



BURY ST EDMUNDS COUNTY UPPER SCHOOL

a High Performing Academy



Prospectus for 2014/2015



Bury St Edmunds County Upper School

part of the 4-19 all-through Bury St Edmunds Academy Trust

Contents

Recipient of an International School Award

The Curriculum

Student Support and Advice

Special Needs Provision

Working with Parents

Sports and Arts Provision

Behaviour

Administrative Policies

Public Examinations 2012-2013

Student Destinations 2012-2013

Additional Information



Who's Who

Mrs V Neale

Headteacher

Mr S Willis

Deputy Headteacher

Mr P Coleman

Assistant Headteacher

Mrs D Kelsey

Senior Pastoral Leader

Mrs L Kennedy

Head of Year 9

Mrs J Waters

Head of Year 10

Mrs J Thomas

Head of Year 11

Mr P Fisher

Head of Sixth Form

Mr J McWilliam

Student Support
Co-ordinator

Mrs C Bennett

Head's P.A.

Dr R Fletcher

Chairman of Governors

Mrs H Wilcock

Chairman of P.T.A.



The Curriculum

At Key Stage 3

On entry to the school 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	Information Technology
Computer Science	Mathematics
Dance	Music
Design and Technology	Physical Education
Drama	Religious Studies
English	Science
French	
Geography	<i>With many students also studying German</i>
History	<i>and able to study Latin, Japanese and Spanish</i>

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 all students again follow the National Curriculum, now at Key Stage 4. In addition to studying:

English (<i>Language and Literature</i>)	Mathematics
	Physical Education
	Religious Studies
	Science (<i>Biology, Physics and Chemistry</i>)

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

Languages	Design and Technology	Creative Arts	Humanities, etc
French German Spanish	Computer Science Electronic Products Food Technology Graphic Products Information Technology Resistant Materials	Art Drama Music Physical Education (including dance)	Business Studies Child Development History Geography Travel and Tourism

There is considerable 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**, if they are double linguists or triple scientists. Students can also study **GCSE Japanese, Latin, Astronomy and Dance**.

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 the CUS Sixth Form is available from the Director of Sixth Form Studies.

GCE AS and A2 levels are offered in:

Applied Science	History
Art and Design	Information Technology
Biology	Japanese
Business Studies	Mathematics
Chemistry	Further Mathematics
Computer Science	Media Studies
Critical Thinking	Music
Design Technology	Philosophy and Ethics
English	Physical Education
English Literature	Physics
Environmental Science	Politics and Government
French	Psychology
Geography	Sociology
German	Spanish
Health and Social Care	Theatre Studies
	Travel and Tourism

Teaching is provided in all these subjects by County Upper staff but our links with St Benedict's RC Upper School enable us to widen the combination of subjects which individual students can follow.

For all Sixth Formers there is a compulsory 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, work experience, information technology or Italian;
- ♦ 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

The school places great emphasis on its system of pastoral care and guidance, which provides a supportive and structured network to aid students' learning.

On entry to the school in Year 9 students are placed in a Tutorial Group (of about 24 students) with some of their middle school 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 in the main school. 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 the school's 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. Essentially, however, sex education is taught as part of the Guidance programme in years nine to eleven. 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 interviews with a member of the senior staff before entry, in Year 11 and before admission to the Sixth Form.
- d) Religious Education with collective worship and religious education lessons being non-denominational in character. The school'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 Years 11 and 13 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.

Special Needs Provision

We are pleased to be an all-ability school, 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.

In 2008, we were recognised by the DFE as the lead school in the area for gifted and talented activity and we are equally 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 the school prospective parents are invited to visit the school to meet the Headteacher and to see the school in action at the annual Open Evening 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 the school for a day at the end of the summer term.

General

Parents and school need to work in harmony and therefore parents are encouraged to come into school 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 school 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.

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 Upper School 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 school 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 only four schools nationally to hold the government's PE Charter Mark at distinction level. The school also has the Prince's Institute Charter Mark for Music, and was re-awarded Artsmark Gold again this summer.**

Sport

The school 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 and sport studies are offered in Years 10 and 11. Both are allocated 3 periods a week. This option is taken up by about 30% of each year group, of whom at least 70% gain GCSE grade at A* to C. All 6th Form students have access to a half day of sport each week where 13 sports are offered on or off site.

Clubs operate before school, at lunchtime and after school in the following sports:

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

These clubs prepare students for inter school matches and championships, individual championships and in-school presentations. Last year the school took part in over 200 matches, competitions, tournaments and championships. Intra-school competition is also encouraged and the school has Captains of School Sport who help organise these internal competitions.

Last year the school saw 91 students gaining county honours across 14 sports with 30 students representing the East of England and two representing Great Britain. At team level County Upper are Western Area finalists in football, cricket, squash, rounders, athletics, badminton and basketball, County finalists in 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, sailing, skiing and swimming.

The school has 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 at the school with an international coach. This is one of ten pilot academies nationally. In September 2010 it was expanded to include a girls' academy.

The Arts

The school's 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 since September 2005. 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 2012-2013, its highlights were:

- a whole school production
- two other drama productions;
- four main concerts, two chamber concerts, a recital evening and a Christmas Carol Service;
- the music tour to Venice;
- the annual Art and Design Exhibition;
- Evensong performances in cathedrals and churches

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's Award Scheme, Foreign Exchanges and much else.

Behaviour at County Upper School

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 the school and on the way to and from school. The school's code of courtesies is issued to students each September and it is:

Courtesies

- 1) show consideration towards all people working in the school 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) do not use the lower corridor in the Main Block at lunchtimes unless going to the Dining Rooms;
- 3) never use the Main Hall as a corridor;
- 4) the main school entrance is a visitors' entrance and should not be used by students except in an emergency;
- 5) do not wear top coats in lessons;
- 6) 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;
- 7) keep away from the vending machines other than in free time;
- 8) do not go upstairs at lunchtimes unless going to a club activity;
- 9) eat all hot food bought from the canteen in the Dining Rooms;
- 10) do not ride cycles inside the school grounds;
- 11) remember that the car parking areas are out of bounds as are the areas at the front of school unless moving to or from the school premises, and the area between the Sports Hall and the mini Sports Hall is out of bounds;
- 12) do not leave the school at break or lunchtime without permission (Sixth Form excluded);
- 13) do not bring items to school which are not relevant to the life and work of the school;
- 14) 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;
- 15) Tippex is not to be brought to school.

Discipline And Behaviour Policy

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

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

All students joining the school 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 of the school. The tutorial programme reinforces this and affords students the opportunity to discuss the issues involved.

The school has 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 from the school. The bringing of any harmful or illegal substance or article on to school 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 at County Upper

Medical And Related Issues

Although the school provides 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 the school will not send home a sick child, without adult supervision, unless permission has been granted by a parent.

The school needs 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 at school in circumstances where it is agreed that the Headteacher or a member of staff will act on the parents' behalf by administering medicine. However, the school reserves 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 school 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 to school. 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.

School Dress

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, the school's 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. Students wear the official school 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. The school will not accept extravagant modes of appearance or hairstyle and Sixth Form students should wear clothing appropriate for school.

PE Kit

Indoor:

Gold polo shirt (CUS crest)*
Navy shorts*
Navy socks*

Trainers (laces done up!)

Plain navy tracksuit trousers* to be worn for trampolining and in severe weather conditions.

* these items are available for purchase from school

Outdoor:

Plain navy (reversible) rugby shirt*
Plain navy shorts*
Plain navy socks*
Plain navy fleece* (optional)

Football boots

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 School Day

8.55 am
11.00 - 11.20 am
1.00 – 1.55 pm
3.45 pm

Registration
Break
Lunch
School closes

Transport

Decisions about entitlement to free and concessionary bus transport to and from school are made by the County Education Department, Grimwade Street, Ipswich IP4 1LJ (telephone: 01473 265064). However, the transport officer in school 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. On return a note to confirm the absence should be brought in to be given to the Form Tutor. The school 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 2012/2013 are as follows:

Total number of students on roll of compulsory school age	798
Percentage of student sessions (half days) missed through authorised absence	3.3%
Percentage of student sessions (half days) missed through unauthorised absence	<0.05%

TOTAL ATTENDANCE FOR YEAR = 96.7%

Additional Information

School Dates 2014-2015

Autumn Term 2014

Thursday 4th September to Friday 19th December 2014
(half term: week commencing 27th October)

Spring Term 2015

Tuesday 6th January to Friday 27th March 2015
(half term: week commencing 16th February 2015)

Summer Term 2015

Tuesday 14th April to Wednesday 22nd July 2015
(half term: week commencing 25th May 2015)

Financial Assistance

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 to the School

The admissions policy for the school 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 County Upper. Priority is given to students currently at Horringer Court or Westley Middle Schools within the Bury St Edmunds Academy Trust.

The School is allowed to admit 260 pupils into its intake year (Year 9) each year.

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 school.

Special Papers

The following additional information is available for parents on request to the Headteacher:

- the termly Governors' meeting minutes
- School syllabuses and schemes of work
- Policy Documents on: *Information Technology; Sex Education; Charging for Activities; The School's Budget; Multi-cultural education; Special Needs; Equal Opportunities; Behaviour Policy*

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.

2012/2013 Examination Results

GCE A Level Results

Subject	Entries	A*	A	B	C	D	E	U
Art & Design	15	8	3	3	1	-	-	-
Biology	32	4	11	5	8	4	-	-
Business	13	-	3	4	5	-	1	-
Chemistry	29	2	14	8	4	1	-	-
D & T Product Design	1	-	1	-	-	-	-	-
Drama	3	-	-	1	2	-	-	-
English Language & Literature	16	4	1	4	6	-	1	-
English Literature	28	3	5	10	8	2	-	-
French	8	2	3	-	2	1	-	-
Geography	14	2	3	4	3	2	-	-
German	9	-	5	2	1	-	1	-
Health & Social Care	11	2	2	1	3	3	-	-
History	27	1	9	7	9	1	-	-
Information Technology	3	-	2	-	-	-	1	-
Mathematics Further	3	1	-	1	-	1	-	-
Mathematics	26	3	7	12	1	2	1	-
Media Studies	8	-	1	4	3	-	-	-
Music	7	1	2	3	-	1	-	-
Physics	10	1	3	4	1	1	-	-
Politics	22	-	4	10	6	1	1	-
Religious Studies	1	-	-	-	1	-	-	-
Science: Environmental	1	-	-	-	1	-	-	-
Sociology	21	5	2	11	2	1	-	-
Sport/PE Studies	11	2	2	4	2	-	1	-
Travel & Tourism	6	-	1	4	1	-	-	-
% of entries (CUS) cumulative		12.6	38.5	70.2	91.7	98.1	100	100
% of entries (national)		7.6	26.3	52.9	77.2	91.9	98.1	100

SUMMARY OF LEVEL 3 RESULTS 2012/13

% Pass Rate	% Entries at A*	% Entries at ABC	Av. Points per subject entry	Candidates Av. Points (inc. AS results)
100	12.6	92	243.6	862

GCSE Results 2012/2013

Number of pupils in school aged 15: 253

Number of pupils in school aged 15 not entered for any exam: 0

SUBJECT	Entries	A*	A	B	C	D	E	F	G	Pass Rate A*-C (%)
Art & Design	92	21	19	21	25	5	1	-	-	93
Biology	131	15	29	39	43	5	-	-	-	96
Business Studies	102	-	13	21	21	21	18	8	-	54
Chemistry	131	14	23	31	49	14	-	-	-	89
D&T Food Technology	32	1	10	9	11	1	-	-	-	97
D&T Graphic Products	43	2	11	10	10	5	4	1	-	77
D&T Resistant Materials	40	1	5	18	10	2	2	2	-	85
Drama	44	1	11	11	12	3	3	2	1	78
English Language & Lit.	253	18	43	81	82	11	10	3	5	89
English Literature	253	18	48	47	57	57	19	3	4	67
French	126	22	19	25	37	19	3	1	-	82
Geography	81	21	14	16	18	10	1	-	1	85
German	67	14	14	20	7	9	3	-	-	82
History	154	20	26	40	24	18	10	11	4	71
Home Economics (Child)	46	1	14	21	9	1	-	-	-	98
ICT	78	-	23	21	34	-	-	-	-	100
Japanese	3	2	1	-	-	-	-	-	-	100
Mathematics	253	15	21	57	101	27	18	12	2	77
Music	19	5	9	2	1	1	1	-	-	89
Physical Education	45	1	5	11	20	4	4	-	-	82
Physics	131	21	29	36	39	5	1	-	-	95
Religious Studies	169	21	20	37	39	34	10	6	2	69
Science (Single Award)	122	-	-	1	80	30	9	-	-	66
Science: Additional	122	-	-	4	60	39	11	7	-	52
Spanish	6	2	-	-	1	1	-	2	-	75
Sport	13	4	-	-	9	-	-	-	-	100
Travel and Tourism	31	3	-	5	23	-	-	-	-	100

SUMMARY OF GCSE RESULTS 2012/13

% entered for 1+ GCSEs	100
% achieving 1+ GCSEs	100
% achieving 5+ GCSEs including English and Mathematics	100
% achieving 5+ A*-C grades	83
% achieving 5+ A*-C grades including English and Mathematics	77
% achieving 5+ A*/A grades	26

Higher Education

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

Thomas Adams	Navigation and Maritime Science	Plymouth University
Kate Albon	Business Management	University of Birmingham
Lydia Baxter	Sociology	University of Bath
Hilary Beale	International Relations and American Studies	Canterbury Christ Church University
Madeleine Blake	Childhood Studies	University of East Anglia
Ellis Blyth	Abnormal and Clinical Psychology	Anglia Ruskin University
Laura Bramwell	Biochemistry	University of Reading
William Brocklebank	Physical Education	University of East Anglia
Harriet Byrne	English Literature	University of Leeds
Thomas Chadwick	Virology and Immunology	University of Bristol
Jennifer Croydon	Medicine	University of Nottingham
Alexander Davison	Music	University of York
Catherine Denby	History	King's College, London
Rachel Earl	Primary Education	Bishop Grosseteste University
Lucy Emmerson	Biological Sciences	University of East Anglia
Phoebe Evans	History	University College, London
Jake Fairweather	Mechanical Engineering	University of Leicester
Samuel Fearnley	Biological Sciences	University College, London
Connor Ford	Mathematics	University of York
Hazel Forde	Pharmacy	University of East Anglia
Eleanor Foreman	Events Management	Leeds Metropolitan University
Samuel Freeman	History	University of Lincoln
Lucy Frost	Biochemistry with Industrial Experience	University of Exeter
Jessica Gaskell	Politics and Social Policy	University of Leeds
Michelle Gault	Science	University of East Anglia
Theodore Harris	Surveying and Mapping Science	Newcastle University
Samuel Harrison	History	Swansea University
Chloe Hartley-Pryce	Accounting and Finance	Bangor University
Ben Ives-Walters	Music and Sound Technology	University of Portsmouth
Harriet Johnson	Geography	Sheffield Hallam University
Danielle Jones	Economics, Politics and Public Policy	Goldsmiths' College, London
Harry Jones	Chemistry	Nottingham Trent University
Maisie Kilner	Physiotherapy	Leeds Metropolitan University
Eden Kirin	Sociology with Social Psychology	University of York
Annabel Lane	Pharmacy	University of East Anglia
Charlotte Leaman	Medical Anthropology	University of Kent
George Lines	Science	University of East Anglia
Rebecca Littlechild	Film Studies	Anglia Ruskin University
Charlotte Maguire	Politics and International Relations	University of Sussex
Joel Mapp	Sports Management	University of Winchester
Naomi Mauger	Events Management	University of Lincoln
Sarah-Janine Mayhew	English Literature with American Studies	Canterbury Christ Church University
Chloe McMath	Politics and Sociology	University of Surrey
Harriet Mills	English Literature with Creative Writing	York St John University
Matthew Molyneux	Biology	University of Lincoln
Lynn Moyo	Business Management	Kingston University
Samuel Nelson	Sport and Exercise Science	Leeds Metropolitan University
Antonia Nolan	Business Management	Anglia Ruskin University
Hannah O'Brian	History with English	University of Chichester
Rosie Olmstead	History	University of Kent

Harry Palmer	English Language and Literature	St John's College, Oxford University
Ryan Palmer	Chemistry	University of York
Jonathan Pateman	Architecture	University of Huddersfield
Chloe Patterson	Education, Culture and Childhood	University of Sheffield
Jamie Perry	History	University College, London
Grace Pocock	Psychology	Royal Holloway, University of London
Fiona Points	English Literature, Creative Writing and Practice	Lancaster University
Alice Rayner	History	University of East Anglia
Joseph Redmore	Film making	Manchester Metropolitan University
Aidan Reilly	Media Production	Coventry University
Derek Rutter	Sociology	Durham University
Hannah Sainsbury	Medicine	University of Liverpool
Georgina Scott	English and American Literature	University of East Anglia
Guy Shalev	Business and Management	University of Lincoln
Samuel Shorten	Contemporary History	University of Leicester
Fiona Smee	Animal Health and Welfare	Harper Adams University
Deanna Smith	Children's Nursing	Kingston University
Finn Sokolowski	War Studies	University of Birmingham
Camilla Stanton	Natural Sciences	Corpus Christi, University of Cambridge
Lauren Stephenson	International Business, Finance and Economics	University of Manchester
James Stoten	Media and English	Goldsmiths' College, London
Megan Taylor	Physical Education and Sports Studies	University of Worcester
Miranda Wadham	English and European Law	Queen Mary, University of London
Lauren Warford	Law	University of Hull
Rosie Waters	Biological Sciences (Biochemistry)	University of Leicester
Roger Watt	Physics	University of Edinburgh
Annabel Whyte	Modern Languages	University College, London
Karis Wright	English Literature	Newcastle University
Kirstie Wright	Law	University of York

In addition, **Jordan Cook** and **Elliott Defreitas** have both gone to American colleges on basketball scholarships.

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

Laura Anders	English	Balliol College, Oxford	2.1
Hannah Blofield	Acting	University of Northampton	1 st
Daniel Clarke	English Literature	University of Sheffield	1 st
Felicity Cox	Linguistics (MA Hons)	University of Edinburgh	2.1
Chloe Darlow	Human Bioscience	University of Exeter	2.1
Sean Dunnett	Chemistry	University of Sheffield	1 st
Robert Earl	History	Anglia Ruskin University	1 st
Amy Fallows	Film Studies	University Campus Suffolk	2.1
Laura Green	Criminology and Criminal Justice	University of Portsmouth	2.1
Rachel Griffiths	Dentistry	University of Manchester	BDS
Rebecca Guy	Applied Sport, Health & Exercise	University of East Anglia	2.1
Robin Forrest	Physics	University of Warwick	1 st
Amie Haslen	Fine Art	Aberystwyth University	1 st
Naomi Jones	History	University of Chichester	2.1.
Lucy Kelly	History	Royal Holloway College, London	2.2
Jack Kimber	English Literature	University of Sheffield	2.1
Saul Leslie	English and Philosophy	Liverpool University	2.1
Bryony Macintyre	Art & Design	Covenant College, Georgia, USA	major

Matthew Miles	Modern History & Politics	University of Liverpool	2.1
Emma Nakazato	Music	City University, London	2.1
Rebecca Nicol	Zoology	University of Glasgow	2.1
Toby Nunn	History and Politics	University of Sheffield	2.1
Tim Pakenham	Economic History	University of Edinburgh	2.1
Bethany Raper	Communications	University of Leeds	2.1
Sophie Robertson	Music	University of Hull	2.1
Jonathan Soman	Music	Lady Margaret Hall, Oxford University	2.1
Nicholas Snelling	Drama Studies	De Montfort University	2.1
Alexa Smit	Biomedical Sciences	Newcastle University	2.2
Joji Tanaka	Chemical Biology	University of Warwick	1 st
Richard Trumpess	Business and Management Studies	University of Sussex	1 st
Adam Tully	Business and Management	University of Lincoln	2.2
Patrick Watts	Physics	Merton College, Oxford	1 st
Alex Whyte	Mechanical Engineering	King's College, Cambridge	1 st
Joshua Whitlock	Human Geography and Planning	Cardiff University	1 st
Peter Wilcock	Chemical Engineering	King's College, Cambridge	2.1
Keiran Wingfield	Geography and Natural Hazards	Coventry University	2.1
Samuel Wragg	English and American Literature	University of Kent	1 st

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





