emergency contact with transport. Children are not allowed to travel home by themselves if they are ill/injured and upset.**

If a child needs to take any medication, on a regular basis within the school day, then this can be securely locked away in the First Aid Room. Any such medication must be clearly labelled with the child's name and correct dosage to be taken, together with a completed and signed authorisation form [available from the School Office]. It would also be advisable to include the expiry date.

Uniform:

All students are expected to wear a uniform which has been devised in close consultation with parents/carers and students; we have tried to make the regulations on school dress as clear and unambiguous as possible. We also ask that you provide a strong, waterproof bag for carrying books to and from school.



School Attendance:

Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

Leave of Absence (Term-time Holiday):

Amendments have been made to the 2006 regulations in **The Education (Pupil Registration) (England) (Amended) Regulations 2013**. These amendments as described below came into force on 1 September 2013.

Term-time Holiday:

The Education (Pupil Registration) (England) Regulations 2006 used to allow Head Teachers to grant leave of absence for the purpose of a family holiday during term time in “special circumstances” of up to ten school days leave per year. Head Teachers could also grant extended leave for more than ten school days in exceptional circumstances.

Amendments to the 2006 regulations remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Head Teachers may not grant leave of absence during term time unless there are exceptional circumstances. Head Teachers should determine the number of school days a child can be away from school if the leave is granted.

These changes do not mean that an application for leave of absence for the purpose of a family holiday cannot be granted by the Head Teacher. The Head Teacher has the discretion to grant leave if he/she believes that there are exceptional circumstances. The dictionary definition of exceptional is “unusual” or “rare”.

- Parental requests must be in writing.
- All requests will be considered on their own merits.
- Extended periods of absence will be granted only in exceptional circumstances.
- The power to authorise/unauthorise a leave of absence rests with the Head Teacher.

Please note that financial savings on holiday costs are not an admissible reason for taking a holiday in term time. Permission will always be refused in the lead up to and during external examinations.

Complaints Procedure

Complaints regarding students or staff should be forwarded to the Head of School concerned:-

Lower School	Mrs P Owen-Moore
Upper School	Mrs C Ourabi
Sixth Form	Mrs K Cochrane
Support Staff	Mrs L Allen

Complaints regarding the Head Teacher should be forwarded to the Chair of Governors, Mr R Lindop.

A full copy of the Complaints Procedure can be obtained by contacting the School Office or visiting the School website at:- <http://www.ecclesbourne.org.uk/content/policies/index.php>

Freedom of Information

Parents/carers have access to a significant amount of information about the school through the documents listed in the Publication Scheme. Details of these documents, additional policies, and how to access them, can be found on the school website.



TIMES OF THE DAY

Normal Times of the Day				Exam Times of the Day	
Monday Wednesday Thursday Friday		Tuesday		Monday to Friday	
<u>09.00 - 09.20</u>	Registration	<u>Registration/ PDC</u>	<u>09.00 - 09.50</u>	<u>09.00 - 09.10</u>	Registration
<u>09.10 - 09.20</u>	Assembly			<u>09.10 - 10.10</u>	Period 1
<u>09.25 - 10.25</u>	Period 1		<u>09.50 - 10.45</u>	<u>10.10 - 10.25</u>	Break
<u>10.25 - 10.40</u>	Break		<u>10.45 - 11.00</u>	<u>10.25 - 11.25</u>	Period 2
<u>10.40 - 11.40</u>	Period 2		<u>11.00 - 11.55</u>	<u>11.25 - 12.25</u>	Period 3
<u>11.40 - 12.40</u>	Period 3		<u>11.55 - 12.50</u>	<u>12.25 - 13.15</u>	Lunch
<u>12.40 - 13.30</u>	Lunch		<u>12.50 - 13.40</u>	<u>13.15 - 13.40</u>	Registration & Thought for the Day
<u>13.30 - 13.40</u>	Registration		<u>13.40 - 14.40</u>	<u>13.40 - 14.40</u>	Period 4
<u>13.40 - 14.40</u>	Period 4		(P4 Teacher to Register)	<u>14.40 - 15.40</u>	Period 5
<u>14.40 - 15.40</u>	Period 5		<u>14.40 - 15.40</u>		

Term Dates 2016 – 2017

Term	Start	Finish
Autumn 1	Monday 5 th September	Friday 21 st October
Autumn 2	Monday 31 st October	Tuesday 20 th December
Spring 3	Tuesday 3 rd January	Friday 10 th February
Spring 4	Monday 20 th February	Friday 7 th April
Summer 5	Monday 24 th April	Friday 26 th May
Summer 6	Monday 5 th June	Friday 21 st July
Bank Holidays 26 th and 27 th December 2016 2 nd January 2017 14 th and 17 th April 2017 1 st May 2017 29 th May 2017 28 th August 2017		
Whole School Closure Days Monday 5 th & Tuesday 6 th September 2016 Monday 7 th November 2016 Friday 7 th April 2017 Friday 30 th June 2017		



The Ecclesbourne School

'Learning Together for the Future'

CHARGING AND REMISSIONS POLICY

September 2014

The 1996 Education Act (Chapter III of Part VI) requires that the governors have a policy on charging and remissions for activities arranged by the School.

Musical Tuition - parents may be charged for instrumental tuition with their prior agreement, provided it is not a requirement of the syllabus for a prescribed public examination or the requirement of the National Curriculum.

Incidental Equipment and Materials - parents may be invited to pay for or provide any materials, ingredients, books, instruments or other equipment, but no child will be placed at a disadvantage because of a parent's unwillingness or inability to pay. The School may charge for, or require the supply of, ingredients and materials if parents have indicated in advance a wish to own the finished product. The School will provide essential protective clothing such as safety goggles.

Activities Organised by the School

- 1 Wholly or Mainly During School Hours or an Essential Part of the Curriculum:** Parents may be asked for a voluntary contribution in advance, but no child will be placed at a disadvantage because of a parent's unwillingness or inability to pay. If, as a consequence of a number of parents not paying, the voluntary contributions received do not meet a level necessary to cover the costs of the activity, it may be cancelled and all monies returned. Those parents unwilling or unable to pay the full costs of a residential trip, may still be required to pay the costs of board or lodging unless they are in receipt of Income Support, Income-based Jobseeker's Allowance; Support under part VI of the Immigration and Asylum Act 1999; or Child Tax Credit (providing that they do not also receive Working Tax Credit and have an annual income that does not exceed £16,190) and an income related employment and support allowance, when no charges will be made. In other circumstances of financial hardship the Head Teacher will try to find ways of reducing the burden, in confidence, if approached.
- 2 Wholly or Mainly Outside School Hours and not an Essential Part of the Curriculum:** Participation will be on the basis of parental choice and their willingness or ability to pay the associated costs. However, in circumstances of financial hardship, the Head Teacher will try to find ways of reducing the burden, in confidence, if approached. The expenses of those engaged in supervision and tuition may be included in costs.

Pupil Premium: The Pupil Premium, is additional to main school funding, and is allocated to children from low-income families who are currently, or who have been eligible in the last six years, for Free School meals or who have been looked after continuously for more than six months. It is for the schools to decide how the money should be allocated since they are in the best position to identify the specific needs of each child. Each year, we will report to Governors on how the money has been used as well as providing the same information on-line.



16-19 Bursary: Full time students in the Sixth Form (16-19 year olds), will be eligible for a bursary of £1,200 per annum to be paid weekly if they fall into one or more of the following categories: Public Care, Care Leaver, Receipt of Income Support, Receipt of ESA and Disability Living allowance (note student NOT parent).

Discretionary Bursary: Full time students in the Sixth form (16-19 year olds) will be eligible for a bursary (dependent upon funds) to be paid half termly if they fall into one or more of the following categories: FSM, Annual household income below £16,190 (FSM qualifier), Evidence to support eligibility. Progress and attendance measures are in place for qualification assessment.

Hardship Fund: This will equate to £1,000.00 retained at the outset plus any funds left over once the discretionary bursary has been allocated. This will be administered in the same way as the hardship fund is administered in the rest of the school, in writing, to the Head of Sixth Form and can be used to support a student in a variety of ways such as with books, trips and stationery.

Public Examinations: The School will pay the fees for all students entered for the prescribed public examinations for which they have been prepared by the School, except where the governing body decides there are educational reasons for not entering them. Where there are two or more alternative examinations, the School will enter the students and pay for only one. Where a student fails without good reason to complete the examination requirement (e.g. fails to sit the examination or fails to complete the coursework) the fee paid by the School may be reclaimed from the parents concerned. Where a student decides to re-sit an examination, the full cost of re-entry should be met by the parents.

Loss of and Damage to School Property: Parents may be required to pay the cost of replacement or repair of School books, materials, equipment or fittings lost or damaged by their children. Students in the VI Form will be required to pay a subscription for the use of the facilities in the VI Form Centre. This will be set annually by the students through their elected VI Form Committee. The subscription will be payable in two instalments in Year 12 and Year 13 during the first half of the Autumn Term. The subscription will be fully refundable and redeemable against the cost of a ticket for the Leavers' Ball. In the event of loss or damage to School property and where individual liability cannot be established, the subscription will be used to pay the cost of replacement or repair.



STAFF LIST SEPTEMBER 2016 TO AUGUST 2017

Allen, Lynne	Mrs	Bursar
Allister, Lydia	Mrs	English
Antonova, Helen	Mrs	Administration Assistant
Archer, Danielle	Miss	Enhanced Learning Officer
Athey, Stephen	Mr	Physics/Science
Atkinson, Peter	Mr	Deputy Head of Humanities Faculty and Head of History Department
Bailey, Lynne	Mrs	Health & Social Care and Head of Year 8
Barson, Jodie	Mrs	Technology
Basey, Andy	Mr	ICT and Business
Beardsley, Stuart	Mr	Assistant Site Supervisor
Beardsley, Steve	Mr	Geography
Beddow, Gabrielle	Mrs	Head of English Faculty
Bell, Annie	Mrs	English and Head of Year 13
Betts, Gillian	Mrs	Enhanced Learning Officer
Bilbie, Carol	Mrs	Administration Assistant (Sixth Form)
Birks, Rosie	Miss	English
Blakeman, Paul	Mr	Technology Technician (Workshop)
Boddy, Kathryn	Mrs	Enhanced Learning Officer
Bond, Jill	Mrs	Administration Assistant
Booth, Alex	Mr	Geography
Borrington, Karen	Mrs	Economics and Business
Boyall, Karen	Mrs	Administration Assistant
Boyd, Eleanor	Mrs	Mathematics
Bradshaw, Alan	Mr	Assistant Head of Enhanced Learning Faculty
Brannan, Lisa	Mrs	Learning Services Manager
Broadhead, Anne	Mrs	Cover Assistant
Brown, Adrian	Mr	IDEAS
Burns, Christine	Mrs	Finance Officer
Carnwell, Simon	Mr	PE (Boys) and Head of Year 12
Carr, Richard	Mr	Deputy Head of Humanities Faculty and Head of Geography Department
Cawley, Geraldine	Mrs	Clerk to Governors and Office Team Leader
Clark, Genevieve	Mrs	Language Teaching Assistant
Cobham, Paul	Mr	ICT & Digital Information Support Assistant
Cochrane, Katie	Mrs	Deputy Head (Head of Sixth Form)
Cocking, Stephen	Mr	Facilities Manager
Craighead, Fiona	Mrs	Data Officer
Credland, Lynne	Mrs	Science Technician
Creed, Tracey	Ms	Technology Technician (Food and Textiles)
Currier, Jan	Mrs	Head of the Enhanced Learning Faculty

The Ecclesbourne School

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Cuthbert, Jack	Mr	History and Sociology
Daniels, Suzannah	Mrs	Art
Davies, Daniel	Mr	Deputy Head of Creative Arts Faculty and Head of Art Department
Dodson, Vicky	Mrs	Assistant Head of MFL Faculty and Head of German Department
Duncker-Brown, David	Mr	Assistant Head
Earp, Joanne	Mrs	Mathematics
Farina, Zoe	Mrs	Assistant Head of MFL Faculty Head of the French Department
Firth, Kate	Mrs	Assistant Head of the French Department
Fletcher, Sue	Mrs	Curriculum Assistant
Ford, Matthew	Mr	Head of the Science Faculty
Foster, Rebecca	Miss	Deputy Head of Technology Faculty and Head of Food Technology Department
Grace, Andy	Mr	Site Assistant & Creative Arts Technician
Green, Helen	Mrs	Deputy Head of the Business & Vocational Faculty and Head of Careers and PDC and Religious Studies
Green, Nick	Mr	Assistant Head of Science and Head of Chemistry
Grostate, Georgina	Miss	Mathematics
Handley, Kathryn	Mrs	Psychology and Languages
Hardy, Alan	Mr	ICT Services Manager
Hardy, Naomi	Miss	School Direct Trainee (English)
Harrison, Liz	Mrs	Examinations Manager
Harrison, Robert	Mr	ICT
Hayes, Julie	Mrs	Senior Enhanced Learning Officer
Henry, Elaine	Mrs	Library Assistant
Hewitt, David	Mr	Assistant Head of ICT Faculty and Data Analysis Coordinator
Higgin, Lesley	Mrs	Mathematics
Hobby, Ian	Mr	Head of Technology Faculty
Holloway, Emma	Miss	Languages
Holmes, Mandy	Mrs	Assistant Head of Science and Head of Biology
Hughes, Ceri	Mrs	Enhanced Learning and English and Head of Year 7
Ingram, Daniel	Mr	Maths and Head of Flamsteed House
Jackson, Paula	Mrs	Business Studies
James, Cathy	Mrs	Enhanced Learning
James, Kevin	Mr	Head of Humanities Faculty and Head of Religious Studies Department
Jones, Claire	Miss	Enhanced Learning Officer
Johnson, Robert	Mr	Cover & Administration Assistant
Johnson, Jane	Mrs	Enhanced Learning Officer
Jordan, David	Mr	Assistant Site Supervisor
Kebell, Daniel	Mr	Assistant Head of Science and Head of Physics
Keen, Emma	Mrs	English
King, Alison	Mrs	Deputy Head of Creative Arts Faculty and Head of PE Department
Lee, Jonny	Mr	English

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Marriott, James	Mr	Sports Hall Development Manager
Marsden, James	Mr	Science/Chemistry
Mason, Robert	Mr	English and Able in English Coordinator
Maunder, Caroline	Mrs	PE (Girls) and Head of Year 11
Maurice, Yoann	Mr	Languages
McNamara, James	Mr	Head Teacher
McNamara, Jane	Mrs	English
Minton, John	Mr	Community Liaison Officer
Monk, Louise	Mrs	Attendance and Support Officer
Morley, Jamie	Mrs	Science/Chemistry
Mullineux, Robert	Mr	Geography
Nation, Chris	Mr	Government & Politics
Nayer, Sally	Mrs	Science Technician
Nicoll, Robert	Mr	Deputy Head (Learning Services)
O'Brien, Thomas	Mr	Technology
O'Boyle, Sue	Mrs	French/Spanish
Ourabi, Clarissa	Mrs	Deputy Head (Head of Upper School)
Ourabi, Lom	Mr	Enhanced Learning Officer
Owen-Moore, Petra	Mrs	Deputy Head (Head of Lower School)
Parker, Danielle	Mrs	Work Related Learning and Career Information & Advice Officer
Partridge, David	Mr	Drama and Head of Year 10
Pearce, Samantha	Mrs	Art
Perks, Alan	Mr	Drama
Pestell, Stephanie	Mrs	Technology and Lower School Progress Leader
Pickard, Emma	Miss	Art
Poplawski, Jake	Mr	History
Porteous, Jacqueline	Ms	Head of Creative Arts Faculty and Head of Drama Department
Rafferty, Sarah	Mrs	Assistant Head of Mathematics Faculty
Rajakaruna, Beatrice	Mrs	Language Teaching Assistant
Robinson, Dee	Mrs	Teacher of Art and Enhanced Learning Officer
Rooney, Phillip	Mr	Assistant Science Technician
Rose, Taryn	Ms	School Direct Trainee (English)
Ruiz Martin, Marta	Ms	Languages
Sampford-Wylie, Hilary	Mrs	Technology
Sawdon, Joanne	Mrs	Lunchtime Supervisor and Supply Cover Assistant
Scales, Sian	Mrs	Deputy Head of English Faculty
Sellers, Mark	Mr	Head of PE (Boys) and Upper School Progress Leader
Silver, Martha	Mrs	Language Teaching Assistant
Small, Chris	Mr	Biology/Science
Smith, Chris	Mrs	Enhanced Learning Officer
Smith, Gaynor	Mrs	Examinations Officer
Smith, Helen	Mrs	Enhanced Learning Officer

The Ecclesbourne School

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Smith, Jill	Ms	Mathematics
Smith, Lisa	Mrs	Enhanced Learning Officer
Smyth, Sally	Miss	Mathematics
Softley, Laurie	Miss	Deputy Head of Creative Arts Faculty and Head of Music Department (Choral and Extra-Curricular)
Spencer-Keyse, Tina	Mrs	Human Resources Manager and Personal Assistant to the Head Teacher
Stapley, Nicholas	Mr	Mathematics, Head of Chantrey House and Duke of Edinburgh Coordinator
Stewart, Amie	Mrs	Technology
Stone, Linda	Mrs	Lunchtime Supervisor
Sutton, Chris	Mrs	Enhanced Learning Officer
Sutton, Damian	Mr	Head of Modern Languages Faculty and Head of Spanish Department
Swan, Sidony	Mrs	Deputy Head of Technology Faculty and Head of Textiles Department
Tan, Jonathan	Mr	Chemistry/Science
Tanser, David	Mr	Physics/Science
Taylor, Kathryn	Mrs	Head of Business and Vocational Studies Faculty
Taylor, Heather	Mrs	Enhanced Learning Officer
Tems, Jason	Mr	ICT & Digital Information Support Assistant
Thomas, Louise	Mrs	Languages
Wainwright, Kathryn	Mrs	Science/Physics
Walton, Tom	Mr	Deputy Head of Mathematics Faculty
Watkins, Tom	Mr	Deputy Head of Creative Arts Faculty and Head of Music (Academic)
Weighill, Moya	Mrs	Head of Mathematics Faculty
Weller, Hannah	Mrs	Deputy Head of Science Faculty and Head of KS3 Science
White, Becky	Mrs	PE
Whitty, Rachel	Mrs	Librarian
Wibberley, Hannah	Miss	History
Williams, Anne	Mrs	English
Williams, Emma	Mrs	Administration Assistant
Wint, Jasmine	Miss	Technology
Winterburn, Kate	Mrs	Finance Assistant
Wood, Janice	Mrs	Senior Science Technician
Wright, Amy	Ms	School Direct Trainee (Drama)
Young, Matthew	Mr	English



Governing Principle 'To make our School even better.'

TRUSTEES / GOVERNORS: END OF TERM OF OFFICE

<u>Name</u>	<u>End of Term of Office</u>
Mr Richard Lindop	02.12.17
Mrs Joyce Winwood	02.12.19
Mr Kevin Eley	22.09.16
Mrs Heather Dixon	18.03.20
Mr Brian Wigram	16.07.18
Mr Ken Raynor	20.01.18
Mrs Wendy Hodges	19.04.19
Mr Stephen Baines	31.07.19
Mrs Nicola Edwards	31.07.19

Staff Governors

Mrs Rebecca White	16.11.18
Mr John Minton	02.11.19
Mr Matthew Ford	02.11.19
Mr James McNamara	ex officio

Parent Governors

Mrs Brenda Goth	11.11.16
Mrs Joanne Fishwick	11.11.16
Mrs Deborah Outhwaite	23.07.19
Mrs Alison McDermott	23.07.19
Mr Mike Ryan	23.07.19
Mr David Lakin	23.07.19

Clerk to Governors	Mrs Geraldine Cawley
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PARENT/CARER, STAFF AND FRIENDS ASSOCIATION [PSFA]

Chairman:	Karen Lawley
Admin Secretary:	Liz Page
Minutes Secretary:	Nicky Gossling
Treasurer:	Penny Edwards



THE GOVERNORS' AWARDS 2015

1. ***Team Award for Creative Arts — Music***
Angharad Baines; James Berg; Lara Wisdich
2. ***Individual Award for Sport — Swimming***
Elliott Stubbs
3. ***Team Award for Sport — U12 Hockey***
Matthew Broadhead; Sam Cooke; Herbie Cumming; Alex McBride; Archie Vaughan
4. ***Team Award for Sport — U16 Hockey***
Maisie Clarke; Phoebe Collier; Lucy Cooke; Katie Murfin; Maddie Taylor; Madeleine Vaughan; Gemma Williams
5. ***Individual Award for Sport — Rowing***
Evie Davies
6. ***Individual Award for Sport — Climbing/Bouldering***
Jack Ramsden
7. ***Team Award for Services to the Community — Triathlon in aid of Cancer Research UK***
Maisie Clarke; Kizzy Austick
8. ***Individual Award for Sport — TaeKwonDo***
Lorena Stevenson
9. ***Team Award for Sport — Badminton***
Olivia Hamilton; Chloe King; Audrey Lafon de Ribeyrolles; Eve Ravenscroft; Betsy Rowett
10. ***Individual Award for Sport — Netball/Nets***
Laura Bailey
11. ***Individual Award for Sport — Archery***
Struan Caughey
12. ***Individual Award for Overcoming Adversity***
Imogen Mann

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On 1st September 1999 The Ecclesbourne School ceased being Grant Maintained and became a Foundation School in accordance with The School Standards and Framework Act 1999.

On 1st March 2011 The Ecclesbourne School ceased being a Foundation School and became an Academy.



**The Ecclesbourne School
Wirksworth Road
Duffield
Belper, Derbys DE56 4GS**

Head Teacher: James McNamara, BA [Hons]; NPQH

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