



## **BISHOP VESEY'S GRAMMAR SCHOOL**

A VOLUNTARY AIDED GRAMMAR SCHOOL FOR BOYS (MIXED SIXTH FORM)

Lichfield Road, Sutton Coldfield B74 2NH

Telephone: 0121 250 5400

Fax: 0121 250 5420

e-mail: [head@bishopveseys.bham.sch.uk](mailto:head@bishopveseys.bham.sch.uk)

Chairman of Governors:

Mr Clive Richards OBE, DL.

Headteacher:

Mr David Iddon B.A., M.Ed., NPQH.

Deputy Headteachers:

Mr William Potter B.Sc., NPQH.

Mr Dominic Robson B.A.

Number on School Roll: 917

BVGS admits 124 students each year into year 7.

Number in Sixth Form: 298





## **BISHOP VESEY'S GRAMMAR SCHOOL**

ADMISSIONS INFORMATION

LIST OF STAFF AND GOVERNORS

GENERAL GUIDELINES AND CODE OF CONDUCT

UNIFORM



## ADMISSION TO THE SCHOOL

In 2010 124 places will be available in Year 7 for boys whose dates of birth fall between 1.9.98-31.8.99. The Governors offer places at the school on the basis of performance in selective tests administered each year in October by the Birmingham Education Authority. Parents of boys attending maintained primary schools within the Authority will receive application forms for the test through their schools in July. Parents of boys attending schools other than these should apply to:

Admissions and Appeals, Education Department,  
Margaret Street  
Birmingham B3 3BU

Tel: 0121 675 0555

Please also contact Admissions and Appeals directly for information about the selective process, together with the relevant application information.

Bishop Vesey's Grammar School no longer has a residence requirement, and entry to this school is solely as a result of marks gained in the tests whether or not candidates live in Birmingham.

The tests will be held on **Saturday 17th October 2009** and will consist of three separate papers. These have been designed to identify the most able candidates. The three papers are:-

**Verbal Reasoning:** This paper will test students' ability to reason, and will be of 30 minutes duration, with a practice test of 10 minutes.

**Non-Verbal Reasoning:** This paper tests the ability of students to reason with shapes and symbols, and will be of 35 minutes duration, including time for practice.

**Mathematics:** This paper emphasises problem-solving skills applying mathematical knowledge appropriate for key stage 2 of the National Curriculum, and will be of 50 minutes duration. There is no practice paper.

Each of the questions will have an equal weight, and will be standardised to account for age differences in candidates. The tests are considered to be valid, reliable and fair. It is recognised that parents may wish to help their studentren. However, it is believed that excessive practice and coaching should be discouraged because it is considered counter productive.

Open sessions for those hoping to be admitted in 2010 will be held as follows:-

<b>Thursday September 17<sup>th</sup> 2009</b>	<b>5.00pm – 9.00pm</b>	<b>for Parents and boys</b>
<b>Friday September 18<sup>th</sup> 2009</b>	<b>10.00am - 11.30pm</b>	<b>for Parents and boys</b>

From time to time vacancies arise in other years. Admission in these cases is by means of testing and interview at the school. In addition a number of young people join our Sixth Form each year. Those seeking admission in these categories should write for details of the procedure.

David Iddon  
Headteacher



## **ADMISSION TO THE SIXTH FORM**

Students wishing to join our Sixth Form from other schools are welcome to contact us, during the course of Year 11. The Head of Sixth Form sends an information pack, giving details about what our Sixth Form has to offer and our entry requirements, and including a Beyond 16 form. The student is asked to fill in certain personal information and then pass the form to the Head of Year of his/her current school. Assessment of academic success so far and potential for study at AS and A2 level is added and the form returned to us. If we believe the candidate shows promise and that there are signs he/she would benefit from two years with us, we invite the student and his/her parent(s) to come into school to hear about life in the Sixth Form, to be shown around school by members of the current Sixth Form and for the student to be interviewed by a senior member of staff. As soon as possible the Headteacher meets with the Head of Sixth Form and they examine each application carefully. An offer is made in writing, specifying the grades we would expect for the student to take the course in which he/she is interested.

## **SIXTH FORM OPEN EVENING**

Our Sixth Form Open Evening is on **Wednesday 4th November 2009 7pm-9pm. This is earlier than usual in the academic year.** Both students from Bishop Vesey's Year 11 and in-coming students attend and are able to see something of the work and other activities undertaken here. There are opportunities to visit departments and speak with teachers and current Sixth Form students. Information about the school and subject specific materials are made available. Students and their parent(s) are addressed by the Headteacher and the Head of Sixth Form.



## **THE GOVERNING BODY**

### **FOUNDATION GOVERNORS**

#### **CHAIRMAN**

Mr Clive Richards OBE, DL

Mrs Liz Carr	Mrs Diane Calvert
Mr Peter Dines	Mr Brian Dixon
Mr Graham Homer	Mr Matt Moore
Dr Chris Rhodes	Mr Julian Whiting

### **PARENT GOVERNORS**

Mr Peter Davies	Mrs Colette Robinson
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### **STAFF GOVERNORS**

Mr David Iddon (Headteacher)	Mrs Lesley Overton
Mrs Lynn Penny	Mr Philip Barker

### **LOCAL EDUCATION AUTHORITY GOVERNOR**

Mr David Allan

### **ASSOCIATE MEMBERS**

Mrs Shahana Khan	Dr John Craggs
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### **CLERK TO THE GOVERNORS**

Mr Kerry Osbourne  
46 High Street, Sutton Coldfield, B72 1UL



## **HEADTEACHER**

Mr David Iddon

## **DEPUTY HEADTEACHERS**

Mr William Potter

Mr Dominic Robson

## **BURSAR**

Mrs Joan Cameron

## **SENIOR HEAD OF YEAR**

Miss Beverley Gilbert

## **SENIOR LEADER i/c PERSONALISED LEARNING**

Miss Ruth Hearn

## **HEADS OF YEAR**

Mrs Lynn Penny

(Head of Year 7)

Mr Stuart Hutchieson

(Head of Year 8)

Mr Matt Collins

(Head of Year 9)

Mr Tom Williams

(Head of Year 10)

Mr Dave Phillips

(Head of Year 11)

Mr Dominic Robson

(Head of Sixth Form)

Miss Kate Steadman

(Head of Lower 6<sup>th</sup> Form)

Mr Dave Goodwin

(Head of Upper 6<sup>th</sup> Form)

## **SENIOR LEADER i/c LANGUAGE COLLEGE STATUS**

Mr Matt Phillips

## **TRAINING SCHOOL MANAGER**

Mr Steve Baugh

## **TRAINING SCHOOL OUTREACH MANAGER**

Mr Geoffe Goode

## **HEADS OF DEPARTMENTS**

Mr Steve Baugh (Geography)

Dr Nick Colclough (Physics)

Mr Geoff Goode (Design & Technology)

Miss Vivienne Green (Mathematics)

Mr Edward Jopling (English)

Miss Laura King (French)

Miss Hannah Lockyer (History)

Dr Sarah Sangster (Assis.Head of Biology)

Mrs Kathryn Wright (Business Studies)

Mrs Linda Blakemore (I.C.T.)

Mr Steve Crawshaw (Director of Sport)

Mr Rudi Götschel (Lead Practitioner in Languages)

Mr Alan Jones (Religious Studies)

Mr Martin Lea (Science & Chemistry)

Miss Emma Neville (Art)

Mrs Alison Timms (Music)

## **HEADS OF HOUSE**

Mr James Young (Blue)

Miss Alison McAleer (Gold)

Mr David Goodwin (Red)

Mr Chris Howell (White)

## **SOME SPECIAL RESPONSIBILITIES**

Mr David G Phillips (Careers)

Mr Stuart Hutchieson (Work Experience)

Miss Ruth Hearn (Special Needs Co-ordinator)

Miss Bushra Hameed (PHSE/Citizenship KS3 & KS4)



## **THE OLD VESEYAN ASSOCIATION**

President: Mr David Iddon  
Chairman: Mr Roger Crees  
Secretary: Mr Clive Burkin

The School enjoys the support of an active and committed former students' association whose motto is *"The Renewal of Old Friendships and the Welfare of the School"*.

The Association supports the school in a variety of activities and provides a network of contacts all over the world. Some former students help provide work experience placements, others assist in giving mock interviews to Upper Sixth students, whilst some help with games fixtures on a regular basis. In these and many other ways, the work of the Association on behalf of the school is most valued. Members of the Association have given significant financial support to the school particularly in large capital building projects such as the Randon Design Centre, the Sports Hall and the Clive Richards Centre.

## **THE PARENTS' ASSOCIATION**

Chair: Russell Tipson  
Treasurer: David Jupp  
Event Coordinator: Amanda Latham  
Event Coordinator: Sue Lummus  
200 Club Manager: Rob Stirch  
Membership Secretary: Jane Foster  
(Contact via Main School Office)

Founded in 1948, the Parents' Association, of which all parents are members, provides a lively annual programme, including a Welcome Evening for New Parents, Dances, Concerts, Careers Events, Quizzes, a variety of sporting fixtures and many other fund-raising events. Its main aim is to foster and support the welfare of Bishop Vesey's Grammar School.

The Parents' Association has been successful in helping to fund numerous projects for the school including the Sports Hall, Music Centre, lighting rig/sound equipment in the Main Assembly Hall and most recently the impressive multisport astroturf pitch.

The Parents' Association also provides practical help in enhancing the career prospects of our senior students by helping with interview practice sessions for 'A' level students, in addition to providing most valued work placements for some of our Year 10 students. A number of parents provide valuable assistance with our teams at weekends, including the provision of refreshments for the visiting team and their supporters. Indeed, we are indebted to the Association for providing refreshments at many of our school events.

Additional support with any of the above activities is always welcomed and please feel free to contact the main school office for further details.



## **BVGS ENRICHMENT ACTIVITIES FUND**

The school runs extensive extra-curricular activities throughout the year and this fund helps this essential part of your student's development at Bishop Vesey's Grammar School. In the past it has supported activities such as:-

- Barbados Netball Tour
- Singapore and Australian Senior Rugby Tour
- South African Cultural Exchange

## **THE VESEY FOUNDATION.**

Registered Charity Number 1121803

The mission of The Vesey Foundation is to provide an umbrella of support for the various activities of Bishop Vesey's Grammar School and of the organisations associated with the school whilst co-ordinating and promoting these activities to the benefit of the school.

The aim of The Vesey Foundation is to secure the long-term survival and development of the school as a place of excellent education and distinctive ethos.

As a new parent we hope that you will become involved from day one. There are so many ways in which you can help, becoming a 'Friend of Vesey's' is not always about donating regularly to the school there are other areas of knowledge and skills which are needed, to ensure development for the future. Marketing, PR, printing and photography are just a few of the areas where you may be able to help.



## THE STUDENTS

### PASTORAL CARE

The school is organised so that every student will feel close to a Member of Staff who will help with any problems. The welfare and full personal development of students are the concern of every Member of Staff, but in addition Form tutors and Heads of Year have specified responsibilities.

The student's first point of reference will be the Form teacher, whom he/she meets at registration every morning and afternoon and who may also teach one of his/her subjects. They may contact parents in the interest of a student, and will sometimes involve the appropriate Head of Year, senior Head of Year or Deputy Heads. Difficulties with work are best raised by the student with the subject teacher, who always has available the advice and guidance of the Head of Department. Learning is a two-way process, and students must have the confidence and maturity to seek extra help as the need arises.

At lunchtime, Supervisory Assistants, Senior members of staff and Sixth Form students are extensively on duty about the site. The names of Members of Staff on call throughout lunchtime are clearly displayed beside the Staff Room door.

Finally, the Headteacher, Deputies or Senior Teachers can always be contacted about any major problem.

### DISCIPLINE

The school hopes to exercise its influence through reasoned persuasion and in a spirit of cooperation, but it is not afraid to insist on respect for and obedience to authority when they are needed to protect the safety or happiness of students, or generally civilised standards. A particularly serious view is taken of bullying and any form of victimization, and of the settlement of disputes by violent means. These are **NOT** accepted as a normal and necessary part of the process of growing up.

Students who seriously misbehave are reported to their Form Teacher/Head of Year for formal interview, as a result of which appropriate remedial action is often required. It may take the form of an apology, of repair to damage, or of a period of service to the school out of school hours. Subject teachers dissatisfied with the effort of students may also detain them for extra work. 24 hours notice of any detention is always given so that students may warn their parents that they will be late home. For Years 10 & 11, parents may be contacted by telephone to inform them of an immediate same day detention for completion of urgent work.

Extreme cases of misconduct may result in a student being excluded from school, either for a fixed term or permanently. Bringing an offensive weapon on to the school site will normally lead to exclusion. Possession of drugs either at school, on any activity or in the journey to and from school will result in permanent exclusion – see Code of Conduct Section 3.



## GENERAL GUIDELINES

In order that the school may be a happy, working environment there are standards of behaviour to which every student should conform. These are for the benefit of each individual, for their fellow students, and for the continuance of the good name which the school enjoys in the local community.

All students are expected to take pride in their own appearance, to keep themselves and their clothes clean and tidy. For normal school attendance, full school uniform should be worn unless special exceptions are made. Each article of clothing should be clearly marked with the student's name. Jewellery of any sort is forbidden other than at Sixth Form level where discreet items are permitted. At all stages, the wearing of earrings by boys is considered inappropriate.

The school estate is open from 8.00 a.m. and morning school starts at 8.50 a.m. All students are allowed into the buildings from 8.40 a.m. and must be in their form rooms by 8.50 a.m. Anybody arriving after 8.50 a.m. will be marked late, and those arriving after 8.55 a.m. must sign in as a late arrival, before going to their lessons. Following an absence, a note signed by a parent or guardian must be produced. For appointments with clinics, doctors, etc. a note must be brought to school well in advance. Requests for leave of absence for other purposes, e.g. family holidays, must be made in writing to the Head of Year well in advance - such letters should be brought by students to the Head of Year at morning break. In fine weather, students below Year 11 may enter the school buildings between 1.00 p.m. and 1.55 p.m. only to attend clubs and societies or on other authorised business. Boys below the Sixth Form whose parents have not sought permission for them to travel home for lunch, may **NOT** leave the premises without the express permission of their Form Teacher.

Students in Years 7 – 11 enter the school site by one of 2 pedestrian entrances off Boswell Road. The entrance to the school, directly from the Lichfield Road, is solely for the use of Staff and Sixth Formers.

The School cannot be held responsible for the safety of any valuables so we prefer that they are not brought onto the School premises. This includes i-pods, personal stereos, mobile phones and any money in excess of £5, unless a greater amount of money has been authorised by a specific school request.

All movement about the school must be orderly, keeping to the left in corridors and on stairs. Specialist rooms must not be entered unless a member of staff is present. All equipment must be treated with care and respect. In public places, every member of the school is expected to behave in an orderly manner and show courtesy and consideration to the general public.

No article may be brought on to the School estate which could be a source of danger or annoyance. Smoking is forbidden.



School rules apply when you are at School, in school uniform, or on journeys to and from school.

Young people learn best within a disciplined framework. The Code of Conduct of Bishop Vesey's Grammar School is not a set of rules and specific prescriptions, but a set of guidelines for acceptable and civilised behaviour. The behaviour and conduct of students is the responsibility of all members of staff, and indeed of all students.

1. A SCHOOL IS PRIMARILY A PLACE FOR LEARNING AND ALL STUDENTS ARE EXPECTED TO DEVELOP THE SELF-DISCIPLINE OF STUDY SO NECESSARY FOR SUCCESS AND HAVE HIGH PERSONAL STANDARDS IN ALL THAT IS UNDERTAKEN. BOOKS AND EQUIPMENT WHICH ARE LOANED TO STUDENTS ARE COSTLY ITEMS AND CARE OF SUCH MATERIALS MUST BE GIVEN A HIGH PRIORITY.

Some examples of how to implement this are listed below:-

- (a) Homework or coursework should always represent your best effort; you should take pride in its presentation, accuracy and spelling. The use of tippex or similar materials is not allowed and it should not be brought into school.
- (b) All set work should be handed in by the stated deadline.
- (c) Any work missed through unforeseeable absence should be completed as soon as possible after your return. If an absence is known about in advance then your parents must seek permission in writing for this to happen from your Head of Year. This applies to situations such as family holidays or religious festivals. You must then find out what work you will be missing so that you can keep up to date with your studies during your absence.
- (d) All your text books should have your name inside and be carefully looked after as any damage or loss will have to be paid for. If appropriate, they should be covered in suitable material.
- (e) For the purpose of any preparatory work, you must carry a general exercise book (Rough book) - one of these is provided at the start of every school year - when that is completed you must provide your own or buy one from school.
- (f) You must also provide yourself with suitable writing equipment and appropriate mathematical instruments.
- (g) At the start of lessons, you should line up outside the classrooms in single file and in good order.
- (h) If no teacher has arrived at your lesson 5 minutes after its official start, the form or vice captain should report to the staff room.



- (i) When you are using school computers, you must follow closely staff instructions and only visit approved Internet sites. Abuse of computer access will be considered a serious incident of misbehaviour.

2. ALL STUDENTS SHOULD TAKE PRIDE IN THEIR OWN APPEARANCE, THE ENVIRONMENT IN WHICH THEY WORK, AND THE PUBLIC IMAGE OF B.V.G.S. SO THAT THE SCHOOL IS ALWAYS ASSOCIATED WITH THE HIGHEST OF STANDARDS.

Some examples of how to implement this are listed below:-

- (a) When travelling to and from school, you must wear full and correct uniform. If you need to wear a coat, it may be of any reasonable nature but carry no personal embellishments. Similarly, your bag must also be free of graffiti.
- (b) When moving through the local community, you should show care and consideration to all by not moving in large groups and always exhibiting the high standards of B.V.G.S.
- (c) When in school you should be alert for visitors and ask if you can be of any assistance to them.
- (d) You must make every effort to keep the school environment free of litter. Place your own litter in one of the litter bins provided.
- (e) You should take care of the school and the equipment within it by not leaning back on the chairs, sitting on tables or window sills, interfering with blinds, or in any way damaging or defacing the building or its contents.
- (f) When accidental damage does occur, you must report it as soon as possible to your form tutor or any member of staff.
- (g) You are only allowed to wear those badges which have been issued through the school.
- (h) The chewing of gum is not allowed in school.
- (i) Hair must be of a reasonable style and length. It is not our practice to allow you to follow fashionable trends of an extreme nature.  
  
You can change the colour of your hair, but only to a single colour that is also a natural hair colour.
- (j) You will not be allowed to grow facial hair unless you have the special permission of the Headteacher.



- (k) Jewellery of any sort is forbidden other than at Sixth form level where discreet items are permitted. At all stages the wearing of earrings or rings by boys is considered inappropriate.
- (l) If the weather is adverse, then it is permissible to wear a school baseball cap or a plain black woolly hat. No other head wear is allowed.

3. ALL STUDENTS SHOULD SHOW RESPECT FOR EACH OTHER AND FOR THOSE IN AUTHORITY SO THAT ALL MAY LIVE AND WORK IN A SAFE, HAPPY AND ORDERLY ENVIRONMENT.

Some examples of how to implement this are listed below:-

- (a) When a teacher enters the room, you should stand in silence and await instructions.
- (b) Similarly, if any adult visitor enters the room then you should stand in silence until told to continue with your work either by the visitor or the class tutor.
- (c) When dealing with each other, you should think before acting and refrain from any behaviour which could cause distress to a fellow student. The use of inappropriate speech or language is not acceptable. Homophobic, sexist or racist behaviour is obviously completely inappropriate.
- (d) No article may be brought on to the school site which could be a source of danger or annoyance. Bringing an offensive weapon on to the school site will normally lead to exclusion.
- (e) Smoking is forbidden to and from school and on the school premises.
- (f) The school operates a zero tolerance policy on all drug issues. If students bring drugs or other illegal substances on to the school site or handle or possess drugs on the school site or on school trips or during other school activities off the school site or on journeys to or from school then they will be excluded permanently from the school.



4. DUE CARE AND CONSIDERATION FOR OTHER PEOPLE AND THE STATE OF THE SCHOOL SITE MUST BE SHOWN.

Some examples of how to implement this are listed below:-

- (a) You should walk briskly, but not run, along the left hand side of all corridors. Classrooms must not be entered unless a member of staff is present.
- (b) You should hold open doors for anyone behind you and thank those who hold doors open for you.
- (c) Ball games are supervised on Middle Field, but are only permitted on the surfaced playgrounds if a relatively small, soft ball is used. Ball games are prohibited in front of the glazed corridor and on the Top Flat.
- (d) Trespassing on the railway embankment or college grounds is expressly forbidden.
- (e) We will not tolerate any form of bullying and neither should you. If you suffer it personally or see others suffering from it, do not ignore it and hope it will pass. Do come and tell a member of staff. We will always deal with it properly.



## CODE OF CONDUCT

### SUMMARY

**SCHOOL** is the place you come to work.

Make sure you always do your best.

Help to create a learning environment in which all can benefit.

Listen to teachers and value contributions of others.

**TREAT** one another with politeness, care, courtesy and respect.

Always report bullying.

Language or behaviour which is abusive, racist, homophobic, sexist, offensive or rude is inappropriate.

**CARE** for and look after our school and the environment.

Look after all equipment, furniture and fittings.

Ensure that you dispose of litter in an environmentally friendly manner.

**THINK** about your safety and that of others.

Keep to the left as you walk around the school.

Hold swing doors for those following behind you.

Report anything you consider unsafe.

**FOLLOW** the rules over uniform and personal appearance.

**REMEMBER** to take all necessary equipment to each lesson.

**BE PUNCTUAL** to lessons.

Enter teaching areas as requested.

Settle quickly and quietly to the task in hand.

Students attending Bishop Vesey's Grammar School have a right to expect a well-ordered environment which will help them to progress academically and socially. This will be achieved if we all accept our obligations and follow the Code of Conduct.



## UNIFORM

AVAILABLE FROM OUR RECOGNISED SUPPLIER CLIVE MARK SCHOOLWEAR.  
409-411 Birmingham Road, Wylde Green, B72 1AU.

*Every item should be clearly labelled with the student's name.*

*Some items, including blazers, are available from local retailers.*

### BOYS

House or Sixth Form tie.

Black blazer with school badge on pocket, to be worn at ALL times.

White shirt.

Black trousers of a sensible style.

Plain dark grey or black socks.

Sensible and plain black shoes without embellishments. Ankle length boots of a light, but smart nature are acceptable provided that they are also black, including laces, and have no embellishments. Any form of trainer is not acceptable.

A black V-necked pullover is optional.

Overcoats and anoraks should be of a dark colour.

Headgear (other than a plain black woolly hat or school baseball cap in foul weather) should not be worn.

### GIRLS

Black or dark grey skirt of a sensible length and style. Slim-fitting or slit skirts are not acceptable. Black or dark grey trousers, full length and tailored, are allowed. Students are not allowed to wear jeans or denim, ski-pants or cropped style trousers or tops.

Black school blazer, to be worn at all times.

Shirt-type blouse, with collar and school tie, both as for Sixth Form.

Sensible shoes without very high or stiletto heels.

Stockings or tights should be of a conventional natural, flesh or sheer black shade, plain in style.

No jewellery other than one pair of stud earrings.

Any make-up must be discreet and unobtrusive.

### GAMES KIT

RUGBY & HOCKEY: Black jersey. Black and white ringed jersey. Black shorts. Black and white ringed socks. Boots. Mouthguard.

GYMNASTICS, ATHLETICS and CRICKET: White shorts. Plimsolls or training shoes. White shirt (not T-shirt), white socks.

OPTIONAL: White socks. White sweater. White trousers and cricket shoes for representative cricket. Track suit (preferably black). Drill tops for rugby.

Also available from Clive Mark or the School Office: School affiliation tie for governors, staff, parents or friends of the school.



## **BISHOP VESEY'S GRAMMAR SCHOOL**

SCHOOL DAY AND TERM DATES

ADDITIONAL ACTIVITIES ORGANISED FOR STUDENTS

CHARGES AND REMISSIONS

PROCEDURES FOR FORMAL COMPLAINTS

INSURANCE

MINIBUS JOURNEYS

OTHER DOCUMENTS



## THE SCHOOL DAY

8.00	Dining Room Open		
8.25	Library Open		
8.40	School Open		
8.50	Registration		
8.55	Period 1	1.00	Lunch
9.33	Period 2		
10.10	Period 3	2.00	(1.45)** Preparation for afternoon school
10.48	Period 4	2.05	(1.50) Registration / Assembly
11.25	Break	2.25	(2.10) Period 7
		3.03	(2.48) Period 8
11.45	Period 5	3.40	(3.25) Lessons in school end
12.23	Period 6	3.55	Games session ends *
			(3.40) Student tutor interview time ends *

\* Each student will stay later on his/her games afternoon and may have to remain from time to time on other days for an interview with his/her form tutor. Students will always know about the interview sessions well in advance.

\*\* During the spring and summer term once public examinations have started the afternoon session begins and ends fifteen minutes earlier.

## TERM DATES 2009 - 2010

<b>Thur Sept 3<sup>rd</sup></b>	<b>Training day</b>
<b>Fri Sept 4<sup>th</sup></b>	<b>Training day</b>
Mon Sept 7 <sup>th</sup>	Autumn term commences (Yr7 & L6 only)
Tues Sept 8 <sup>th</sup>	Autumn term commences (All other years)
Fri Oct 23 <sup>rd</sup>	Break up for half term
Mon Nov 2 <sup>nd</sup>	Autumn term recommences
Fri Dec 18 <sup>th</sup>	Break up for Christmas
<b>Mon Jan 4<sup>th</sup> 2010</b>	<b>Training day</b>
Tues Jan 5 <sup>th</sup>	Spring term commences
Fri Feb 12 <sup>th</sup>	Break up for half term
Mon Feb 22 <sup>nd</sup>	Spring term recommences
Wed Mar 31 <sup>st</sup>	Break up for Easter
<b>Thurs April 1<sup>st</sup></b>	<b>Training day</b>
Mon April 19 <sup>th</sup>	Summer term commences
<b>Mon May 3<sup>rd</sup></b>	<b>May day holiday</b>
<b>Wed May 19<sup>th</sup></b>	<b>Training day</b>
Fri May 28 <sup>th</sup>	Break up for half term
Mon June 7 <sup>th</sup>	Summer term recommences
Fri July 23 <sup>rd</sup>	Break up Summer holiday



## **CHARGING POLICY**

### **ADDITIONAL ACTIVITIES ORGANISED FOR STUDENTS - CHARGES AND REMISSIONS**

#### **INTRODUCTION**

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards students' personal and social education.

The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the students of the school and as additional optional extras.

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school:

#### **School Journeys in School Hours**

The board and lodging element of any residential activities deemed to take place within school hours. For example: KS3 Residential Visits, Sixth Form Geography/Geology visits.

#### **Activities outside School Hours**

The full cost to each student of activities deemed to be optional extras taking place outside school hours for example:

Theatre visits, lectures, concerts, skiing trips, coaching courses, sporting tours and holiday visits etc.

#### **Charging in Kind**

The cost of materials, ingredients, equipment (or the provision of them by parents) for subjects such as Design and Technology and Art where the student or parent will own the finished product.

#### **Remission of Charges**

There may be cases of family hardship which make it difficult for students to take part in particular activities for which a charge is made. Where a chargeable activity is arranged, the Governing Body invites parents to apply in confidence for the remission of charges in part or in full. Applications should be sent to the Headteacher who is able to authorise remission in consultation with the Chairman of Governors.

#### **Voluntary Contributions**

In addition voluntary contributions will be sought from parents from time to time to support study and field visits and enrichment activities. No student will be excluded from such an opportunity taking place within school time because of an inability of parents to pay the cost. However, it will be made clear to all parents that the visit or activity will only take place if sufficient funds are available to cover the costs. The Governors and the Old Veseyan Association make a small fund available to the Headteacher each year to ensure that a student does not miss out on an educational opportunity because of the financial circumstances of the family. Parents are always invited to apply in confidence to the Headteacher for consideration for such support when information is sent out about a visit or activity.



## Musical Instrument Lessons

The school offers all students the opportunity to have instrumental tuition from our eighteen visiting specialist teachers in woodwind, brass, percussion, strings, voice and keyboard.

Instrumental lessons are timetabled on a rota system during the school day and including lunchtime. This is so as to avoid regular absence from any particular subject and students should only have to miss some of the same curriculum time twice per term.

Below is a list of charges and lesson timings which are available, based on 30 lessons per year. The school significantly subsidises the costs of lessons charged by the Birmingham Music Service.

<b>Length of lesson</b>	<b>Parental charge / term</b>	
Individual 30 minutes (Any level; definitely GCSE & A level students )	£100	
Two sharing 30 minutes ( Beginner to Grade 2)	£50	<i>[only if available]</i>
Individual 20 minutes ( Beginner to Grade 4)	£70	

The standard in brackets is a suggestion related to the time allocation, and is not meant to be a hard-and-fast rule.

Shared lessons are only possible if another beginner pupil is of a similar standard, is prepared to share, and the teacher agrees that this is appropriate. Shared lessons will be offered for a maximum of one year's tuition.

The Music Department runs a number of ensembles for students. The principal aim of these groups is to consolidate the work of our visiting staff and prepare students for public performance both at school and, when selected, with Birmingham Music Service Ensembles or even nationally.

All students receiving tuition in school, in return for the financial support, will be expected to take part in these activities when they have achieved the required standard for entry.

## Examination Fees

- Where a student has not been prepared for a prescribed public examination by the school, the Governing Body will make a charge for the cost of entering the student for the examination, as they can for entries to non-prescribed examinations whether or not prepared by the school.
- If a student fails without good reason to complete the examination requirements for any public examination for which the school has paid (or is liable to pay) an entry fee, then the Governing Body may recover the fee from the parent.



### **Loss or Damage of School equipment or Property**

The Governing Body will charge parents for loss or damage of school equipment or fabric incurred by the thoughtless or wilful behaviour of their studentren.

### **PROCEDURE FOR FORMAL COMPLAINTS**

Formal complaints about the day to day matters of the school should be made to the Headteacher.

Formal complaints in connection with the Governors' Management of the Curriculum, under Section 23 of the 1988 Education Act, should be made in writing to the Chairman of the Governors, via the School.

### **INSURANCE**

The city carries no personal accident insurance on behalf of students, nor does it insure students' personal property brought into school. Parents are advised to make their own arrangements as they deem necessary particularly in relation to sports injuries insurance. Leaflets from the National Council of Parent Teacher Associations giving details of an insurance scheme are available from the school office.

Students are insured when taking part in school trips or journeys for which separate consent has been given.

### **MINIBUS JOURNEYS**

The school runs two minibuses and all staff drivers have undertaken special training and received validation. On single journeys of a distance greater than 60 miles, a second driver is always used. All students must use the safety belts provided. As on all school journeys, high standards of behaviour are expected at all times.

### **OTHER DOCUMENTS**

Copies of the latest Ofsted report are available from the school office (price £2 if collected, £2.50 if posted). Subject schemes of work, examination syllabuses and the latest Governors' Report to Parents may be inspected at the school by prior appointment with the Headteacher.



## **BISHOP VESEY'S GRAMMAR SCHOOL**

ASSESSMENT POLICY

CURRICULUM

SEX EDUCATION

SPECIAL NEEDS

CAREERS

RELIGIOUS EDUCATION AND ASSEMBLIES

EXTRA CURRICULAR ACTIVITIES

THE LANGUAGE COLLEGE



## **ASSESSMENT POLICY**

Assessment is an integral part of the learning process and as such comprises marks for all formal class and homework as well as tests. In addition there is informal assessment which takes place in most student/teacher encounters both inside and outside the classroom. Students' progress and achievement are assessed in a variety of ways to build up confidence and enthusiasm for future learning, and to check that depth of knowledge, level of understanding and the mastery of a skill have progressed within a period of time.

Assessments will pose questions which measure students' performance and it will show what students know, understand and can do. Most assessment tasks will be designed to discriminate between students of differing ability.

Healthy competition between students can be motivational but care will be taken to ensure that the genuine efforts of all students are valued.

The students will be aware when a formal assessment will take place, the method of assessment and the topics to be covered. The results of the assessment will be communicated to the students and they will be given advice on how to make further progress in the light of the assessment. Our tutor/student interview programme highlights strengths, helps students to practise self-assessment and to set targets for improvement.

Parents are informed of formal examination and reporting procedures and additional information is forwarded in letters from the Headteacher or the Head of Year.

### **Assessment and Progress Reports**

The school continuously assesses a student's progress and at regular intervals parents receive a summative statement of their student's current situation.

Full school 'Reports' with written comments from subject and form teachers are issued at least once per year, and these are supplemented by two interim statements of progress known as card marks. The card marks can give an early indication of a cause for concern to the form tutor and the parent.

Under this scheme every student in the school has at least one designated interview with his/her tutor during the year. This provides the opportunity for recognition of progress made, both academic and extra-curricular, and the negotiation of targets for future improvement. This motivating experience allows for both student self-assessment and teacher assessment of a student's strengths and weaknesses and regular recording of his / her their progress.

### **Assessment For Learning**

This is a key feature of Learning and Teaching at Bishop Vesey's

#### **Rationale:**

Assessment for learning is a powerful way of raising students' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where



they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning.

**Our aims as a school are to ensure that:**

- every student knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement;
- every teacher is equipped to make well-founded judgements about students' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for students who are not fulfilling their potential;
- BVGS has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students, and for tracking their progress;
- every parent and carer knows how their student is doing. We will ensure that every parent and carer knows what their student needs to do to improve, and how they can support the student and their teachers.



## **CURRICULUM**

The school operates a fortnightly timetable and the weeks are called one and two. There are 40 teaching periods per week normally. Boys in Year 7 have either a session of Physical Education or one of swimming at the Wyndley Leisure Centre per week, and the boys have all other P.E. lessons at school. The sessions change round every half term. Boys in Years 8 to 11 have a double period of Physical Education per fortnight. Each week all students have an afternoon of Games and a Tutorial period. Use is made of our extensive playing fields, a large all weather surface known as Middle Field, our Sports Hall, and the local Wyndley Leisure Centre. In the Sixth Form the students are able to pursue designated leisure interests throughout the city and there is an active community service programme too. The current curriculum plan for those entering the school in Year 7 is detailed below, but changes may occur as new initiatives emerge.

### **YEAR 7**

All students follow a broad and balanced programme of English, Mathematics, an Integrated Science Course, French, German, Geography, History, Religious Education, Latin/Classical Studies, Music, Art, Design Technology and Information Technology. The majority of lessons are taught in their house groups, or in subdivisions of them. Art / D & T are taught in the Form Tutor Groups. There is a Form Tutor period every week and a lesson of Personal, Social and Health Education incorporating Citizenship.

### **YEAR 8**

Students continue with the above curriculum and the boys are generally taught in their house groups. Some choice is introduced into the Languages Provision Students either continue with the three languages from Year 7, or choose to take Spanish, Italian or Urdu as an alternative to one or two of the initial languages. Information Technology is delivered across the curriculum rather than being taught as a discrete subject. There are scheduled days when students will follow an intensive course in ICT. Ability groups are created in Mathematics and there is provision for some language groups to be set.

### **YEAR 9**

Boys in this year choose two or three languages from Spanish, Latin, French, German, Italian and Urdu. All the boys study a Business Studies course incorporating Enterprise Education and Work Related Studies. Science is now taught in the separate sciences leading to some GCSE modules at the end of the year.

### **YEAR 10**

All students follow full GCSE courses in English, English Literature, Mathematics, a Modern Foreign Language, Science. The boys will sit some more modules of their Science course at the end of this year. In addition, students can choose to study full GCSEs in any three of the following subjects: Art, Design and Technology (Graphic Products), Business Studies, Geography, History, Information Technology, Latin, Music, Religious Studies, Physical Education and Modern Languages, including Italian, Spanish and Urdu. It is our aim to provide both a core programme and the flexibility of choice to enable boys to specialise in their chosen areas. In all, the boys will study ten full GCSE courses plus P.E. and Games (non-examination). A non-examination course incorporates Citizenship, the agreed elements of the Religious Studies syllabus (Standing and Advisory Council for Religious Education: SACRE), Careers Education, Personal, Social and Health Education and some Information Technology.



## **YEAR 11**

Students continue with their Year 10 curriculum working towards the GCSE examinations in January and June. The non-examination courses will continue.

## **LOWER SIXTH FORM**

Each student may take to AS level up to FOUR specialist subjects. There are inevitably some timetabling constraints, so not all combinations of subjects are possible, but we do our best to satisfy the vast majority of individual needs. Special AS level subjects are:-

Art & Design, Biology, Business Studies, Chemistry, Design and Technology, Economics, English Language/Literature, English Literature, French, Geography, Geology, German, History, Information Technology, Italian, Latin, Law, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies and Spanish. Further subjects are offered by other Sutton Coldfield Schools within their Consortium details of which are available from the Head of Sixth Form at the school. In addition, students follow an Enrichment Studies programme that leads to the presentation of a Vesey Award. Within this programme students will be helped to prepare for the AS General Studies examination.

## **UPPER SIXTH FORM**

The students will select which subjects to take through to A2 level.

Most will choose three, plus the Enrichment / General Studies programme but some will select two and may choose to start new AS courses in their final year. Exceptional candidates may take all five.

*The curriculum path described is that in operation at the date of publication but may vary from year to year as other initiatives emerge.*



## **SEX EDUCATION**

The Sex Education Programme at Bishop Vesey's Grammar School has a key role to play in furthering the personal development and the general education of each and every student. The programme aims to:

- provide factual, balanced information to the students about the processes of puberty and reproduction.
- enable the students to explore the issues of sexuality within the context of personal relationships.
- enable the students to develop the appropriate knowledge, skills and attitudes so that they can manage their relationships in a responsible and healthy manner.
- provide the students with the opportunity to discuss and consider the moral issues surrounding personal relationships, sexual behaviour and the responsibilities of parenthood.

Various subject areas are involved in the dissemination of information to students, including Biology, Religious Studies and the Humanities. In addition to this a series of modular courses take place in form tutor sessions and during the KS4 'Get A Life' course.

Parents are always very welcome to see a more detailed outline of the Sex Education Programme, along with any materials used, and to discuss the Programme with a member of staff.

## **SPECIAL NEEDS**

The school is determined that all students, whatever their difficulties, should have access to the full curriculum. When a student's special needs are identified every effort is made to meet those needs. To assist in this process the Special Needs Co-ordinator will consult parents and teachers as well as seeking support and advice from other agencies (with parental permission).

Each year any student with a statement will have it formally reviewed at a meeting involving the Special Needs Co-ordinator, parents, Head of Year and any other appropriate adviser. Between these formal annual reviews, regular assessment of needs will be undertaken and appropriate support sought if it is felt necessary.



## **CAREERS**

Careers guidance is considered of the utmost importance and its organisation is the responsibility of Mr David Phillips. He liaises with the Heads of Year who work closely with their Form Teachers and Tutors to ensure that a high degree of individual attention is given. A Careers Area in the Main Library is kept well-stocked with up-to-date reference material and is open to students at all times. Use can be made of the School Computer Network to access programs, such as KUDOS and KEYCLIPS. This software is now available to all students via the Birmingham and Solihull Connexions website.

In Year 9, students are required to choose subjects to be followed to G.C.S.E. level in addition to those specified in the National Curriculum and, before this choice is made, guidance is given on the career implications of the various alternatives.

In Year 10, some of the weekly tutor periods are devoted to careers education with advice given by external speakers and Members of Staff. During this year, each student will also participate in a two-week work experience placement where he will be visited and assessed by a Member of Staff.

During Year 11, vital decisions have to be made and students must make a positive step towards entering employment, joining our Sixth Form, or continuing their education elsewhere. The school provides as much support as possible, whatever each student's objective, and tries to ensure everyone is appropriately and positively placed. This support is supplemented by the active participation of Connexions.

Throughout their two-year course, Sixth Formers receive close and detailed guidance, relating their abilities and achievements to appropriate levels of opportunity in employment, Colleges of Higher Education, and Universities. External speakers address the Lower Sixth. A period of work placement is also encouraged. For those whose examination results fall short of their expectations, support is available in the summer holidays and advice on careers. A Careers Area is also available in the Sixth Form Hub which replicates the material available in the main library.

Of course, a strong careers service and vigorous pastoral support do not in themselves guarantee success, and it will always be the student's own efforts and ambition which are of paramount importance in achieving career objectives.

## **RELIGIOUS EDUCATION AND ASSEMBLIES**

An act of collective worship called "Pause for Thought," is held regularly in Big School Hall and this is of a broadly Christian nature with a strong emphasis on moral decisions. We also use assemblies to reflect the multi-cultural nature of our community and society. Every student follows a course in Religious Education in Years 7-9. The "Get a Life" course in years 10 and 11 contains modules which encompass elements of Religious Education appropriate to these year groups. The normal classes in Religious Education reflect the multi-cultural nature of our Society, they seek to broaden a student's understanding of the teaching and practices of the principal religions of Christianity, Islam, Judaism, Hinduism and Buddhism. Parents have the right to withdraw their sons from Religious Education lessons and assemblies. Parents wishing to exercise this right should consult the Headteacher.



## **EXTRA-CURRICULAR ACTIVITIES**

### **Inter-school Sports Fixtures**

The fixture lists published on the School Sports Card issued to all students for the Summer and Winter seasons illustrate the large number of fixtures at all age levels in the major sports of rugby, hockey, cross-country, athletics, tennis and cricket. Some of these fixtures are played on games afternoons but the majority take place on Saturdays or at other times outside normal school hours, as do practices and training.

Chess, badminton, golf, rowing and tennis matches and competitions also take place on a less frequent basis.

In recent years students have won national honours in a variety of sports with the details being displayed on the honours board in Big School.

The school also competes regularly in the UK Mathematical Challenge.

### **Inter-house Competitions**

A variety of activities is provided to enable students of all ages to take part in friendly and enthusiastic competition. Most of the games are played in normal school time but much practice/training/rehearsal for sports and other events takes place after school.

The inter-house activities include rugby, hockey, cross-country, cricket, chess, badminton, and table tennis. In addition, the inter-house swimming and athletics competitions are held each year at the Wyndley swimming pool and running track respectively.

The Junior Hobbies Competition and Merit Awards also enable students to contribute to the success of their houses. The House Competitions are divided into junior, intermediate and senior levels. The house which accumulates the most points across these levels is awarded with the Roberts Cup at the end of the academic year.

### **Clubs and Societies**

There are a number of clubs and societies which meet regularly during lunch-hours and at other times. These include Basketball, Chemistry, Chess, Christian Union, Computer, Creative Writing, Greenhouse Club, History, Band, Choir, Strings, Swing Band, Wind Band, Music Theory, Table Tennis, Voluntary Service, Wargaming, and Young Enterprise. All students are strongly encouraged to participate in some activity or belong to a club or society. These are seen as a further platform for personal development.

### **Voluntary Service and Charity Collections**

Some senior students take part in various forms of voluntary work. In most cases this takes place on Wednesday afternoons in place of games but some work is undertaken out of school hours.

The school has a long-established tradition of supporting both local and national charities. This is done on a regular basis through form or year group charity efforts and also through occasional 'Whole school charity collections which support a wide range of organisations such as Comic Relief, Studentren in Need, Unicef, the Disasters Emergency Committee, the British Heart Foundation and a range of Cancer charities.



## **THE LANGUAGE COLLEGE**

In December 2006 Bishop Vesey's Grammar School was pleased and proud to be redesignated a Specialist Language College. Recognised by the DfES as a high-performing Specialist school, our vision is to develop further as a centre of excellence for language learning and teaching. The additional funding granted by our status allows us to:

- Offer our students a wider range of languages and add greater to their learning depth and variety.
- Provide language-learning opportunities for their parents and other members of the community.
- Enrich and enhance the international outlook of our curriculum in all subject areas.
- Forge links with other schools in our local community and abroad.

### **Our Facilities**

Modern Languages and Latin are taught in newly refurbished rooms, each with stereo, video and audio equipment, as well as electronic whiteboards linked to the school network and Internet. We also enjoy a dedicated multi-media computer suite. Students all have regular access to ICT either through a timetabled lesson in the ICT suite or use of a mobile laptop library.

### **Our Staffing**

A team of well-qualified linguists teach between them French, Spanish, German, Italian, Mandarin Chinese, Urdu and Latin. Our funding allows us to employ additional staff so that students are taught in smaller groups and work on programmes tailored for differentiated needs and abilities. We also employ young assistant teachers and graduate trainees from Europe who provide additional contacts with the culture and lifestyle of their native lands, thus enriching the experience of learners.

### **Our Curriculum**

#### **Key Stage Three**

All students in Year Seven follow a foundation year course, comprising Latin, French and German. In Years Eight all continue to study three languages but some choice is introduced as Spanish, Italian and Urdu are added to the menu. Lunch time classes are also available for students who wish to study Punjabi and Chinese Mandarin.

#### **Key Stage Four**

All students study at least one language to GCSE. Many choose two or three selecting through the school's options system from German, French, Spanish, Italian, Latin and Urdu.

#### **The Sixth Form**

A significant number of students study at least one language to AS level, combining this study not just with Arts subjects but also with Science and Technology. All students who enter the Sixth Form continue some foreign language study, as part of the school's enrichment studies programme. In the Lower Sixth, some of this learning is delivered using self-access ICT software, allowing students to choose from a wide range of languages from Welsh to Swahili! We have also introduced the nationally recognised 'Language Leaders' award which is a programme enabling sixth form students learn how to plan and deliver



exciting language learning activities to younger students within our own school and at local primary schools.

### **Our Travel Abroad**

We believe strongly in the importance of visits abroad, which allow learners to experience firsthand the countries whose language they are learning. Not all visits are organised by Language teachers – most departments use visits abroad to enhance and extend their subjects.

- Historians embark on a tour of the Flanders First World War battlefields, and Rome is a destination for Historians and Linguists.
- Rugby and Cricket players join tours to the Southern hemisphere, for example Australia. In 2005 our rugby players toured Argentina and Chile and in 2007, a tri-nations tour took them to New Zealand, South Africa and Australia.
- The Netball team organise a bi-annual Netball tour of Barbados.
- A level Art students go to Barcelona and Amsterdam.
- Science students plan expeditions to Alaska and Borneo
- Geography students are planning a visit to our partner school in India.

In addition to these exciting ventures, we also run annual exchanges with schools in Germany (Bayreuth) and France (Dreux) as well as short study visits for younger students to France and Germany. We also have strong links with a school in Pulawy, Poland. Our students have hosted Polish counterparts and visited Poland in 2004, 2006 and 2008.

### **Our Partner Schools**

We work in partnership with five primary schools to provide a programme of regular professional support and development for their teachers. This equips them to teach a range of foreign languages at early years level. BVGS staff team-teach in primary classrooms and young visitors come to use our facilities on special activity days such as the 'Language in Sport' day in July 2009.

### **Our Community Programme**

We extend a warm invitation to all parents of our students and to local residents to join one of our adult classes, for fun, for study or career interests. Classes run in Spanish, French, Italian, German, Mandarin Chinese and Urdu. Places at these classes are free for any student in full time education. A very competitive rate is charged for all other participants.

From 2008, we have run successful evening classes for students from across Birmingham to learn Urdu to GCSE. These classes are free of charge.

We are always keen to respond to our audience, adding to and adapting our programme. If you teach or wish to learn a language we would be pleased to hear from you.

Matt Phillips, Senior Leader i/c Specialist Language College Status.  
lang.college@bishopveseys.bham.sch.uk



## **BISHOP VESEY'S GRAMMAR SCHOOL**

STATISTICAL INFORMATION:

STUDENT ATTENDANCE

DESTINATION OF LEAVERS

TEACHER ASSESSMENTS KS3

AS AND A LEVEL RESULTS

GCSE RESULTS



### **STUDENT ATTENDANCE 2007-2008 (figures to 23.05.08)**

	<b>11 – 16</b>	<b>6<sup>th</sup> form</b>
Student number	620	279
Student Sessions	187662	86122
Number of authorised absences	7180	3125
Rate of authorised absence	3.82%	3.62%
Number of unauthorised absences	84	28
Rate of unauthorised absence	0.04%	0.03%
Overall attendance	96.14%	96.35%

\*Student sessions and absences are counted in ½ days

### **STUDENT ATTENDANCE 2008-2009 (figures to 22.05.09)**

	<b>11 – 16</b>	<b>6<sup>th</sup> form</b>
Student number	622	292
Student Sessions	183804	87764
Number of authorised absences	7519	3185
Rate of authorised absences	4.09%	3.62%
Number of unauthorised absences	76	55
Rate of unauthorised absence	0.04%	0.06%
Overall attendance	95.86%	96.35%

\*Student sessions and absences are counted in ½ days



## DESTINATION OF LEAVERS

<b>Year Group 11</b>	<b>06/07</b>	<b>%</b>	<b>07/08</b>	<b>%</b>	<b>08/09</b>	<b>%</b>
Number of boys in year	117	-	122		123	-
Continuing in a school Sixth form or a college of Further Education	117	100	122	100	123	100
Youth Training Scheme or similar	0	0	0	-	0	-
Direct Employment	0	0	0	-	0	-
Unknown	0	0	0	-	0	-
<b>Year Group 13 U6</b>	<b>06/07</b>	<b>%</b>	<b>07/08</b>	<b>%</b>	<b>08/09</b>	<b>%</b>
Number of students in year	135	-	125	-	149	-
Higher Education Degree Courses	113	84	110	88	131	88
Higher Education Other Courses	1	0.5	2	2	4	3
Retaking 'A' Levels	-	-	4	3	1	1
Direct Employment	4	3	2	2	8	5
Deferred Entry to Higher Education	17	13	7	5	5	3

9/09



## KEY STAGE 3 ASSESSMENT CORE SUBJECTS

### End of Key Stage Teacher Assessments 2009

**Number of Boys in Year 9                    124**  
**Number of Boys tested                    124**

Teacher Assessment	Below Level 3/4	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
English	0	0	1	10	51	62	0
Mathematics	0	0	0	0	4	46	74
Science	0	0	0	8	38	78	0

### End of Key Stage Teacher Assessments 2008

**Number of Boys in Year 9                    125**  
**Number of Boys entered for the tests    125**

Numbers given vary due to the absence of students in some subjects

Test Results	Below Level 3/4	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
English	0	0	0	Pending	Pending	Pending	N/A
Mathematics	0	0	0	0	5	55	61
Science	0	0	0	4	33	85	N/A

Teacher Assessment	Below Level 3/4	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
English	0	0	0	15	51	39	13
Mathematics	0	0	0	3	29	51	42
Science	0	0	0	4	21	100	0



## Teacher Assessment Levels for Non Core Subjects 2009

Teacher Assessment	Below Level 4	Level 4	Level 5	Level 6	Level 7	Level 8	Level E
Design & Technology	0	-	13	56	55	-	0
Geography	0	1	19	37	43	17	7
History	0	16	31	41	18	16	2
Information Technology	5	3	18	52	46	-	0
Modern Foreign Languages	0	3	35	39	47	-	0
Art	0	0	0	65	59	-	0
Music	0	-	23	65	15	18	3
Physical Education	0	2	31	64	16	11	0



## A LEVEL RESULTS SUMMER 2009

Subject	Entries	A	B	C	D	E	U	% A-B
Biology	43	22	14	5	2	0	0	84
Business Studies	35	23	9	3	0	0	0	91
Chemistry	41	17	10	8	4	2	0	66
D&T Product Design	14	7	6	1	0	0	0	93
English Language & Literature	9	4	3	2	0	0	0	78
English Literature	28	17	8	3	0	0	0	89
Fine Art	6	5	1	0	0	0	0	100
French	10	4	3	3	0	0	0	70
Geography	26	12	8	3	3	0	0	77
General Studies	140	30	29	43	26	9	3	42
German	6	4	2	0	0	0	0	100
History	54	27	19	6	2	0	0	85
Information Technology	7	3	3	1	0	0	0	86
Latin	4	4	0	0	0	0	0	100
Law	8	5	3	0	0	0	0	100
Mathematics Further	6	4	1	0	1	0	0	83
Mathematics	64	34	21	2	2	3	2	86
Music	4	0	1	2	1	0	0	25
Physics	30	11	4	7	4	4	0	50
Psychology	25	10	11	3	1	0	0	84
Religious Studies	12	0	6	4	2	0	0	50
Science: Geology	8	2	2	2	1	1	0	50
Spanish	2	1	1	0	0	0	0	100
Sport/PE Studies	11	5	3	2	1	0	0	73
<b>Total</b>	<b>593</b>	<b>251</b>	<b>168</b>	<b>100</b>	<b>50</b>	<b>19</b>	<b>5</b>	<b>71</b>
<b>%</b>		<b>42</b>	<b>28</b>	<b>17</b>	<b>8</b>	<b>4</b>	<b>1</b>	
<b>Cum %</b>		<b>42</b>	<b>70</b>	<b>87</b>	<b>95</b>	<b>99</b>	<b>100</b>	

### % A/B Ex. General Studies

2001	20
2002	31
2003	44
2004	46
2005	52
2006	50
2007	67
2008	68
2009	79

### Inc GS

2001	39
2002	41
2003	40
2004	41
2005	47
2006	44
2007	63
2008	62
2009	71



## AS LEVEL RESULTS SUMMER 2009

Subject	Entries	A	B	C	D	E	U	% A-B
Biology	62	31	14	10	5	1	1	73
Business Studies	17	8	3	5	1	0	0	65
Chemistry	61	8	22	11	9	7	4	49
D&T Food Technology	1	1	0	0	0	0	0	100
D&T Product Design	11	7	3	1	0	0	0	91
Economics	16	4	2	4	4	2	0	38
English Language & Literature	7	0	0	4	2	1	0	0
English Literature	30	7	16	7	0	0	0	77
Fine Art	2	1	1	0	0	0	0	100
French	13	3	3	6	1	0	0	46
General Studies	140	30	29	43	26	9	3	42
Geography	29	10	11	4	2	2	0	72
German	6	2	2	1	1	0	0	67
History	44	29	13	2	0	0	0	95
Information Technology	15	4	0	8	1	2	0	27
Law	13	7	3	3	0	0	0	77
Mathematics	69	21	12	10	12	3	11	48
Music	6	2	2	2	0	0	0	67
Physics	62	13	20	11	8	4	6	53
Psychology	39	9	16	6	7	1	0	64
Religious Studies	15	5	7	2	1	0	0	80
Science: Geology	15	6	2	2	3	2	0	53
Spanish	7	3	1	1	1	0	1	57
Sport/PE Studies	14	5	3	4	1	1	0	57
<b>Total</b>	<b>694</b>	<b>216</b>	<b>185</b>	<b>147</b>	<b>85</b>	<b>35</b>	<b>26</b>	

% A-B

<b>31</b>	<b>27</b>	<b>21</b>	<b>12</b>	<b>5</b>	<b>4</b>
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% A-B Ex General Studies

<b>34</b>	<b>28</b>	<b>19</b>	<b>11</b>	<b>5</b>	<b>4</b>
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## GCSE RESULTS SUMMER 2009

Subject	Entries	A*	A	B	C	D	E	%A-A%
Art & Design	23	1	13	7	2	0	0	61
Biology	92	27	33	28	4	0	0	65
Business Studies	45	9	20	14	0	2	0	64
Chemistry	93	37	32	18	5	1	0	74
D&T	22	6	11	4	1	0	0	77
English Language & Literature	123	24	45	38	15	1	0	56
English Literature	121	29	36	28	22	6	0	54
French	47	4	18	19	3	2	1	47
Geography	72	12	30	23	6	1	0	58
German	44	6	24	12	2	0	0	68
History	64	15	29	16	3	0	1	69
Information Technology	44	11	22	11	0	0	0	75
Italian	7	3	3	0	1	0	0	86
Latin	16	3	2	2	7	1	0	31
Mathematics	123	26	67	26	3	1	0	76
Music	22	11	5	5	1	0	0	73
Physics	93	30	37	16	9	1	0	72
Religious Studies	15	5	7	3	0	0	0	80
Science Single Award	30	0	7	13	7	3	0	23
Science: Additional	29	3	11	8	7	0	0	48
Spanish	52	2	13	14	13	8	2	29
Sport/PE Studies	25	8	5	8	2	2	0	52
<b>Total</b>	<b>1202</b>	<b>272</b>	<b>470</b>	<b>313</b>	<b>113</b>	<b>29</b>	<b>4</b>	
<b>%</b>		<b>23</b>	<b>39</b>	<b>26</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>62</b>
<b>Cum%</b>		<b>23</b>	<b>62</b>	<b>88</b>	<b>98</b>	<b>100</b>		

% A*/A	
2001	29
2002	33
2003	35
2004	32
2005	41
2006	40
2007	50
2008	58
2009	62

% 5 A*/C	
2001	95
2002	98
2003	98
2004	95
2005	97
2006	98
2007	100
2008	100
2009	98