



DR CHALLONER'S GRAMMAR SCHOOL

PROSPECTUS 2009

ADDITIONAL INFORMATION



'Excellence with Integrity'

Welcome to Challoner's

Welcome to Dr Challoner's Grammar School, a thriving community of 1300 boys where our goal of 'excellence with integrity' guides everything we do. Challoner's has long been synonymous with excellence and the school's reputation for providing a first rate all-round education for local boys has been strengthened even further over recent years.

Our academic results speak for themselves while our achievements in sport, music, drama and other activities are outstanding. The friendly, cheerful atmosphere of the school helps our students enjoy learning and, as they grow into young men, we enable them to take increasing responsibility for themselves and for others around them.

It is our ambition that Challoner's students should leave school with an enthusiasm for learning which will last them a lifetime. By encouraging creativity and originality alongside honesty, sensitivity and compassion we believe that our students will develop the capacity to meet the challenges of the modern world and lead happy and fulfilling lives.

Learning can only take place successfully in a caring and orderly community and we provide an environment in which boys are expected to work hard and share in the ethos and values of the school. Our expectations of behaviour are high and we aim to support each boy through his school career so that he makes the best of his talents.

Despite being judged by OFSTED to be 'outstanding' in every respect, Challoner's is not a school content to rest on its laurels. In order to provide a top quality education, we are continually seeking to build on the fine traditions of four centuries and help our students meet the challenges of a rapidly changing world.

We hope that you will join us in our quest for 'excellence with integrity'.

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Dr M A Fenton
Headmaster



INVESTOR IN PEOPLE

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The Ingredients of Success

Academic Achievement

As a grammar school, much importance is attached to academic results. We strive to provide opportunities for each boy to achieve the very best of which he is capable. Students' achievements are rewarded through a system of merits and commendations. But so too is effort – we cannot ask more of a boy than to do his best. Such recognition is often a spur to greater success.

A full report on each boy's progress is issued once a year while a system of profiles, issued twice a year, keeps parents in more regular touch with their son's progress. Parents' Evenings, held at least once a year, give parents an opportunity to discuss progress with their son's teachers face to face.

We place considerable emphasis on homework as an essential extension of learning in the classroom. All boys have homework to complete each evening and details are recorded in a homework diary – an essential 'aide memoire' for boys and a useful source of information for parents. As a rough guide, boys in Year 7 would be expected to complete homework in two or three subjects per night, lasting 20-25 minutes per subject.

The Curriculum

In common with other state schools, the school follows the National Curriculum and we aim to provide a broad and balanced education. Each boy entering in Year 7 follows a similar programme for his first three years at Challoner's (Key Stage 3). There is no streaming or setting and boys are placed in one of six equivalent forms. The subjects studied at Key Stage 3 are:

English	Information Technology
Mathematics	Graphics (Design Technology)
French	Music
German/Spanish	Art
Biology	Physical Education
Physics	Religious Studies
Chemistry	Citizenship and PSHEE (Personal, Social, Health and Economic Education)
History	
Geography	

At Key Stage 4 (Years 10 and 11), boys continue to study a common core of Mathematics, English, Science, a Modern Language, Information Technology, Religious Studies and Physical Education. Further optional subjects are then added to match an individual boy's interests and aptitudes.

In the Sixth Form (Years 12 and 13), boys study four main subjects to AS level in Year 12, followed by either three or four A2 courses in Year 13. In addition, an enrichment programme is offered to all students.

Parents are welcome to inspect curriculum documentation at the school on request.

Other aspects of the Curriculum

Citizenship/PSHEE (Personal, Social, Health and Economic Education)

In partnership with parents, we aim to help boys develop the skills they will need in adult life. Our Citizenship programme covers such issues as health education (including drugs education), careers and relationships, as well as promoting an awareness of wider issues of a local and global significance. We believe that all these issues need to be addressed in an atmosphere which is open, objective and balanced. The school has a comprehensive Sex and Relationship Education Policy, aspects of which are also covered in Biology and Religious Studies. Parents may exercise their right to withdraw their son from Sex and Relationship Education by writing to the Headmaster.

Religious Education

The Religious Studies programme is based on the Buckinghamshire Agreed Syllabus and features a strong emphasis on the discussion of ethical and philosophical issues. Assemblies are 'broadly Christian' in character but follow a strongly ecumenical approach with a range of visiting speakers and opportunities for spiritual reflection. The school has no affiliation with any particular religion or religious denomination. Any parents wishing to exercise their right to withdraw their son from collective worship or aspects of religious education should write to the Headmaster.

The school prides itself on raising money for charities and a regular programme is arranged to heighten boys' awareness of their responsibilities to others, both locally and worldwide.

Careers Education

Careers education and guidance is an integral part of the programme provided for each boy as he moves through the school. Aspects of careers education are covered in the Citizenship/PSHE programme, while advice is offered at each important stage in a boy's school life, including the choice of GCSE subjects and the selection of appropriate pathways at 16+ and 18+. All boys take part in a work experience programme in Year 10 and we work closely with both the local Education and Business Partnership and the *Connexions* service. The school has very strong links with a range of higher education institutions. University visits and careers events in school are organised on a regular basis.

Equality

The school actively promotes the principles of equality in relation to gender, race and disability. Learning is structured in such a way as to promote equality of opportunity for students with disabilities. We also make every effort to accommodate the needs of parents/family members who have disabilities.

Enrichment Programme

The extra-curricular enrichment programme at Challoner's is extensive. It involves music, drama, sport and school trips, to name just a few of the many activities. Clubs and societies organised by both staff and students operate at lunchtime and after school.

Participation in these activities is voluntary – on the part of staff as well as students – but we regard such activities as an important enrichment of the education we offer.

Sport

Challoner's is noted for its sporting achievements. Our major sports are football, cricket, hockey, rugby, athletics, tennis and cross-country running. Inter-school fixtures are played week by week throughout the year. Our teams take part in all the major local competitions and a number of our boys regularly achieve representative honours at county, regional and even national level. Sports tours abroad are organised on a regular basis. For example, in 2009 boys from Years 9 and 10 went on a cricket tour to Grenada.

Our facilities for sport are second to none and include a sports hall, a floodlit all-weather sports pitch, six tennis courts, a fitness suite, a gymnasium and a new cricket square and pavilion.

Physical Education is a compulsory part of the curriculum at all levels, including the sixth form. As boys progress through the school the choice of activities is broadened to ensure that the interest of even the reluctant sportsman is maintained!

Music and Drama

The musical life of the school is especially rich and varied. The Challoner's Orchestra performs a varied and challenging programme, sometimes joining with students from Dr Challoner's High School. The school choir performs a wide repertoire and features prominently in our annual carol services and Founder's Day service in St Mary's Church. As well as such classical repertoire, the Jazz Band and Swing Band (involving around one hundred pupils from both schools) provide the focus for lighter entertainment, including the annual Cabaret Evening. A whole range of smaller ensembles ensures that as many boys as possible have an opportunity to display their talents. Visiting music teachers also provide tuition in a wide variety of instruments.

A major musical has been put on every two years with the most recent production being *Little Shop of Horrors* in 2009. School plays involving both senior and junior boys are also regularly staged.

Educational Visits

Educational visits take place frequently, sometimes to support specific elements of the curriculum and sometimes to encourage wider social, cultural or sporting interests. Expeditions are organised to such destinations as Morocco and Iceland, while educational trips to European destinations are a regular feature of the school calendar. Boys in Year 9 are involved in an activities week in the summer term when a wide choice of residential visits is on offer. Language visits and exchanges are arranged with France, Germany and Spain, while senior students have the opportunity to undertake work experience in Marseille and Berlin.

The House Competition

On entry to the school, each boy is assigned to a form which in turn belongs to one of the school's six houses – *Foxell, Holman, Newman, Pearson, Rayner and Thorne*. Inter-house competitions are organised in a whole range of activities, including all the major sports and artistic pursuits. House competitions extend the range of opportunities for extra-curricular activities and house assemblies run entirely by senior students take place each term.

Student Development

Pastoral care is a central part of the everyday life of the school. At Challoner's we treat students as individuals and we have created a caring and responsive support structure so that no one need feel lost.

On entry to the school, boys become part of a year group managed by a team of professionals responsible for the academic and personal development of each individual. The tutor group is the main social unit and the most important means of developing a boy's sense of belonging. The form tutor has daily contact with the boys in his or her form. Form tutors are therefore able to establish caring relationships with individual boys and thus help solve problems when they arise. If, however, the matter is more serious, the student development team is always on hand to help. The school matron and counsellor can also be called upon to provide additional support.

Behaviour

Challoner's prides itself on being a caring and orderly community. The development of self-discipline, responsibility and courtesy are regarded as very important. The school rules are relatively few in number but are implemented fairly and without favour. Serious breaches of discipline are rare, reflecting the fact that relationships in the school are very positive.

A range of sanctions exists which are applied by staff in the case of unsatisfactory work or behaviour. These include lunchtime or after school detentions and tasks of community service. In cases of serious misbehaviour, boys may be required to attend school on staff training days. Bullying, the use of illegal drugs and violence are always considered as serious breaches of discipline. Serious examples of such behaviour may result in the application of a fixed term or permanent exclusion from the school.

The Headmaster expects students' behaviour outside the school, for example on school trips and on the journey to and from school, to mirror the high standards within the school. Misbehaviour which brings discredit to the school is regarded as a serious matter.

Uniform

We regard our students as ambassadors for the school and believe that school uniform assists in the promotion of high standards and contributes to a sense of corporate identity. Students are therefore expected to wear correct uniform at all times and we ask for the support of parents in this regard. Full details of the uniform requirements are distributed with the admission pack prior to entry to the school.

At no time does our dress code allow for the extremes of fashion and parents are asked to remember this when buying replacement items. Haircuts and hairstyles are expected to be moderate. Details of these expectations are published annually in the Handbook for Parents and Students.

Special Educational Needs (Student Development Plus)

The school believes that provision for special educational needs is an integral part of the curriculum and all teachers are involved in supporting boys with special educational needs. Where necessary, additional support is provided through an Individual Education Plan and, in a few cases, a short programme of individual tuition may be offered. Parents are always fully consulted and kept informed of their son's progress.

Safeguarding Children

The health, safety and well-being of every child are our paramount concerns. We listen to our students and take seriously what they tell us. Our aim is that boys will enjoy their time as students in this school.

We aim to work in partnership with parents to help each boy to achieve his full potential and make a positive contribution. On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact parents. The procedures, which we follow, have been laid down by the Buckinghamshire Safeguarding Children Board and the school has adopted a Child Protection Policy in line with this for the safety of all.

The Sixth Form

The vast majority of boys joining the school remain with us for seven years and follow success at GCSE with entry to the sixth form.

In excess of twenty-five subjects are offered at AS and A2 level and our record of helping students achieve university entrance is extremely impressive. The school has enjoyed particular success in entry at Oxford and Cambridge, with around 20 boys gaining places each year.

Responsibility for the sixth form is in the hands of the Director of Sixth Form, supported by two assistants and a team of eighteen tutors. Tutors have close first-hand knowledge of their students and are given responsibility for writing detailed references for higher education or other purposes.

Sixth formers enjoy their own common room and separate catering operation, while the student executive plays an important role in running the sixth form facilities.

A number of senior students are selected to be head boys, house captains, prefects and mentors and play a key role in assisting with the organisation of the school and supporting younger pupils. The School Captain organises the prefect teams, represents the school on public occasions and chairs the influential Student Council.

Parental Involvement

For parents used to relatively small primary schools, it sometimes can seem difficult to know how to get involved in a large secondary school. However, there are many ways in which parents can help. Parents are invited to assist with school trips and offers of specific expertise in other areas such as careers advice or lectures are always welcome.

The Friends of Dr Challoner's Grammar School

The Friends of DCGS have provided invaluable support for the school for over thirty years. At the start of each autumn term, parents of new boys are invited to join The Friends in order to take part in (and preferably help organise!) their ambitious programme of events which runs throughout the year.

In recent years, The Friends have raised up to £30,000 annually to provide much needed extra facilities which can be used by every boy in the school.

The Dr Challoner's School Educational Trust

The Trust was set up in 1987 to help the school in the provision of facilities which the local education authority was unable to provide. It relies entirely upon the generous contributions of parents and makes use of a Gift Aid scheme to maximise the value of parental contributions.

Old Challoners

Links with the school do not end when students leave. Regular reunions are organised and former students are able to keep in touch with each other and the school through a web based alumni system. Old Challoners frequently visit the school to share their expertise and experience with current students.

General Information

Chairman of Governors Mrs S Lawson

Admission Arrangements

Dr Challoner's normally admits 180 boys at the age of 11 into Year 7. To be considered for admission to the school, boys must achieve the qualifying standard in the Buckinghamshire 11+ process. Full details of this process can be found on Buckinghamshire County Council's website (see below) or in the Guide for Parents. For more information call the council's Admissions Team on 01296 383250 or email admissions@buckscc.gov.uk.

Qualified boys living within the school's catchment area receive priority for admission, but are not guaranteed a place. Further details and the admission rules and arrangements are on the council's website or in the guide. For entry in September 2009, Dr Challoner's received 273 qualified applicants within its catchment area for the 180 places available.

Buckinghamshire County Council Website:

www.buckscc.gov.uk/schools/parents/admissions/

Requests for late transfer admission for boys into Year 7 (after the normal point of entry in September), Years 8, 9 and 10 are managed by the Administration Manager at the school, to whom enquiries should be addressed, ena@challoners.com.

Dates of Open Evenings

Wednesday	23 rd September 2009	7.00-9.00pm
Thursday	24 th September 2009	7.00-9.00pm

The Headmaster will make a short presentation at 7.00pm and 7.20pm. Tours of the school will also be arranged. Parents are advised to allow ample time for parking, as space on the school site is very limited.

School Hours

- 8.40 School opens
- 8.45 Registration
- 8.50 Assembly/Form Period
- 9.05 Period 1
- 10.10 Period 2
- 11.10 Break
- 11.30 Period 3
- 12.30 Lunch
- 1.35 Registration
- 1.40 Period 4
- 2.45 Period 5
- 3.45 School ends

Terms are of the same length as in other maintained schools, with half term breaks of one week in each term. The school is in session for 190 days in each year. Parents are reminded that it is detrimental to their son's education to take holidays during term time and that permission for such absence is entirely at the school's discretion.

Charging and Remissions Policy

1. Introduction

This policy sets out the governing body's approach to charging and remission for school activities and school visits. It takes full account of sections 449-462 of the Education Act 1996 and guidance issued by the DCSF. For the purposes of this policy, the term 'charge' is defined as a compulsory payment which the school is entitled to levy in certain circumstances. The term 'voluntary contribution' describes a payment which parents may be asked for to cover the cost of certain optional activities including the majority of educational visits which take place during school time.

2. Essential Curriculum Activity

The school will make no charge for education provided during school hours including the supply of any materials, books, instruments or other equipment. However, a charge may be levied where the student's parent wishes to own any such materials.

3. Voluntary Contributions

Many of the school's extra-curricular activities are made possible through parents' willingness to make voluntary contributions to defray the cost. Such activities include many educational visits which take place during school time. However, no student will be excluded from an activity simply because his or her parents are unwilling or unable to make a contribution. If insufficient voluntary contributions are raised to fund an activity, then it will be cancelled.

Parents will also be asked to make a voluntary contribution to the school's annual giving programme. The school makes it clear to parents that students will receive the same treatment regardless of whether they choose to make a contribution.

4. Educational Visits

Educational visits fall into two main categories: those which take place largely or entirely during the school day and which may be part of the National Curriculum or a public examination course (Type A); and those which take place largely or entirely outside school time (Type B). A visit is deemed to have taken place largely during school time if at least half the time spent on the visit falls during school sessions. There may also be occasional instances of residential visits taking place largely or entirely during school time where a charge will be made only for the board and lodging (Type C).

Type A visits will be organised on the basis of voluntary contributions (see above) and no charge will be made. Type B visits will usually be subject to a charge, although this charge will not exceed the cost of visit. However, they may also be organised on the basis of voluntary contributions. For Type C visits, the cost of board and lodging will be remitted in cases where parents are in receipt of:

- income support;
- Income Based Job Seekers Allowance;
- support under par VI of the Immigration and Asylum Act 1999;
- Child Tax Credit, provided that Working Tax Credit is not also received and family's income (as assessed by Her Majesty's Revenue and Customs) does not exceed the pre-determined minimum level set for the relevant financial year;
- Other income related employment support allowances.

Where places on an educational visit are limited and the visit is oversubscribed, places will be allocated by ballot. Participation in activities such as sports tours which require a particular aptitude will be by invitation.

5. Music Tuition

Charges will be levied for teaching either an individual student or groups of any appropriate size to play a musical instrument or to sing. Parents will be advised of the scale of charges before signing up for their sons to receive tuition and will be expected to sign a set of terms and conditions. No charges will be made in cases where the tuition is required as part of the National Curriculum, or part of a syllabus for a prescribed public examination that the student is being prepared for at the school, or part of religious education.

6. Examinations

Charges will not be made for entries to public examinations where students have been directly prepared for the examination by the school. However, charges will be made to enter students for examinations where they have been prepared outside school or where students choose to re-sit examinations for which no direct preparation has been provided by the school. The school will also charge students for late-entry examination fees, and in cases where the student fails to attend the exam without good reason or meet other essential requirements of the course.

7. Remissions

The school will fully or partly remit charges for activities to those parents who are in receipt of income support and/or other benefits as listed above. Applications for remission will be dealt with by the Headmaster who will determine the level of remission in negotiation with the parents. The school reserves the right to see evidence to support parents' applications for remission. The school will fully remit board and lodging charges for Type C visits.

8. Damage to school property

A charge may be levied for damage to school property if the damage is as a result of the deliberate or reckless behaviour of a student.

9. Recovery of Charges

The school will recover charges which are outstanding from parents.

Students' Private Property

Neither the school governors nor the Local Authority or its employees can accept responsibility for the safe custody of private property belonging to students or parents. All clothing and personal property needed in school must be clearly marked with the owner's name. Valuable items should not be brought to school. Students are not advised to leave property on the school site overnight.

Handling of Parental Concerns

The school seeks to resolve parental concerns informally wherever possible. Parents should write in the first instance to their son's Key Stage Team Leader. A copy of the school's complaints procedure is available from the Headmaster's Office on request.

Examination Entries

It is the school's policy to enter students for public examination in all those subjects where they have undertaken a course of study. In exceptional circumstances entry may be refused to those who have, for example, failed to complete the necessary coursework.

School Documentation

Arrangements for inspecting school documentation can be made through the Headmaster's Office.

Examination Results 2008

GCSE Results

	Students in Yr 11		5+ A* - C			5+ A* - G			5A* - C Including English & Maths	
	Number	5+A*- C	5+ A* - C			5+ A* - G			5A* - C Including English & Maths	
	2008	2008	2008	2007	2006	2008	2007	2006	2008	2007
DCGS	183	99.3	100	100	98.5	100	100	100	99.3	99.4
LA Average			72.6	69.6	68.5	96.0	95.3	94.8	63.4	60.5
National av			65.3	62.0	59.2	91.6	91.7	90.5	47.6	46.8

Full Course

Subject	A*	A	B	C	D	E	U/X	Total	% A*-A	% A*-C
Art	3	5	9	5	0	0	0	22	36.4	100.0
Biology	89	60	12	2	0	0	0	163	91.4	100.0
Business Studies	17	28	9	2	0	0	0	56	80.4	100.0
Chemistry	93	50	19	1	0	0	0	163	87.7	100.0
English Literature	31	68	71	11	2	0	0	183	54.1	98.9
English Language	31	74	71	7	0	0	0	183	57.4	100.0
Electronics	15	17	13	1	2	0	0	48	66.7	95.8
French	25	44	37	19	1	1	0	127	54.3	98.4
Geography	39	37	30	9	1	0	0	116	65.5	99.1
German	12	23	11	8	1	0	0	56	62.5	96.4
Graphics	13	11	9	2	3	0	0	38	63.2	92.1
History	35	27	16	3	0	0	0	81	76.5	100.0
ICT	109	35	2	0	0	0	0	146	98.6	100.0
Mathematics	115	59	9	0	0	0	0	183	95.1	100.0
Music	11	10	7	2	0	0	0	30	70.0	100.0
Physical Education	21	17	10	1	0	0	0	49	77.6	100.0
Physics	97	50	16	0	0	0	0	163	90.2	100.0
Religious Studies	32	14	6	1	1	0	0	54	85.2	98.1
Science	4	6	13	1	0	0	0	24	41.7	100.0
Additional Science	4	7	10	3	0	0	0	24	45.8	100.0
Spanish	13	2	6	6	0	0	0	27	55.6	100.0
Theatre Studies	9	6	4	0	0	0	0	19	78.9	100.0
Total	818	650	390	84	11	1	1	1955		
%	41.8	33.2	19.9	4.3	0.6	0.1	0.1	100.0	75.1	99.3

Short Course

Subject	A*	A	B	C	D	E	X	Total	%A*-A	%A*-C
ICT	0	4	16	5	0	0	1	26	15.4	96.2

2008 National data: www.dcsf.gov.uk/performance/tables

A Level Results

Point scores for Year 13 students including AS result:

	Number of students	Average Point Score				
	2008	2008	2007	2006	2005	2004
DCGS	185	1130.9	1023.5	975.6	392	393
National average		740.0	731.2	721.5	292	269.2

A-Level Results by subject:

Subject	A	B	C	D	E	U/N	Total	% A-E	% A-B
Art	7	2	2	1	1	0	13	100.0	69.2
Biology	35	14	4	4	0	0	57	100.0	86.0
Human Biology	0	1	1	3	4	2	11	81.8	9.1
Business Studies	12	7	2	1	0	0	22	100.0	86.4
Chemistry	27	11	6	6	1	1	52	98.1	73.1
Chinese	0	1	0	0	0	0	1	100.0	100.0
Economics	6	16	4	1	0	0	27	100.0	81.5
English Literature	14	9	2	2	0	0	27	100.0	85.2
Electronics	14	1	1	0	0	0	16	100.0	93.8
French	3	7	3	2	3	1	19	94.7	52.6
Geography	34	13	8	0	0	0	55	100.0	85.5
German	2	1	4	1	0	0	8	100.0	37.5
General Studies	41	31	27	21	8	7	135	94.8	53.3
History	19	6	4	0	0	0	29	100.0	86.2
ICT	1	2	0	1	0	0	4	100.0	75.0
Applied ICT	2	1	0	0	0	0	3	100.0	100.0
Italian	1	0	0	0	0	0	1	100.0	100.0
Law	0	4	3	2	0	0	9	100.0	44.4
Mathematics	82	22	6	7	2	0	119	100.0	87.4
Further Mathematics	30	2	2	0	0	0	34	100.0	94.1
Additional Further Mathematics	6	0	0	0	0	0	6	100.0	100.0
Music	1	4	0	0	0	0	5	100.0	100.0
Music Technology	1	2	2	1	0	0	6	100.0	50.0
Spanish	1	2	2	3	0	0	8	100.0	37.5
Sport Science	12	9	5	2	0	1	29	96.6	72.4
Physics	29	13	3	6	1	0	52	100.0	80.8
Politics	11	3	2	1	1	0	18	100.0	77.8
Religious Studies	9	7	4	4	1	0	25	100.0	64.0
Theatre Studies	3	4	3	2	0	0	12	100.0	58.3
Total	403	195	100	71	22	12	803		
%	50.2	24.3	12.5	8.8	2.7	1.5	100.0	98.5	74.5

2008 National data: www.dcsf.gov.uk/performance/tables

AS Level Results

(Subjects not continued to A-level)

Subject	A	B	C	D	E	N	U	Total	%A-B	%A-E
Art	1	1	0	0	0	0	0	2	100.0	100.0
Biology	1	3	3	8	8	0	1	24	16.7	95.8
Business Studies	1	1	1	0	0	0	0	3	66.7	100.0
Chemistry	0	3	4	4	2	0	0	13	23.1	100.0
Economics	0	1	0	3	2	0	0	6	16.7	100.0
English Literature	1	0	0	0	1	0	0	2	50.0	100.0
French	2	0	0	0	0	0	0	2	100.0	100.0
Geography	1	0	1	0	0	0	0	2	50.0	100.0
General Studies	14	15	15	5	0	0	2	51	56.9	96.1
History	1	2	1	0	0	0	1	5	60.0	80.0
ICT	0	2	1	1	0	0	0	4	50.0	100.0
Law	0	0	2	1	2	0	0	5	0.0	100.0
Mathematics	2	1	2	2	1	0	5	13	23.1	61.5
Mathematics(Further)	6	0	0	2	1	0	0	9	66.7	100.0
Additional Further Maths	2	0	0	0	0	0	0	2	100.0	100.0
Sport Science	0	0	0	3	1	0	1	5	0.0	80.0
Spanish	0	0	1	0	0	0	0	1	0.0	100.0
Physics	1	1	1	4	4	0	4	15	13.3	73.3
Politics	1	1	0	0	0	0	0	2	100.0	100.0
RS	0	3	1	1	0	0	0	5	60.0	100.0
Theatre Studies	0	0	0	0	0	0	0	0	0.0	0.0
Total	34	34	33	34	22	0	14	171	91.8	39.8

National Curriculum Key Stage 3

Percentage achieving these levels

Subject	8	7	6	5	4	3	2	Below 2	Absent
English	0	55.0	40.6	4.4	0	0	0	0	0
Mathematics	78.3	21.1	0.6	0.0	0	0	0	0	0
Science	0	85.0	15.0	0.0	0	0	0	0	0

Key Stage3 Targets for those achieving Level 5

2008	Targets	Results
English	98%	100%
Maths	98%	100%
Science	98%	100%

National percentage of all pupils achieving Level 5/6 in the Key Stage 3 National Curriculum Tests

2008	Achieving Level 5	Achieving Level 6
English	Figures not published	
Maths	Figures not published	
Science	Figures not published	

Please note that figures may not add to 100% since the figures are rounded to the nearest %.

Attendance Rates

Total number of students of compulsory age on Roll May 2009:	912
Percentage of pupil sessions (½ days) missed through authorised absence including study leave:	9%
Percentage of pupil sessions (½ days) missed through unauthorised absence:	0.05%

School Leavers

Routes taken by school leavers 2007-8

Number in Year 11:

Percentage entering post-16 education and training:	99%
Percentage entering employment:	1%

Number in Year 13:

Percentage entering Higher Education:	95%
Percentage entering Further Education:	1%
Percentage entering employment:	4%

STAFF

Teaching Staff

Headmaster

Dr M A Fenton	MA MSc PhD	Peterhouse, Cambridge	History, Politics	2001
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Deputy Headmasters

Mr C Clare	BSc	University of Sheffield	Physics, Electronics	1974
Mr M Sturgeon	BA	University of Liverpool	Geography	2005

Assistant Heads

Mr J Anning	BSc	University of St Andrews	Physics	2003
Mr D Atkinson	MA	Hertford College, Oxford	Geography	1996
Mrs S Horrocks	BA	University of Leeds	English	1994
Mrs J John	BSc	Imperial College, London	Science, IT	1986
Mr S Sinden	BA	King's College, London	Religious Studies*	2005

Teaching Staff

Mr R Ambrose	BA(Ed)	University of Exeter	PE	2005
Mr F Ampah-Korsah	BA	University of Ghana	Graphics	2008
Miss L Ashton	BA	University of Leeds	Spanish*, Languages	2005
Miss C Bell	BSc	University of Exeter	Mathematics	2006
Miss L Binnion	BSc	University of Birmingham	<i>Physics</i>	2007
Mrs C Black	BSc	University of Birmingham	<i>Mathematics</i>	2003
Mr A Bristow	MSc	University of Birmingham	Science*, Biology*	2000
Mr A Britton	BA	Cambridge College of Arts & Technology	Geography	1988
Mr J Buckridge	BSc	University of Reading	Biology	2007
Mr S Burn	BSc	University of Reading	Mathematics	2009
Mrs M Burnett	BSc	Westfield College, London	Biology	1997
Mr M Butler	BA	St Catherine's College, Oxford	Mathematics	2002
Mr G Cadman	BA	University of Sheffield	Languages	2008
Mrs J Cavanagh	BSc	University of Wales, Swansea	Chemistry	2001
Mr S Cavanagh	BA	University of Wales, Swansea	English	2008
Mr R Childs	BA	University of Leeds	German*, Languages	2005
Mr P Clayton	BA MFA	Canterbury Coll of Art and Univ of Reading	Art*	1997
Mr D Colquhoun	MEng	University of Nottingham	Mathematics	2004
Mr G Cross	BSc	University of Hull	<i>Mathematics</i>	2003
Mr J Curran	BA	Brasenose College, Oxford	History	2007
Mr H D'Arcy	BA	Brunel University	PE	2003
Miss L Day	BA	Churchill College, Cambridge	English	1999
Mr J Deadman	BA	University of Exeter	Sport & PE*	2003
Mr R Dobby	MA	Exeter College, Oxford	Mathematics	1996
Mr C Duggan	BA	University of Leeds	PE	2007
Mr A England	BA	Jesus College, Cambridge	Mathematics	2003
Mrs S Etkind	BA	University of Hull	History	1991
Mrs M Fletcher	BSc	Imperial College, London	Physics, IT	2003
Mr J Flower	MA	University of Bristol	<i>English, Drama*</i>	1998
Miss B Gallagher	BA MA	University of Birmingham	English, Drama	2008
Mr J Graham	BEEd	University of Leeds	Religious Studies	1995
Mrs L Green	MSc	University College, London	<i>SEN</i>	2003
Mrs L Hang-Campbell	DECS	Paris-Dauphine University	Business Studies	2000
Mrs G Harrison	BMus	Guildhall School of Music & Drama	Music	2005
Mr R Healy	MA	Christ's College, Cambridge	Mathematics	1998
Mr N Hezel	BA MA	Lancaster Univ and St John's, Cambridge	Religious Studies	1987
Mr C Holloway	BSc	University of Birmingham	Mathematics*	1993
Mr P Holt	BA	St Martin's College, Lancaster	Graphics*, Art	2009
Miss M Jackson	BA	Nottingham Trent University	<i>Art</i>	2005
Mrs K Keen	BA	University of Keele	<i>Languages</i>	2006
Mr S Keen	BA	University of Reading	IT, Business Studies	2008
Mr W Kirkpatrick	BSc	Victoria University of Manchester	Physics	2009
Mr R Laferton	BA	University of Durham	Economics, History	2008
Ms D Leigh	BSc	University of Wales, Cardiff	Chemistry*	2005

