



...offering so much more than just an outstanding education



Prospectus for 2019/2020

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Who's Who

Mrs V Neale	Headteacher
Mr S Willis	Deputy Headteacher
Mr R Kemp	Second Deputy Headteacher
Mr P Coleman	Assistant Headteacher
Mrs D Kelsey	Senior Pastoral Leader
Ms J Walters	Inclusion Co-ordinator
Mr J Bishop	Head of Year 9
Mrs J Thomas	Head of Year 10
Mr R Hamill	Head of Year 11
Mr P Fisher	Head of Sixth Form
Mr J McWilliam	Student Support Co-ordinator
Mrs E White	Head's P.A.
Mr I Cox	Chairman of Governors
Mrs S Amroota	Chairman of the PTA



The Curriculum

At Key Stage 3

In Year 9 all students follow a curriculum based mainly on the National Curriculum at Key Stage 3.

Areas of study are as follows:

Art	Mathematics
Computing	Music
Dance	Physical Education
Design and Technology	Religious Studies
Drama	Science

*With many students also studying **German***

*and able to study **Latin, Japanese and Spanish***

Students are placed in separate ability sets for all the academic subjects. These sets are reviewed at least termly, so that students work alongside their peers of similar ability. Throughout year nine progress in all subjects is assessed internally by the school's staff through a mixture of tests and continuous marking of ongoing work.

At Key Stage 4

In Years 10 and 11 County Upper students again follow the National Curriculum, now at Key Stage 4.

In addition to studying:

English (*Language and Literature*)

Mathematics

Physical Education

Religious Studies

Science (*Biology, Physics and Chemistry*)

students choose FOUR subjects to follow to GCSE from across these areas:

Languages	Design and Technology	Creative Arts	Humanities, etc
French German Spanish	Computing Food Technology Design Technology	Art Drama Music Physical Education (including dance) Photography	Child Development History Geography Religious Studies

There is some flexibility in the choices which students can make from these four areas and **they do not have to study one from each**. Most students attempt **nine** GCSEs but some will study more.

Students at County Upper can also study **GCSE Japanese, Latin and Astronomy**.

In The Sixth Form

The Sixth Form provides opportunities for a wide range of students and prepares them for examinations which allow entry to Further and Higher Education, the professions and other careers. A separate brochure on our Sixth Form is available from the Director of Sixth Form Studies.

A levels are offered in:

Art and Design
Biology
Chemistry
Computer Science
Design Technology
Economics
English Language
English Literature
Extended Project
French
Geography
German
Government and Politics
History

Japanese
Latin
Mathematics
Further Mathematics
Media Studies
Music
Photography
Physical Education
Physics
Psychology
Religious Studies
Sociology
Spanish
Theatre Studies

Technical Awards are offered in:

Applied Science
Business
Engineering
Health and Social Care
ICT
Sport

For all Sixth Formers there is a programme of Enrichment Studies, designed to broaden their studies and prepare them for life after school. The programme has two main elements:

- Physical education, community service and work experience;
- Conferences on health education, careers, religious studies.

Sixth formers are supported through the assembly programme, tutorial counselling, careers advice and planning for further and higher education or apprenticeships.

Student Support and Guidance

Pastoral Care

We place great emphasis on our system of pastoral care and guidance, which provides a supportive and structured network to aid students' learning.

In Year 9 students are placed in a Tutorial Group (of about 24 students) with some of their friends, where their immediate concerns are met and their pastoral care established. The tutor sees the group twice a day for registration and stays with the group through their three years up to GCSE. In the Sixth Form the groups are smaller and a new tutor takes on the pastoral responsibilities for the two years.

To deal with all day to day matters of administration, discipline and welfare there is a Form Tutor, Head of Year and Assistant and our Student Support Co-ordinator is available for attendance and general welfare matters.

Monitoring Progress

Tutors and Year Heads work to monitor each student's progress and to take any necessary action when it is not satisfactory. A curriculum year book and the homework journal help staff in this important work. Parents receive an annual profile report with interim assessments before the major report. The timing of these reports is linked to the need for making decisions at various stages of a child's school career.

Effort and achievement are rewarded by a variety of methods including a system of merits, certificates of merit and presentation of special prizes, all of which are designed to motivate students. There is also a system of sanctions to support students where necessary and these include detentions, report cards and referral to senior staff. Parents are kept fully informed and involved.

Promoting Personal Development

Our programme to promote student's personal and social development has five main components:

- a) A taught programme of topics covering health education, study skills, economic awareness, political education, environmental and community concerns. Sex education is part of this course and it aims to provide all pupils with an opportunity to explore their developing sexuality as a positive aspect of personal growth, within social, emotional, physical and moral contexts. The framework for the programme identifies two interconnected strands: factual information and discussion of relationships, values and attitudes. The emphasis is on stable, caring relationships at all times.

In both year nine and at GCSE level, the Biology course adopts a wholly physiological approach to reproduction using the human as a mammalian example. The topics of sexually transmitted diseases and contraception are not covered. The English, History and Religious Education courses explore issues surrounding relationships, abortion, divorce and contraception. A full copy of the Sex Education Policy can be obtained from the Headteacher. Parents who wish to withdraw their children from the programme are asked to contact the Headteacher in the first instance.
- b) Careers guidance, including two weeks' work experience in Year 11, visiting speakers and the use of careers specialists, along with the school's careers resource centre.
- c) Three individual student/parent discussions with a member of the senior staff before entry to the upper phase, in Year 11 and before admission to the Sixth Form to ensure best possible progress.
- d) Religious Education with collective worship and religious education lessons being non-denominational in character. The Trust's practice is based on the 1988 Education Reform Act. Parents have the right to withdraw their child from all or part of the religious education and collective worship provided. If they wish to do this they should contact the Headteacher.
- e) The Record of Achievement scheme which is a student-teacher collaboration to identify areas of success in or outside the classroom and to work towards improvements in performance. In Year 11 students receive a final summary called the Record of Achievement and this is highly valued by employers, colleges, parents, and of course the students themselves. Sixth form students add to this record of achievement during years twelve and thirteen.

Special Needs Provision

We are pleased to be an all-ability Trust, offering challenges and opportunities to all members of the community. We are equally aware of the need to provide additional support to those whose special needs (eg. learning difficulties; physical disability; exceptional intellect) require and deserve it.

The Special Needs Faculty works with students with learning difficulties by support teaching and by withdrawal, so that students gain maximum benefit from the main school curriculum. Students with individual specific weaknesses are also given help on a withdrawal basis.

We are recognised by the DFE as the lead school in the area for gifted and talented activity and we are aware of the special needs of the exceptionally gifted and they are catered for by acceleration through the year groups, some early admission for public examinations, preparation for Oxbridge entry and especially by other enrichment programmes.

Working with Parents

First Contacts

During the year before a child joins us prospective parents are invited to visit the school to meet the Headteacher and to see the school in action at the annual Open Evening and Open Morning, both in October. The Head of Year and senior staff arrange personal interviews with all students and parents, held in the second half of the summer term. Arrangements are also made for new students to visit for a day at the end of the summer term. Many children and parents know us because their child is already in our all-through system.

General

Parents and staff need to work in harmony and therefore parents are encouraged to come in to meet the Headteacher, Deputy, Heads of Year and staff about any matter which concerns them. Interviews can normally be made within the hour and it is always wise to make an appointment. Numbered information newsletters are sent to families weekly, always on a Friday, and parents are warmly invited to let us know their views about any matter relating to Trust life. Once a month parents receive a publication entitled "The Accolade" which celebrates all the success of that month. Both the weekly information sheet entitled "The County Courier" and "The Accolade" are available on our website on the day of publication. A half-termly "Trust Newsletter" is also issued and placed on our website.

Consultation Evenings

At least three times a year consultation events are arranged at which parents have the opportunity to discuss the progress of their son or daughter with tutors, subject staff, year heads and senior staff. There are additionally special evenings for curriculum information, careers and higher education advice.

Parent/Teacher Association

The County PTA organises a variety of fund raising social and educational events. All parents are automatically members and there is no subscription. The AGM is held each Autumn and the work of the PTA does much to enhance the education of the students.

Sports and Arts Provision

Central to our curricular and extra-curricular philosophy is "Sports and Arts for All". We are an "Education Extra – Distinction" school and were the first in West Suffolk to be awarded Artsmark Gold status. **We were the BBC East School of the Year for sport in the Olympic Year and are one of the only four schools nationally to hold the government's PE Charter Mark at distinction level. We also have the Prince's Institute Charter Mark for Music, and were re-awarded Artsmark Gold again last summer.**

Sport

The County campus possesses a gymnasium, a smaller sports hall, three pitches, a double floodlit multi-games area, an outdoor basketball court, six netball/tennis courts and a large sports hall which was totally refurbished in the summer of 2012. In addition a new PE lab, seminar space and ICT facility opened in September 2007. Five full time, fully qualified staff oversee the curricular and extra curricular provision for Physical Education and Games. All students in year 9, 10 and 11 receive two hours of PE per week. GCSE Physical Education is offered in Years 10 and 11 and is allocated 3 periods a week. The All-Through Trust PE programme provides opportunities for extra sport and for sports leadership. Clubs operate at lunchtime and before and after the end of the day in the following sports:

Athletics	Martial Arts
Badminton	Netball
Basketball	Rounders
Cricket	Rugby
Cross Country	Squash
Dance	Table Tennis
Football	Tennis
Futsal	Trampolining
Golf	Ultimate Frisbee
Handball	Volleyball
Hockey	

These clubs prepare students for inter school matches and championships, individual championships and in-school presentations. Last year County took part in over 250 matches, competitions, tournaments and championships. Intra-school competition is also encouraged and the school has Captains of Sport who help organise these internal competitions across the Trust.

A huge number of students gain county honours with students also representing the East of England and Great Britain. At team level County Upper are Western Area finalists in netball, football, cricket, squash, rounders, athletics, badminton, rugby, volleyball, cross country, golf and basketball, County finalists in football, tennis, rounders, team athletics, badminton, girls' and boys' cricket and basketball and National finalists in rounders and basketball. County Upper prides itself on mass participation at all sporting levels and in the creative activities of trampolining and dance. In order to ensure a range of activities to appeal to all, there are opportunities for archery, cycling, golf, horse riding, skiing and swimming.

We have strong links with local clubs in athletics, badminton, basketball, cricket, fencing, hockey, table tennis, netball, rugby sailing and volleyball, and many of the town's clubs meet at the school.

In September 2008, a basketball academy opened with an international coach.

The Arts

Our facilities for the Performing Arts were transformed in 2007. A new Visual Arts Centre opened in the spring of 2008. This work, along with a new library, a refurbished science block, new social space, new accommodation for food and a refurbished sports hall, are the result of an investment of over two million pounds. All students in Year 9 study Art, Music, Drama and Dance. In Years 10 and 11 most students follow at least one GCSE course of study from Art, Music, Drama or Physical Education. In the Sixth Form Music, Art, Physical Education, Media Studies and Theatre Studies are available at GCE Advanced level.

The extra curricular programme is based on regular clubs and one off preparations and, for 2017-2018, its highlights were:

- a production of 'Singin' in the Rain' at The Apex;
- two other drama productions, including one at The Theatre Royal;
- four main concerts, a chamber concert, a recital evening, a Christmas Carol Service at St Mary's and a Trust concert at The Apex;
- the annual Art and Design Exhibition;
- the annual Evening of Dance

In recognising the wealth of sports and arts provision we would also point out the additional programmes covering Computing, Technology, Christian Union, Debating, Duke of Edinburgh Award Scheme, Foreign Exchanges and much else. In total over 100 clubs operate weekly.

Behaviour

The basis of our rules and procedures is that we show courtesy and consideration for others and for their property. All members of the community should behave in a way which is appropriate to the situation and sensible behaviour is expected at all times inside and on the way to and from the campus. Our code of courtesies is issued to students each September and it is:

Courtesies

- 1) show consideration towards all people working in the Trust and to all visitors;
- 2) generally allow others to leave a room or building before you yourself enter;
- 3) hold swing doors for those immediately in front or behind;
- 4) walk around the campus rather than run;
- 5) take care when carrying bags;
- 6) avoid making too much noise.

Rules

- 1) keep left on stairs and in corridors;
- 2) never use the Main Hall as a corridor;
- 3) the main entrance is a visitors' entrance and should not be used by students except in an emergency;
- 4) do not wear top coats in lessons;
- 5) always wear pullovers unless you have a 'County Upper' shirt during the times prescribed or you have asked a teacher's permission to remove your pullover in a classroom;
- 6) keep away from the vending machines other than in free time;
- 7) do not go upstairs at lunchtimes unless going to a club activity;
- 8) eat all hot food bought from the canteen in the Dining Rooms;
- 9) do not ride cycles inside the grounds;
- 10) remember that the car parking areas are out of bounds as are the areas at the front of the site unless moving to or from the premises, and the area between the Sports Hall and the mini Sports Hall is out of bounds;
- 11) do not leave the school at break or lunchtime without permission (Sixth Form excluded);
- 12) do not bring items which are not relevant to the life and work of your education;
- 13) do not use "Ipods" or mobile phones in lessons times, the library or in examinations. "Ipods" will be confiscated for half a term if used at these times and mobile phones will be confiscated until a parent collects them or for half a term, whichever is the sooner;
- 14) Tippex is not to be used.

Discipline And Behaviour Policy

The Trust prides itself on its excellent standard of behaviour and on the success of its staff in ensuring high standards.

The policy is based on the belief that the standards of behaviour expected by any school are those which reflect its values and therefore it aims to help achieve our four key aspirations. The Trust aims to promote good behaviour and a positive ethos continuously between students, parents and staff.

All students joining us are issued with the Code of Conduct and Expectations and are asked to go through it with a parent/guardian. Time is set aside with the form tutor to discuss this and the broader rewards and sanctions system. The tutorial programme reinforces this and affords students the opportunity to discuss the issues involved.

We have a consistent, clear policy for dealing with a range of unacceptable behaviour and all staff are encouraged to report instances so that our policy is applied uniformly and our high standard maintained. Standard procedures are applied to a range of issues.

Punishments vary very much according to the circumstance and the severity of the misconduct. The most frequent punishments are extra work, lunch or after school detentions (the latter after 24 hours' notice has been given), exclusion from lessons, report cards and removal of privileges. When a student is 'on report' there is a section for parents to sign daily so that they are aware of the situation.

In very grave circumstances and usually after several warnings, with parents being involved, a pupil may be suspended temporarily or excluded permanently. The bringing of any harmful or illegal substance or article on to the premises is a very serious offence which may result in permanent exclusion. The action is carried out in consultation with the Governing Body.

County Upper monitors students' behaviour and progress very regularly and parents can be assured of early involvement if things go wrong. A full copy of the Behaviour Policy is available from the Headteacher upon request.

Administrative Policies

Medical And Related Issues

Although we provide first-aid facilities, there is no-one medically qualified on the staff. It is therefore essential that we have an emergency contact telephone number, for both parents if possible.

In all cases of emergency a senior member of staff will try to get in touch with the parents concerned but if this is not possible he or she will take action, if necessary in consultation with a local doctor. Parents will be asked to collect sick children and we will not send home a sick child, without adult supervision, unless permission has been granted by a parent.

We need to know about medical conditions which may affect a child's well-being. Parents will be asked for this information at the same time as the emergency contact information is required.

Parents continue to have responsibility for their child's well-being in circumstances where it is agreed that the Headteacher or a member of staff will act on the parents' behalf by administering medicine. However, we reserve the right not to agree to administer medicine in certain cases unless it is satisfied that this is the parents' wish, that the details of dosage and timing have been conveyed precisely and that to do so would have no harmful effect upon the child.

Homework

All students are issued, each September, with a Planner which includes a Homework Policy Statement, outlining methods, times and approaches. The amount of homework time per week should grow from about 8 hours in Year 9 to 12 hours in Year 11. Journals help pupils organise their time, record their homework and write down reminders. Parents and teachers also use the Journal as an aid to home-school communication.

Personal Property

Items of personal property should be clearly labelled and named. Money and valuables should be handed in to a teacher for safe keeping. A number of lockers are available for those who wish to use them. Any enquiries about lost property should be made to reception which will also receive items found. The Trust cannot accept any liability or responsibility for lost items.

Lunchtime

A cafeteria meal service is provided on a 'cashless' basis in both the traditional canteen and the coffee shop. Parent Pay can also be used to put money into students' accounts online. A wide range of choices is available which can make up a full two course meal or snack, whichever is preferred. The cafeteria is also open for breakfast during the winter months and at morning break. Any student may bring a packed lunch. The hall is supervised as a packed lunch eating area. Free meals are available to those students whose parents are receiving Income Support.

Ninth, Tenth and Eleventh Year students will remain on the premises at lunchtime unless they have a lunchtime photo pass to go home. This will only follow a written request from parents. Sixth Form students have the privilege of leaving the premises without permission.

Uniform

Boys in Years 9, 10 and 11 must wear traditional plain mid grey trousers, a plain white shirt with an orthodox collar or a school-crested polo shirt, our own plain navy blue V neck pullover with crest and sensible black shoes.

Girls' uniform is the same apart from the option of wearing a plain mid-grey skirt only available through the school.

Students wear the official polo shirt under their jumpers throughout the year or without a jumper in the summer term.

Jackets and outdoor coats may not be worn in assembly, lessons, tutor times or indoor dining areas. Jewellery should be inexpensive, safe and, if ears are pierced, then only the wearing of studs is allowed. Nose studs and other body piercing are not allowed. Students may wear up to two studs in each ear, one bracelet and one necklace. We will not accept extravagant modes of appearance or hairstyle and Sixth Form students should wear appropriate clothing.

PE Kit

All the kit available from County:

Navy/white/blue unisex polo shirts	Jogging bottoms
Navy/white/blue fitted polo shirts	Skort
Rugby shirts	Socks
Rugby top - $\frac{1}{4}$ zip	
Shorts	

Notes: No jewellery to be worn. All earrings must be removed before any practical participation.
Nb. Skateboarding and leisure type trainers are not suitable for PE.

The County Day

8.55 am	Registration
11.00 - 11.20 am	Break
1.00 - 1.55 pm	Lunch
3.45 pm	School closes

Transport

Details about entitlement to free and concessionary bus transport to and from schools are made by the Passenger Transport Unit, Suffolk County Council, Endeavour House, Russell Road, Ipswich IP1 2BX (telephone: 0345 6066173) However, the transport officer here is Mr J McWilliam and he will be happy to deal with problems and queries about buses. Cycles and motor cycles must be parked at the rear of the craft block and cars in the Klondyke.

Absence

If students are to be absent, parents/guardians should telephone the Student Support Co-ordinator, Mr J McWilliam, on 01284 763638 on the first day of absence and each subsequent day. On return a note to confirm the absence should be brought in to be given to the Form Tutor. We will contact home if a child is absent and there has been no communication from home. Permission for absence for reasons other than illness should be sought from the Head of Year or the Headteacher. Exceptional permission should be sought from the Headteacher for a child to accompany the family on annual holiday in term time.

The school's attendance records for 2017/2018 are as follows:

Total number of students on roll of compulsory school age	809
Percentage of student sessions (half days) missed through authorised absence	3.2%
Percentage of student sessions (half days) missed through unauthorised absence	<0.05%

TOTAL ATTENDANCE FOR YEAR = 96.8%

Additional Information

School Dates 2019-2020

Autumn Term 2019

Professional Development Day: 4th September; 17th and 18th October
Students start: 5th September – finish 19 December
(Half term: Week commencing 21st October)

Spring Term 2020

Professional Development Day: 6th January
Students start: 7th January – finish 2 April
(Half term: Week commencing 17th February)

Summer Term 2020

Professional Development Day: 20th April
Students start: 21st April 2020 – finish 22 July
(Half term: Week commencing 25th May)

Financial Assistance

Where possible, the Governors are pleased to be able to offer financial support to students who wish to develop their interests and abilities in and beyond school. This can take the form of one-off awards or continuing grants and is available to assist **either** those with exceptional talent or those experiencing some financial difficulty. The support has, in the past, helped youngsters in sport, dance, music, foreign exchanges and overseas excursions.

For full details, please contact the Headteacher.

Admissions

The admissions policy for County Upper closely reflects that outlined in the Suffolk LEA's "Information for Parents" booklet. If parents of prospective pupils have any queries they should contact the Headteacher, who will be pleased to talk to and show parents and children around. Priority is given to students currently at Horringer Court or Westley within the Bury St Edmunds Academy Trust.

County Upper is allowed to admit 260 pupils into its intake year (Year 9) each year. In 2016 and 2017, the governing body exceeded the PAN to help with over subscription.

Curricular Complaints

The Governing Body has established procedures so that the concerns of parents and others about the school curriculum and related matters may be considered and, whenever possible, resolved locally. The arrangements are to apply to complaints relating to the curricular responsibilities of the governing body of an academy: that is, that the authority or governing body has acted, or is proposing to act, unreasonably or has failed to comply with the requirements or duties imposed by the Education Reform Act 1988.

In the first instance, particular problems should be referred to the Headteacher who will endeavour to achieve a satisfactory outcome by informal means, if necessary through discussion with appropriate members of staff and the complainant. If, however, the issue cannot be resolved in this way, it may be referred to a panel of governors of the Trust Board.

Special Papers

Additional information is available for parents on our website or on request to the Headteacher:

The information and particulars contained in this prospectus relate to the school year indicated on the front cover and are correct at the time of publication.

It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularised – a) before the start of, or during, the school year in question, or b) in relation to subsequent school years.

2017-2018 GCSE Results

REFORMED SUBJECTS	9	8	7	6	5	4	3	2	1	U	Pass Rate 9-4 (%)
English Language	8	10	33	47	47	42	27	12	3	0	82
English Literature	6	11	27	43	45	42	24	20	9	2	76
Maths	7	15	30	33	49	42	22	24	6	1	77
Combined Science	0	2	16	41	73	60	48	22	4	0	72
Biology	8	11	29	18	13	5	2	3	6	0	88
Chemistry	6	11	18	21	19	8	2	2	7	2	86
Physics	8	11	18	26	15	2	4	5	5	1	84
Computer Science	1	10	7	9	6	3	2	2	2	0	86
Geography	13	16	26	23	20	16	24	5	6	2	75
History	5	7	16	23	29	9	26	13	8	3	64
French	4	5	6	10	47	16	28	9	1	0	70
German	6	3	11	6	16	7	8	3	0	0	82
Spanish	1	1	1	1	0	2	2	3	1	0	50
Art and Design	4	5	13	19	7	4	9	3	0	0	81
Food Technology	0	1	1	6	5	8	6	0	0	0	78
Music Studies	1	2	2	3	4	2	2	1	0	0	82
Drama	0	2	2	10	5	1	4	3	0	0	74
Photography	0	2	0	1	0	0	0	0	0	0	100
Religious Studies	1	3	3	7	5	8	10	5	2	0	61
PE	1	1	5	5	7	4	12	0	0	0	66

UNREFORMED SUBJECTS	A*	A	B	C	D	E	F	G	U	Pass Rate A*-C (%)
Astronomy	0	4	1	2	2	1	0	0	0	70
Child Development	1	7	12	5	4	0	0	0	0	86
Resistant Materials	0	3	4	7	4	2	2	1	1	58
Graphic Design	0	2	9	11	6	4	2	1	1	61
Japanese		4	0	1	0	1	0	0	0	83

Summary of GCSE results

A school's results should reflect a broad curriculum and so we give a full picture below.

%age getting 4+ in both English and mathematics: 75

%age getting 5+ in both English and mathematics: 53

%age getting 2+ sciences at 4+: 76

%age getting 2+ sciences at 5+: 61

%age getting 4+ in the full English Baccalaureate: 52

%age getting 5+ in the full English Baccalaureate: 36

%age getting 5+ 7-9 grades: 20

%age getting 7+ 7-9 grades: 12

2017-2018 A level Results

Subject	Entries	A*	A	B	C	D	E	U	Average Points Score
Art	13	4	2	3	2	2	0	0	43
Biology	16	0	2	3	5	2	3	1	28
Business Studies	2	0	0	2	0	0	0	0	40
Chemistry	15	1	3	2	4	3	1	1	32
Computer Science	6	1	3	2	0	0	0	0	48
D&T Product Design	2	0	0	0	1	1	0	0	25
Drama	4	0	1	3	0	0	0	0	43
Economics	13	0	2	3	6	1	1	0	33
English Language	10	0	0	2	5	3	0	0	29
English Literature	21	1	3	3	11	3	0	0	34
French	6	0	1	3	2	0	0	0	38
Geography	7	0	0	2	3	2	0	0	30
German	3	0	1	0	1	1	0	0	33
History	26	1	2	7	10	6	0	0	33
Mathematics	31	4	10	6	7	3	1	0	41
Mathematics Further	10	0	1	5	2	2	0	0	35
Media Studies	9	2	1	5	1	0	0	0	44
Music	4	1	1	0	1	1	0	0	40
Physics	25	2	5	6	7	3	2	0	36
Politics	8	1	1	2	2	0	2	0	34
Psychology	16	0	2	6	5	1	2	0	33
Religious Studies	6	0	0	2	1	3	0	0	28
Sociology	19	0	4	9	5	1	0	0	38
Spanish	2	0	2	0	0	0	0	0	50
Sport/PE Studies	9	0	1	4	2	1	1	0	33
Extended Project (0.3)	74	12	13	19	22	5	3	0	39

Summary of 'A' Level results 2017/18

%age pass rate: 99.3

%age entries at A*/A: 24.3

%age of entries at A*-C: 82

Average points per entry: 36

Higher Education

Going Up

The following students will be taking up places at universities or colleges:

	Subject	University
Emmanuel Adeoti	Economics	Middlesex University
Ben Amroota	Physics with a Year Abroad	Imperial College London
Antonio Angell	Economics	University of Lincoln
Alexandra Ayres	History and Political Science	University of Birmingham
Edward Bainbridge	Biology with Biotechnology	Bangor University
Louisa Baker	Psychology	Manchester Metropolitan University
James Barber	Computer Science	Loughborough University
Jacob Barry	Digital Media	Anglia Ruskin University
Thomas Bastow	International Business/Spanish	Manchester Metropolitan University
Connor Bevan	Aerospace Engineering	University of Leicester
Stanley Blinco	Pharmacology	Nottingham Trent University
Eleanor Brian	Cellular and Molecular Medicine	University of Bristol
Daisy Brown	Primary Education with QTS	Bishop Grosseteste University
Trevor Cheek	Computer Science	University of Birmingham
Benjamin Cooper	Law	University of Lincoln
Jess Cox	Degree Apprenticeship	ARM
Hannah Crown	Physiotherapy	University of Plymouth
Aoife Doherty	International Business	University of Liverpool
Ruby Doherty	Architecture	University of Sheffield
Ivan Dragovic	Accounting and Finance	Anglia Ruskin University
Letia Eaton	Health and Social Care	Nottingham Trent University
Alana Edgeworth	History and Applied Sociology	University of Suffolk
Dylan Elomri	Coaching and Sport Science	Nottingham Trent University
Alexander Fayers	Computer Security	De Montfort University
Daniel Foulsham	Physics with Astrophysics	University of Kent
Oliver Game	General Engineering	University of Leicester
Alice Grimwood	Mechanical Engineering	University of Brighton
Charles Hall	Accounting and Finance	Manchester Metropolitan University
Katherine Halliday	French and German	University of Chester
Charlotte Hammock	English	University of Suffolk
Benjamin Hart	International Relations	University of Essex
Joshua Hayden	Medicine	University of Nottingham
Benjamin Hudson	Mechanical Engineering	University of Leicester
Olivia Humphreys	Physics	Nottingham Trent University
Annabel Jackson	Exercise and Sport Sciences	University of Exeter
Linsey Kearns	History	Brunel University London
Eloise Darcy Keeble	Sociology and Politics	University of Essex
Ben James	Engineering	University of Cambridge
Jacob Kersey	Financial Economics	Birmingham City University
Joshua Kersey	Economics	Birmingham City University
Harry Kriteaman	Astrophysics	Queen Mary University of London
Molly Lay	English Literature	University of Portsmouth
Suzanne Lee	Criminology	University of Derby
Joshua Macrow	Puppetry: Design & Performance	Royal Central School of Speech and Drama, University of London
Jack McGaley	Aerospace Engineering with Space Technology	University of Hertfordshire
Russell Medcalf	International Development with Economics with a Year Abroad	University of East Anglia
Rebekah Murrell	Mathematics	University of Lincoln
Benjamin Pamplin	Aerospace Engineering	University of Nottingham
Natasha Pearce	Make-Up for Media and Performance	Arts University Bournemouth
Stefan Petkovic	Mathematics	Loughborough University
Francesca Priestley	Law with Criminology	The University of Law
Phoebe Ransom	Mathematics with Business	University of East Anglia
Thomas Render	Financial and Business Economics	Royal Holloway, University of London

Bethany Sampher	Biomedical Science	Anglia Ruskin University
Aaronpal Sandhu-Nelson	Psychology	Nottingham Trent University
Lewis Savage	Business Management	City College Norwich
Peter Zack Savill	Mathematics and Physics	University of Bath
Liam Schofield	Events Management with Hospitality	Edge Hotel School
Mikayela Sealby	Psychology	University of Greenwich
Felesia Shaju	Pharmacy with a Foundation Yr	University of East Anglia
Emily Sinden	Accountancy and Finance	University of Lincoln
Bryony Smith	Degree Apprenticeship	AstraZeneca
Emily Smith	Spanish, Portuguese and Latin American Studies	University of Leeds
Joe Stanton	Mathematics with Statistics	University of Portsmouth
Mia Stevens	Early Childhood Studies	Sheffield Hallam University
Madeleine Swane	Criminology	University of Nottingham
Katherine Tilyard	Sociology	University of Sheffield
Joshua Titcombe	Banking Finance and Management	Loughborough University
Henry Upton	Business Studies	Sheffield Hallam University
Alice Walker	Ancient History and History	University of Nottingham
Ruby Wappett	Theatre and Digital Production	Bath Spa University
Max Weston	English Language	University of Chester
Ben Wilkinson	Psychology and Criminology	Anglia Ruskin University
Lydia Williams	Psychology	University of Sheffield

We have heard of the graduation successes of the following former students:

Alexandra Albon	Specialist Hair & Media Makeup	University College Birmingham 1st
Deanna Atkins	Marine Biology	University of Essex 2:1
Charlotte Aves	Geography	Newcastle University 1st
Jessica Bird	Illustration	Norwich University of the Arts 2:1
Lucy Blinco	Fine Art painting and drawing	University of Northampton 1st
Megan Boreham	Midwifery	University of East Anglia 1st
Marcus Breeze	History and Politics	University of Kent 2:1
William Burns	English	University College, London 1st
Patrick Doherty	Physics	Warwick University 1st
Laurence Grant	Physics	University of York 2:1
Abi Harrington	Sociology	Goldsmiths, London 1st
Daniel Harrison	History & Archaeology	University of East Anglia 1st
Emma Healey	History & History of Art	University of York 2:1
Philippa Higgins	History & Film Studies	University of East Anglia 2:1
James Hollings	Business Management	University of Suffolk 2:1
Olivia Holmes	Geography (Human)	Cardiff University 1st
Thomas Hubbard	Chemical Physics	University of East Anglia 2:2
Molly Lloyd	Geography	University of East Anglia 1st
Lydia Marshall	Sociology	University of Liverpool 2:1
Jen McGaley	Natural Sciences	University of Cambridge 1st
Ruth Newton	Physics	Durham University 1st
Laura Parnell	Healthcare Science (Life Science)	University of the West of England 1st
Ella Price	Musical Theatre Performance	2:1
Jack Routledge	Film, Photography and Media	University of Leeds 1st
Doug Sands	Zoology	Bristol University 1st
Dominique Scoles	Film, Photography and Media	University of Leeds 1st
Connor Vince	Geography	Keele University 1st
Alex Walls	Computing for Business	De Montfort University 1st
Georgia White	Biological Sciences	University of Exeter 2:1

“Students represented the school exceedingly well and made an indelible impression on the inspectors” Ofsted

