



CARRE'S GRAMMAR SCHOOL

Welcome to Carre's Grammar School, a specialist Sports and Science College with Gifted and Talented, of over 700 boys in the market town of Sleaford.

Carre'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 Carre'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.

We are committed to the belief that it is very important to offer as many opportunities as possible to our students to gain experience from learning outside the classroom. An extensive array of enrichment and extra-curricular activities is offered. Partnerships have been developed locally, nationally and internationally which extend opportunities for all.

We have been recognised by OFSTED as a High Performing Specialist School, but Carre'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.

Nick Law
Headteacher

June 2010



School Details

Status of School: Foundation Selective Grammar School
Specialist Sports and Science College with Gifted and Talented

Classification: Boys' Grammar School

Number on roll: 718 Students

Sixth Form: Joint Sixth Form consortium arrangement with St George's Academy

Address: Carre's Grammar School
Northgate
Sleaford
Lincolnshire
NG34 7DD

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E-mail: enquiries@carres.lincs.sch.uk
Website: www.carres.lincs.sch.uk

Headteacher: Mr N M Law

Chairman of Governors: Mr R A Hutton

The Governing Body

Members of the Governing Body and the date when their term of office ends:

<i>Foundation Governors:</i>	Mr R A Hutton (Chairman) <i>Carre's Grammar School Northgate Sleaford NG34 7DD</i>	2013
	Canon J Patrick, The Vicar of Sleaford (ex officio) Mrs R Jackson	2013
	There is a vacancy for a Foundation Governor	
<i>Parent Governors:</i>	Mrs C Bower	2011
	Mr S Walker	2012
	Mr M Barringer	2013
	Dr SJB Gilmore	2013
	Mr R Ketch	2013
	Cdr G Titmus	2014
<i>Staff Governors:</i>	Mr V Postoyalko	2013
	Mr A Allen	2013
	Mr N Law, Headteacher (ex officio)	
	Dr J Szewczyk	2013
<i>LEA Governors:</i>	Cllr D Roberts	2014
	Mrs S Burge	2012
<i>Co-opted Governors:</i>	Mr M Robertson (Vice-Chairman)	2012
	Mr C J Boyce	2012
<i>Associate Member:</i>	Mr A Wilkinson	2010
<i>Clerk to the Governors:</i>	Mrs R A Hoye <i>Carre's Grammar School Northgate Sleaford NG34 7DD</i>	

Teaching Staff as at September 2010

Mr N Law:	Headteacher
Dr M R Moyes:	Assistant Headteacher; English
Mr A J Wilkinson:	Assistant Headteacher; Director of Specialism (Sport/Science)
Mr J R Holland:	Assistant Headteacher; Director of Faculty (Humanities); Geography
Mr K Moss:	Assistant Headteacher; Director of Faculty (Mathematics)
Mr G Ahmed:	ICT; Head of Business Studies
Mrs E Albuixech:	Director of Faculty (MFL)
Miss T Angus:	Head of Art
Mrs S Bence:	Head of Ethics & Philosophy
Mr A Broadhurst:	Physics; Science
Mrs R A Brooks:	Key Stage 3 Manager; French; Spanish
Ms K Cain:	Head of Drama; English
Mrs K Carpenter:	English
Ms E Chaddock:	Head of Geography
Mr M Clare:	Second in Faculty (MFL)
Mr D O Cossins:	Mathematics
Mr P Crossley:	Mathematics
Mr S Emerson:	Head of History
Mr L Hanlon:	Mathematics
Mrs D Hickmore:	Head of Sixth Form; Biology; Science
Mr J Hickmore	Biology; Science
Ms A Hobbs	Director of Teaching and Learning (Science); Biology; Chemistry
Mrs S James:	Second in English
Mr K Jones:	Director of Faculty (Technologies, ICT and Business)
Mrs K Karumazondo:	Music
Mrs L Kirkman:	English, AST
Mr S Lord:	Physics; Science, SENCO
Mr P Mawditt:	Head of Design & Technology/Engineering
Miss T Mills:	History
Mrs R Needham:	Second in Faculty (Mathematics)
Mr S Newell:	Physical Education
Mr J Offer:	Physical Education
Mr B Pickard:	Physical Education/Sixth Form Progress Manager
Mr V Postoyalko:	Chemistry; Science
Miss L Preston:	Director of Faculty (English)
Mrs R Quinton:	Head of Music
Mr J Ratcliff:	Ethics & Philosophy
Mrs P Rayfield:	French; German
Mr B Rooney:	14-19 Co-ordinator
Mr I Scholefield:	Head of Enterprise Education; Design & Technology
Mrs K Sharples:	Art
Mr R Smith:	Physical Education
Dr J Szewczyk:	Director of Teacher & Learning (Science), Chemistry
Mr A Thomas:	Design & Technology
Mr M J Wilson:	Key Stage 4 Manager, Geography
Mr M Wilson:	Head of Physical Education
Mr A R Wright:	Director of Faculty (Science); Biology; Physics;

Sleaford Joint Sixth Form

Mr G W M Kay: Director of the Joint Sixth Form

Support Staff – as at September 2010

Mr A Allen:	Partnership Development Manager
Mrs E Allen:	Finance Assistant
Mrs C Almond:	Senior Science Technician
Mrs V Andrew:	School Business Manager
Mrs K Archer:	Administration Assistant
Mrs S Bettey:	Catering Assistant
Mrs B Birkett:	Assistant Cook
Mrs J Body:	PA to Headteacher/Office Manager
Mr N Bowes:	ICT Systems Manager
Mrs J Brackenbury:	Cleaner
Ms R Brook:	Administration Assistant
Mrs J Charlton:	Catering Assistant
Mrs P Clapham:	Student Support Mentor
Mrs G Cook:	ICT Technician
Mrs B Day:	Cleaner
Mrs H Evans:	Administration Assistant
Mr M Evans:	Football Development Manager
Mr L Fisk:	ICT Apprentice
Mrs D Gray-Thompson:	Catering Assistant
Mrs T Green:	Finance Assistant
Mrs T Harland:	Cleaner/Catering Assistant
Mrs A Hendry:	Catering Assistant
Mrs M Hibbard:	Cleaner
Mrs J Hull:	Data Manager
Mrs D Knibbs:	Cleaner
Mrs W Lilley:	Cleaner
Mr R Lochhead:	Site Manager
Ms N Lowde:	Cleaner
Mrs T Mallinson:	Cover Manager
Mrs S Manley:	Student Support Mentor
Mrs J Murphy:	Cleaner
Mrs R Nelson:	Language Assistant
Mr C Pelham:	Gardener
Mrs A Rate:	Cleaner
Mrs D Smith:	Student Support Mentor
Miss L Smith:	Learning Resources Administrator
Mr J Spalding:	Cleaning Supervisor
Mr J Sparks:	Technology Technician
Miss J Stancer:	Science Technician
Mr N Stephenson:	Fitness Manager
Mrs J Thatcher:	Catering Manager
Mrs S Tristram:	Cleaner
Mrs L Tyson:	Catering Assistant
Mr M Uddin:	ICT Technician (maternity cover)
Mr W Walker:	Assistant Site Manager
Mr S Ward:	Competitions Manager
Mrs P Warhurst:	Student Support Mentor
Mrs T Williams:	Examinations Officer
Mrs C Williamson:	Community Sports Liaison Officer

A Specialist Sports College – Raising standards across the whole curriculum

In September 2003, Carre's Grammar School was designated as a Specialist Sports College and affiliated to the Youth Sports Trust. A state of the art all-weather pitch, unique in its quality within Lincolnshire, was opened in 2007, and our new Sports Diploma building and Food Technology Suite will open in December 2010.

Carre's Grammar School is a key part of the Government's strategy of raising sporting and academic standards and establishing partnerships between schools and the wider community. We are a lead school within the Local Authority and promote the standard of physical education across the primary and secondary phases of education, training teachers for Physical Education and Games from early years to secondary specialist staff.

Additional resources are directed to Carre's to support our work. Through our status we continue to raise our educational standards in all subjects. This is an exciting time for the students, staff, parents and governors of the school.

Our Commitment as a Specialist Sports, Science and Gifted and Talented College

Through our status as a Sports College we are:

- raising standards of achievement through the increased quality of teaching and learning
- extending curricular opportunities, including subject enrichment, out of school hours learning and industry and business links
- increasing the take-up and interest in specialist subject courses, particularly at post-16.

Carre's is a regional focal point for excellence for students of all ages, staff and members of our community. We work with partner schools to develop Physical Education and Science through outreach work, improved access to facilities and provide training for teachers in other schools. As well as working with students and teachers, Carre's is also working in the community through promoting healthy living, supporting sports performers, providing a venue for cardiac rehabilitation and fitness referrals and the promotion of a wider range of active recreation. We currently work with over 11,000 youngsters.

Our Commitment as a High Performing Specialist School (HPSS)

Following our recent Ofsted inspection (2008) and our redesignation as a Sports College we were delighted to be awarded HPSS.

This has allowed us to take on an additional (second) specialism in Science (with Maths and Gifted and Talented).

Through our second specialism status we are:

- raising standards of teaching and learning;
- increasing uptake of students in specialist subjects;
- developing an extensive outreach programme with partner primary schools;
- improving ICT facilities for Science, Maths & other subject areas;

- successfully utilising 1:1 Maths tuition for selected students;
- Gifted and Talented lead school for the Sleaford area.

Pastoral Care and Discipline

There are definite advantages in the fact that Carre's is a relatively small school. Teaching groups are manageable in size, promoting excellent teaching, and form groups do not exceed 30. Consequently, Form Tutors have the opportunity to get to know their forms well. In all cases the Form Tutors are responsible for the general welfare of the students and it is to them that the students go in the first instance if problems arise. Form Pastoral Periods and morning and afternoon registration periods provide regular opportunities for staff and students to talk about matters of mutual interest and concern.

Structure

Each Key Stage is supported by a Key Stage Manager who knows the needs of the year groups without being a Form Tutor in addition to this role. They are supported by Learning Mentors; non-teachers who offer one-to-one support for students.

In charge of overall pastoral arrangements within the school is one of the Assistant Headteachers. He, along with Key Stage Managers and the Special Educational Needs Co-ordinator, is responsible for ensuring that ongoing problems are dealt with as effectively as possible. They arrange meetings with parents and staff, initiate contacts with parents where the school is experiencing difficulties with individual students, liaise with the county's specialist services and organise supportive measures for students where these are judged to be appropriate. Students thrive under positive relationships and a learning environment. A rewards system is followed to give incentive for positive behaviours. The rewards systems are overseen by the Key Stage Managers.

Every member of staff is concerned with the well-being of the students at the school: there is no division between academic teaching staff and pastoral staff. In the first instance, if your son experiences difficulties in a particular subject he should talk to his subject teacher about the problem. Learning is a two-way process and unless the staff are aware of the difficulties that are being experienced, they cannot help to put matters right.

Transition

In order to ensure a smooth transition from the primary school our teachers visit each partner primary school to get to know staff and students, as well as to understand the problems in transfer. In addition to the New Entrants' Parents' Evening held in late June/early July, new students visit the school for a day later in the same week in order that they can get to know the school a little before they start in the Autumn Term. The school holds regular meetings with parents in the form of Progress Evenings, but goes further by encouraging a continuing dialogue with parents to ensure that, together, we provide the best service for the students. We consult with parents through the year.

Behaviour for Learning

The school has a clear behaviour code to ensure that students learn with minimal disruption. Students who fail to meet the school's requirements in terms of behaviour or production of the required work can expect disciplinary sanctions to be taken against them. We expect parental support when sanctions are necessary.

For minor infringements, students are given warnings. If this is ignored, detentions are issued. Where a pattern of unsatisfactory behaviour is evident, parents will be informed and students may be placed on report to monitor their activities over an agreed period of time. Additional specialist agencies are involved as appropriate.

Repeated transgressions or more serious misbehaviour will result, in ascending order of severity, in exclusion from lessons within school, temporary exclusion from school and permanent exclusion from school. In all cases of disciplinary action taken, the school follows the recommendations set out by the DFE. Students will be assigned to Individual Education Programmes or Pastoral Support Plans as a means of helping them through their difficulties. Outside agencies such as the Educational Psychological Service and the Emotional and Behavioural Support Service of Lincolnshire County Council may be brought in with the agreement of parents. At all times, the school seeks to work with parents to help students through difficulties.

Part of the process of education is to learn from the mistakes made in both formal learning and social contact. However, there are exceptional occasions when very serious transgressions would result in a student's permanent exclusion from Carre's without previous lesser sanctions being applied. Specifically, in addition to the incidents contained in guidance from the DFE (serious actual or threatened violence against another student or a member of staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon), students who are involved in organised theft, persistent bullying, the supply or possession of illegal substances, whether for financial gain or not, or students who are engaged in persistent misbehaviour, should expect to be permanently excluded by the Headteacher. If there is a clear link between the misconduct of a student outside of school and the promotion of good behaviour and discipline in the part of our students, then sanctions may also include exclusion.

Expectations

It is important to recognise that the expectations of high standards of behaviour are for the well-being of all members of the school and community. Good manners and politeness are an important part of everyday life and, therefore, courtesy is expected between all members of the school and between members of the school and the public.

The ultimate aim of the expectations is to ensure that the good name of Carre's is upheld, that the well-being of the community both inside and outside is maintained, and that the school routine can run efficiently. To this end the following summary is given:

- 1 Respect each other
- 2 Respect the school
- 3 Serve the interests of the community

We expect parents to support the school in maintaining a caring, work-orientated environment for the benefit of every student.

School Uniform

All students must wear their school uniform with pride on their way to and from school, during the course of the school day and on occasions when they are representing the school off the school premises. The uniform strengthens the identity of the Carre's community.

Years 7 to 11

The school uniform consists of a black blazer with the school badge on the breast pocket and red braid on each pocket, black or charcoal trousers (which should not be excessively flared or narrow), white shirt and school tie. Pullovers, if worn, should be black and V-necked. Black shoes must be worn and socks must be grey or black.

Fully finished school blazers, school ties and most other items of uniform are available from local suppliers. Alternatively, if parents wish to buy a plain black blazer from a chain store, the school office can supply the badge and braid for them to sew on at a modest cost. We also supply school ties, PE bags and polo shirts.

Sixth Form

As an alternative to the uniform for Years 7 to 11, Sixth Form students wear a dark suit, any non-vivid shirt and Sixth Form tie, black shoes and grey or black socks.

PE Clothing

Students are expected to wear the correct clothing for both periods of PE whether playing or practising.

Physical Education (indoor work): Red polo shirt, black shorts, white socks, white training shoes, preferably non-marking.

Football/Rugby (Autumn and part of Spring Term): Football/Rugby shirt, in school colours (a strong dual-purpose shirt; one will suffice for both games), football shorts (black), football socks (red), football boots and shin pads. Students are advised to wear a protective mouthguard for rugby and, in the case of screw-in studs, these should have British Standard certification for rugby union. (Students can only use the new all-weather pitch in either trainers or football boots with **moulded plastic studs**).

Athletics (Spring and Summer Terms): As for indoor work. Tracksuits may be worn. For such extra items parents are recommended to wait until their sons have joined the school when orders can be placed at a discount through the PE Department.

Cricket (Summer Term): Students chosen to play in school cricket teams wear white cricket shirts, white trousers and white cricket shoes. This outfit is preferred for all students but when not in school teams students may wear school shirts, white or school trousers and white training shoes.

Most items of PE and Games kit are available from local suppliers. Polo shirts are also available for purchase through the school office.

NOTE:

- 1 All garments must be clearly marked with student's name.
- 2 For all PE activities students are required to change completely in the school changing rooms, which are warmed in winter. Students must be provided with a towel for showers.
- 3 Students are expected to take their PE kit home between PE periods.

Dress and Appearance

We expect students to be smartly and cleanly attired to help develop personal standards of excellence. We seek to minimise the number of rules in the school, but in matters of appearance and dress, parents and students should be aware that the guiding principles are to avoid extremes and for the wearing of the uniform to be in a smart manner. Individual guidance is given to students when appropriate. Jewellery, apart from the wearing of a wristwatch, for reasons of Health and Safety, must not be worn. Hair length should not exceed the base of the back of a school shirt collar and fringes should not come below eyebrow level. Hair colour should be a natural colour. If an attempt at hair colouring goes wrong this will not be regarded as sufficient excuse to adopt a more unusual colouring. If there is a medical reason for a style of haircut then this will obviously be treated with respect and understanding. The dress code is also intended to respect cultural sensitivities.

The School Day

8 40	-	8 45	Staff Briefing
8 45	-	9 05	Registration/Assemblies/Form Tutor Time
9 05	-	9 10	Changeover
9 10	-	10 10	Lesson 1
10 10	-	11 10	Lesson 2
11 10	-	11 30	Mid Morning break
11 30	-	12 30	Lesson 3
12 30	-	1 30	Lunch break
1 30	-	1 40	Registration/Form Tutor Time
1 40	-	2 40	Lesson 4
2 40	-	2 45	Changeover
2 45	-	3 45	Lesson 5

School Routine – advice for parents and students

1 Registration

All students attend registration with their forms each morning at 8 45 am, and afternoon at 1 30 pm. Students returning from periods of absence should bring a note from parents/carers explaining such absence.

2 Assembly

Immediately after morning registration students will either go to assembly, or remain for a Tutor Period. Late arrivals must report to the school office and sign in the 'late book'.

3 Access to Lockers

Lockers may be visited at the following times:

- before registration both morning and afternoon
- during the 11 10 – 11 30 break
- between 12 30 and 12 45
- after school

4 Breaks

Generally, all students are expected to be outside at break and lunch times, except during bad weather. In such circumstances, a red disc is hung in the school dining room window. When this is displayed students may go to their form rooms. For those students wishing to undertake private study during break and lunchtimes, there is a designated Home Room for each year group.

The Learning Resource Centre is open for general reference work and reading most lunchtimes, as is the ICT room.

5 Bounds

The town is out of bounds to all students below the Sixth Form between 8 45 am and 3 45 pm (except for students going home for dinner). Licensed premises are out of bounds for all students, including members of our Sixth Form. Permission to go into town for a special purpose may be obtained from the Form Tutor on production of a letter from the student's parent.

Certain areas of the school grounds are out of bounds for Health and Safety reasons. These areas are explained to students.

6 Lunch Arrangements

School meals are organised on a cafeteria basis. Daily menus are posted, and a wide choice is available. Students go into lunch on a rota basis, the list for which is displayed in the entrance to the dining hall. A balanced diet is always available through the daily choices offered, at approximately £2.20. The school operates a cashless catering payment system.

Sandwiches: Those wishing to bring a packed lunch may do so; accommodation is provided in the Dining Hall. Sandwiches may be purchased from the canteen.

Students in Years 7 to 11 are not allowed to take lunch at shops or cafes, except in the charge of their parents.

7 Students who travel to and from school by car

Parents who bring their sons to school or collect them from school by car are requested not to bring their cars onto the school premises as the congestion caused by doing so would be a safety hazard to students arriving on foot.

8 School Planners

Every student is issued with his own personal planner at the start of the school year. The planner is the most important book in a student's school bag. In it he records homework, reminders, commendations and messages. Parents are asked to check their son's planner daily if possible, and to sign it weekly. There may well be messages from teachers in the planner and parents may use the planner to relay their own messages to teachers.

Prefects

Prefects are given responsibilities around the school. They do this in co-operation with the staff. Sanctions may be given for breaches of school discipline. On the buses and trains, senior students are asked to act as prefects, responsible for sensible behaviour, and will report disciplinary problems to an Assistant Headteacher. The school prefects are led by the Head Boy and his team of elected Assistant Head Boys.

Attendance

Parents are asked to request absence in writing through the Form Tutor at least three days beforehand. Dental appointments should be made out of school hours if possible. As any period of absence interferes with students' learning, parents are not expected to take their son on holiday during the normal school term. Absences are not authorised unless exceptional circumstances are offered on the request form available from the school office.

Whenever a student is absent without foreknowledge, eg because of illness, parents should telephone the school office explaining the reason and the student should bring a note to his Form Tutor on his return. If a student is absent for more than three days, parents should inform the school again.

The School Curriculum

The school curriculum is designed to support the DFE National Curriculum requirements in Key Stages 3 and 4 and to provide a sound foundation for students to continue their studies beyond the age of 16.

The Lower School: Years 7 to 9

Care is taken to induct each student into the life of the school as quickly and fully as possible. A day during the Summer Term enables new students to meet staff and each other before joining fully in September. All new students follow the same academic programme which is regularly reviewed to meet changing needs.

For the first three years at the school all students study Mathematics, English, Science, French, Geography, History, Art, Design and Technology, ICT, Music, Ethics and Philosophy, PE, with the opportunity to take German or Spanish as an additional foreign language in Year 9. Science is taught as three separate subjects, Biology, Chemistry and Physics in Year 9. Citizenship, Sex and Relationship Education, Careers and Work Related Learning are included in PSHE, as well as in other relevant curriculum areas.

The Middle School: Years 10 and 11

The two-year course to GCSE determines the curriculum for this age group. A student is well-advised to choose those subjects in which he is most able and interested, but the maintenance of a wide spectrum of subjects is actively encouraged.

In Years 10 and 11, all students study Mathematics, Double Award English, Physics, Chemistry and Biology, plus a course in statutory Ethics and Philosophy. At present, students take a further five examination subjects, which must include a modern foreign language, and three further courses from Art, History, Geography, Business Studies, Music, Ethics and Philosophy, French, German, Spanish, ICT, Design and Technology and PE. Mandarin is currently offered as an additional subject in Twilight time for students. Individualised programmes of study are arranged for a small number of students. Citizenship, Sex and Relationship Education, Careers and Work Related Learning are covered in other relevant curriculum areas and through special events and activities.

The Sixth Form: Years 12 and 13

Although a small proportion of our students leave us after completing their GCSE courses at the end of Year 11, the vast majority stay with us for a further two years as part of the Sleaford Joint Sixth Form, after which the majority proceed to Higher Education at university. Parents are encouraged to ensure that their sons stay the full seven years if this is recommended, whether or not it is intended to go on to Higher Education. Students gain in maturity, in self-discipline, in powers of leadership and in prospects by staying for more advanced work in the Sixth Form.

Two schools operate a common timetable and this offers students a wider range of options than many other sixth forms in the choice of AS/A Levels and vocational courses, as well as cultural, social and sporting activities.

A pastoral curriculum dealing with personal, social, health and moral issues, along with citizenship and careers education and guidance, operates throughout the school in every year group.

Special Educational Needs

The Governing Body recognises that all students have their individual special needs and that, as far as possible, the teaching styles and the curriculum of the school should be so arranged that these needs are taken into account. Mr Steve Lord is the school's Special Educational Needs Co-ordinator (SENCO).

It is the policy of the Governing Body to give students access to the support of whichever agencies are appropriate whenever they have a perceived need, whether such students are receiving additional funding through the local authority for that need or not. The school works in close co-operation with a whole range of external agencies involved in the support of such students. These include Lincolnshire County Council support services, namely the Educational Welfare Service, the Educational Psychology Service, the Emotional and Behavioural Support Service, the Sensory Impairment Unit, and the Gifted and Able Unit.

The school gives due account to the recommendations contained in the Lincolnshire County Council Special Educational Needs Handbook and seeks advice from the Special Needs Department at County Offices.

Whilst every effort is made to accommodate students with physical disabilities, there are no lifts or wheelchair access facilities to the upper floors of any building except for the Learning Resource Centre, nor are there disabled toilet facilities in the main teaching areas. The school has an Access Plan in line with recent legislation and all new building projects take into account disability issues.

Child Protection

We believe that all children have the right to grow up unharmed, to have the opportunity to develop fully and have their basic needs met.

Under the Children's Act, it is the duty of all staff and Governors of the school to be aware of the signs of child abuse. If the school has cause for concern about the safety or well being of a child, it is their duty to notify appropriate agencies with the accepted procedures of confidentiality being observed.

The school maintains a Child Protection Policy that has been adopted by the Governing Body.

Physical Education

All students in Years 7 to 11 receive two hours of Physical Education per week in curriculum time. Out of school hours learning is in addition to this. Students are taught in all areas of activity to provide a broad and balanced curriculum. Activity areas include athletics, dance, gymnastics, outdoor activities and swimming. On average, students will participate in 12 to 15 sports per year. Including out of school hours learning, this can increase to up to 18 sports per year.

Religious Education and Collective Worship

Although the school is not a Church school and has no direct denomination affiliation, the Vicar of Sleaford is ex-officio member of the school's Foundation Governors. For many years the school's annual Carol Service has been held at St Denys' Church. There is normally one non-denominational whole-school assembly per week. There are also year group and other points of reflection during the week.

All assemblies are of a broadly based Christian nature reflecting on current events as well as specific Christian teachings. The viewpoints of those who do not share Christian beliefs are also reflected upon. From past experience, this form of assembly has been found to be valued and acceptable to the students, who are encouraged to participate. Few students' parents have felt the need to withdraw from collective worship and parents are welcome to attend by prior arrangement. Students who are withdrawn from collective worship are expected to be present for announcements made at the end of the period for thought or reflection.

The Ethics and Philosophy course at Carre's is carried out within the context of the 1998 Education Act and follows the Lincolnshire Agreed Syllabus for Religious Education. Parents may withdraw their sons, but as the course is non-denominational, this is unusual.

Sex and Relationships Education

Sex and Relationships Education is given, within a moral framework, as part of the curriculum in Science, RE and Personal, Social and Health Education. Knowledge of sexual reproduction is part of the Science National Curriculum. The school believes that a loving, stable family life is desirable, but recognises that not all families achieve stability. Parents are advised when an aspect of Sex and Relationships Education is being followed as part of the PSHE programme so that, if desired, discussion at home may support the programme at school. Parents have the right to withdraw their son from all aspects of Sex Education that fall outside the National Curriculum. Please discuss your intention to withdraw from this aspect of the Curriculum with the Headteacher if you wish to exercise your statutory right.

Careers Education, Work Related Learning and Guidance for Higher Education

From Year 7 we run an ongoing programme of advice and information in collaboration with our local Connexions Advisers in order to make sure that the students' choices are based on informed opinion. This supports our own careers advice for students.

In Years 10 and 11 every student will be offered an interview, either with the school's Work Related Learning Co-ordinator, or with a specialist Careers Officer, or both. The students also have the opportunity to undertake a thorough careers appraisal through computer-based learning programmes.

There is a well-stocked careers library which is open to the students at lunchtime as well as computer, video and other information in the main school Learning Resource Centre.

In addition, a programme of lectures is arranged, with speakers from the professions, the services, industry and commerce. There are visits to industrial concerns for students in the middle and senior school. Every student in Year 10 is expected to undertake a one-two week work experience programme at the end of the summer term.

The programme continues throughout the Sixth Form where more emphasis is placed upon the opportunities available in higher education, enterprise and study skills.

Parents are welcome to attend any of the interviews that are arranged for their sons and should feel free to contact the school at any stage in relation to their son's careers guidance.

Homework and Independent Learning

Students are expected to study independently, to help reinforce work covered in school, and to help staff identify where difficulties are being experienced.

Homework increases from about one hour per night in Year 7 to two hours per night in Years 10 and 11. Tasks are recorded in the student planner. If your son is regularly spending appreciably more or less time on homework than this, you should inform his Form Tutor.

Failure to complete homework satisfactorily may result in sanctions being imposed. Repeated occurrences will result in parents being informed and, ultimately, an internal exclusion.

A variety of tasks are set for homework activity and there are occasions when personal research or wider reading is set.

Extra-curricular Activities

In addition to extensive sporting activity, and to further supplement the curriculum, there is a wide range of activities out of school time. Opportunities are given for students to develop their creative talents in art and crafts, music and drama. The school has a considerable variety of educational visits that are organised both at home and abroad. This includes visits to Senegal, Nepal, France and Germany.

Academic work, although of prime importance, is only one part of school life. Whilst it is justifiably proud of its academic record, the school is equally proud of its achievements out of the formal classroom environment.

Musical Instrument Tuition

The school employs a team of visiting instrumental teachers who offer tuition in brass, woodwind, keyboard, stringed and percussion instruments. There is a charge for tuition. Lessons take place both during the course of the school day and outside normal school hours. Inevitably, students do have to be withdrawn from their normal teaching lessons for instrumental lessons which are held during teaching periods, but we try to arrange their instrumental tuition schedule in such a way that the same school subject is not missed on a regular basis.

Assessment of Students

Classwork and homework are continuously monitored and assessed in relation to predictions and targets for all students' progress.

This will be underpinned by four assessment points during each academic year which are reported to parents. One of these may well be a test of knowledge, but equally they may be assessments based on class presentations, or a range of assessment techniques. This will enable students and their parents to effectively track progress towards target grades.

Entry for Public Examinations

The progress of students on GCSE courses in Years 10 and 11 is closely monitored at all times. Where a student is not performing up to our expectations, parents are informed and asked to support us in our efforts to bring about the kind of improvement that will enable the student to achieve an examination pass at the appropriate level. Following the trial GCSE examinations for Year 11 students, final decisions are taken on entrance for public examinations in consultation between students, subject teachers, pastoral staff and parents. Some students whose work shows they are unsuitable to enter the full complement are told they will not be entered, but we would not normally do this in more than one or two subjects. However, where a student has a poor attendance record, has failed to meet coursework deadlines or has lacked motivation and effort, despite our best efforts in consultation with parents to remedy the situation, he will be deemed to have waived his right to the funding of entries for examinations in the subjects adversely affected.

The modular nature of the AS and A2 A Level system means that students will have a good idea of their likely overall grade as their modular results are declared through their courses. Students will be counselled as to the wisdom of continuing a course of study in which they are clearly struggling.

Other than in exceptional circumstances, the school will not pay examination entry fees for examinations or modules that students wish to resit in order to improve their grades.

Reporting on progress

Parents will be provided with one written report on their son's progress each year. Information about a student is accessible on-line to that individual's parent(s). In addition they receive progress checks and will be invited to attend one Parent/Teacher consultation meeting per year where they will have the opportunity to speak to each of their son's teachers about his progress. Students are encouraged to accompany their parents to the consultation meeting and to be involved in the discussion of their progress. Additional meetings are arranged for students causing concern before a problem develops.

Parents and students will also receive regular assessments of students' efforts in every subject studied.

The dates for the Parent/Teacher consultations in the school year are published to parents. It should, however, be pointed out that any parents who are unable to attend the Parent/Teacher consultation meeting, or who are anxious about their son's progress at any stage during the year, should telephone the school, or write in to arrange an interview with their son's Form Tutor or Key Stage Manager at a mutually convenient time.

Commendations and Merits

Teachers are actively encouraged to award commendations or merit awards to students for good work or good deeds. Students record these in their planners and when they reach milestones in the number of commendations they have received in a school year, they are presented with a certificate and other privileges. Merits are collected in planners to keep parents informed.

The merits system is regularly reviewed to maximise the incentives for students to give of their best efforts in all activities in the school.

Charging and Fees

To conform with the requirements of the Education Reform Act 1988, there are no fees for tuition of the National Curriculum, statutory Religious Education or in preparation for prescribed public examinations, trips in school time or trips associated with taught courses, although there may be charges for accommodation. There is no charge for examination entry except where:

- the school has not prepared students for the examination in the year for which the entry is made;
- a student has failed, for no good reason, to complete the requirements of the examination or to attend for it;
- a student has completed an A Level Modular Assessment and wishes to re-sit in order to improve his grades.

No charge is made in respect of books, materials, equipment, instruments or incidental transport provided in connection with the National Curriculum, statutory religious education or in preparation for prescribed public examinations or courses taught at the school, except where parents have indicated in advance their wish to purchase a product.

Parents are invited to contribute towards the cost for school activities in or out of school time for which compulsory charges cannot be levied but which can only be provided if there is sufficient voluntary funding. No student is excluded from such activity by reason of inability or unwillingness to make a voluntary contribution. The school may be able to assist in cases of hardship¹.

The school will seek payment from parents for damage to or loss of school property caused wilfully or negligently by their children.

Free School Meals

Some children are entitled to receive free meals. Information about how to claim free school meals may be obtained from the school office.

Equal Opportunities

Carre's Grammar School fully recognises its responsibility and role in providing equal opportunities for all students, irrespective of class, race, religion or disability. The school's policy may be viewed at school. All staff at the school are required to operate within the guidelines of the policy.

Personal Property - School Premises

The school does its utmost to encourage responsible behaviour amongst students. Students are responsible for security of their personal possessions. It is recommended that all personal items are clearly labelled so that if lost, they can be returned to their owner. Parents are strongly advised to check that their household or personal insurance arrangements cover items lost or damaged whilst at school or whilst their sons are involved in school activities. The school does not arrange cover for items lost, damaged or stolen and cannot be held responsible.

Whenever students are involved in Physical Education and Sport, valuables must not be left in the changing rooms unless students have been informed by the teacher that the changing room has been locked.

Personal Accident Insurance for Students

The insurance market offers personal accident cover for students 24 hours a day. Parents may not be aware of this and if they wish to avail themselves of this cover for their children then they should make enquiries with insurance brokers or companies accordingly.

All students are insured by the school against accidents occurring during sporting activities (fortunately rare). Details are available from the School Business Manager on request.

Administration of Drugs/Medicines in School

Under normal circumstances members of staff cannot be responsible for administering drugs or medicines to students in the school. If a student has a health problem which requires regular medication during the school day, parents must inform the school office so that, where possible, appropriate arrangements can be made. All medications which are brought into school by students must be left at the school office for secure safekeeping unless by prior permission.

Health & Safety

Students are expected:

- to exercise personal responsibility for safety of self and classmates;

¹ Hardship is interpreted as parents or guardians in receipt of Income Support, Working Tax Credit, Job Seekers Allowance, Disability Living Allowance or Incapacity Benefit.

- to observe all the safety rules of the school and in particular the instructions of teaching staff given in any emergency;
- to use and not wilfully misuse, neglect or interfere with things provided for their safety.

The Carre's Grammar School Parents' Association

All parents are offered free membership of the Carre's Grammar School Parents' Association. The CGSPA Committee meets roughly once per month and organises a number of fund-raising events to support projects in the school from which all students will derive benefit. New members of the Committee are always welcome, particularly if they have a talent or expertise which they would feel able to offer.

Policies and Student Education Records

In accordance with Schedule 4 of The School Information (England)(Amendment) Regulations 2010, the school has in place the following policies:

- Curriculum Policy
- Equal Opportunities, Race and Gender Equality Policy
- Special Educational Needs Policy
- Disability Equality Policy
- Collective Worship Policy
- Behaviour for Learning Policy
- Attendance Policy
- Gifted and Talented Policy

These are only a few of the large number of policies that a school is required to have in place, therefore the school does not issue copies of policies to parents as a matter of course. However, all current school policies are available for inspection by parents at the school if requested, and are also posted on our school website at: www.carres.lincs.sch.uk .

In addition, the Governing Body is obliged to allow the parents of a registered student aged under 18 and, if appropriate, a registered student aged 16 or over, access to that student's education records by prior arrangement. There is an administration charge for this process.

Admission at 11+

Carre's Grammar School is a Foundation School maintained by the Governing Body that includes members of the Foundation that was established by Robert Carre in 1604. Our status as a Foundation School makes the Governing Body an admission authority in its own right. The Governing Body determines all decisions about admissions, including this policy, although the Local Authority Schools Admissions Team administers the admissions process in accordance with the Lincolnshire agreed co-ordinated admissions scheme. All dates and procedures concerning application forms, deadlines and notification of offers can be found online at www.lincolnshire.gov.uk/schooladmissions or in the Going to School in Lincolnshire 2011-2012 booklet available from any primary school.

Application for the school must be made either by applying online at www.lincolnshire.gov.uk or completing the common application form **of the local authority where you live**. Parents are reminded that late applications after the date of return of the common application form will normally be considered **after** those received by the closing date. It is important to send the form to the local authority on time.

Pupils seeking admission to Carre's Grammar School in Year 7 must firstly have qualified under the school's selection arrangements by attaining a score of at least the agreed minimum standard in the 11+ selection tests. These are set and standardised by the National Foundation for Educational Research on behalf of the consortium of Lincolnshire Grammar Schools.

Sitting the 11+ test at Carre's Grammar School, at one of its feeder primary schools or at any other venue, does not constitute an application for admission.

There are rights to appeal against non-qualification but exceptional circumstances are required for the independent appeal committee to consider. The arrangements for making such an appeal are outlined in the offer letter sent to parents from the Local Authority. The Admission Authority expects appeals to be made by parents within 15 working days after the refusal of a place.

The School's Published Admission Number is **116** students.

Qualification does not in itself guarantee admission to the school. In the event of the school being oversubscribed with applicants who have reached the required standard, places will be allocated in accordance with the following criteria in the order stated:

- (a) Students who are in **public care** (children who are looked after by or provided with accommodation in the exercise of its functions by Lincolnshire Local Authority) and who have met the qualifying standard for admission to Carre's Grammar School.
- (b) Living within the school's **designated area** at the time of application or with evidence of a legally binding agreement such as the exchange of contracts or the signing of a tenancy agreement. The designated area includes the area within which Lincolnshire County Council provides free home-to-school transport to Carre's Grammar School. A list of towns and villages within the designated area is included with this policy. Where a child lives at different addresses through shared custody arrangements, the address will be where the child spends the greater amount of time during the school week.
- (c) Attending from the start of Year 6 one of the **eleven named partner primary schools** associated with Carre's Grammar School through Sports College outreach work.
- (d) Should any places **remain unfilled** after the application of criteria (a) to (c) above, they will be allocated to those applicants outside the school's designated

area who have achieved the highest marks on the 11+ tests, ranked according to score.

- (e) Should the number of applicants qualifying under criteria (a) to (d) above **exceed** the number of places available, then places will be offered to those applicants whose place of permanent residence is nearest to the school. This will be by driving distance as measured electronically along public highways using the post office address point of the home to the post office address point of the school.

The Governors must, by law, consider all parents who have sent in a common application form naming the school. In accordance with the 1996 Education Act students who have a statement of special educational need which names the school will be admitted before other students. This may have the effect of reducing the **116** places on offer.

Entry into Carre's Grammar School as a member of the Sleaford Joint Sixth Form

Entrance into Carre's Sixth Form is based on students attaining at least 5 GCSE or their equivalent at grade C or above and maintaining a viable programme of study, usually 3 or more subjects at AS level. Normally entrance would require grade C or above in English Language and Mathematics. Carre's is part of a Joint Sixth Form and particular courses within the Joint Sixth Form may have a restricted entry requirement. For details please contact the Director of the Joint Sixth Form, addressed to the School.

Students will only be admitted to the Sixth Form if their courses can be efficiently and effectively provided.

The published admissions policy allows for a number of students, both male and female, from other schools to register with Carre's Grammar School, and take courses within the Sleaford Joint Sixth Form. In the case of oversubscription, students will be rank ordered on the basis of the criteria for entry to Year 7.

Reserve List

The Admission Authority operates a reserve list for parents who were not successful in securing a place but who wish to be offered a place at the school if one becomes available. Children on the reserve list are ranked in the same order as the oversubscription criteria above. Time on the reserve list is not a criterion for the allocation of an available space. Students may stay on the reserve list until the end of the autumn term of the year in which they are refused a place.

Admission of students at other times

Students may be admitted at times other than at 11+ and 16+ provided the number of students does not exceed the published admissions number for the school and provided their admission does not prejudice the provision of efficient education and use of resources. Students must demonstrate that they would benefit from selective education through the school's in-year admission selection process.

The school will assess an applicant and contact the student's existing school to obtain information about objective tests, for example CAT test results or Key Stage 3 results that may have been taken. The assessment will evidence whether the candidate's ability falls within the top 25% of the ability range in the academic year. If there are no places available, the candidate's name will be placed on a confidential reserve list, ranked according to admissions criteria for entry to Year 7. Parents may appeal to an independent panel against a decision not to admit. Details are available from the Headteacher's PA.

Guidance for accelerated transfer between phases

The Governing Body of Carre's Grammar School is the responsible body for determining the criteria for admission to the school. The arrangements are the result of wide consultation.

The School Standards and Framework Act provides the legislation relating to the transfer to the secondary phase of education. The statutory duty to secure appropriate education for all pupils rests with the Local Authority.

Principles

In almost all cases, a broader, richer and deeper curriculum in the age appropriate grouping is more supportive of a child's all round development. The school seeks to work with its feeder schools through providing curriculum support or extension opportunities which enable a child to be maintained in the normal setting for his age group.

The guiding motive of whether there is agreement for accelerated transfer is that the child's educational needs are best served by attending a school at which he is outside the normal age range. Pupils should normally have spent at least two years working with an age group relevant to the transfer request.

The final decision for delayed or accelerated transfer rests with the Admissions Panel.

Accelerated transfers

Early transfer is only rarely and exceptionally in the best interests of the child. The advanced educational ability demonstrated at an early stage might not be sustained in future years of education and this can mean that a child's performance in attainment examinations is less than might have been realised had an additional year of education been completed.

Children who are educated alongside others who are significantly older can be isolated if their physical or emotional maturity is below that of their peers. Evidence should indicate that the pupil's cognitive ability is in the top five per cent of the population and that he is working at a similar level to the most able pupils in the higher year group in relation to national standards. The pupil's social and emotional maturity should be commensurate with the year group to which it is proposed they should transfer.

Children cannot leave full time education until they reach the age of **18**. A repeated year of study may be required.

Dealing with requests for accelerated transfer

Sufficient time is required for the gathering of information to make a fair assessment to meet a child's needs. The request for special consideration should be made in writing by the parents of a child to coincide with applications for usual transfer.

If a child has a statement of special educational needs the request will be passed to the SENCO who will be asked to provide a written analysis of whether the child's needs would benefit from the granting of the request. It may be appropriate to include the response of the educational psychologist attached to the school. The chairman of the governing body, informed by the admissions panel, will then make a decision.

The child's individual educational plan will be given careful consideration, but this in itself will not determine the decision since the Governing Body of the school is the admissions authority.

For children without statements of special educational need, the designated officer of the admissions panel will write to the child's current Headteacher to seek his or her views on the appropriateness of the request and seek additional information. This will be compared to the

needs of the child in relation to others of a similar age. A decision should reflect consideration of the strategies that the child's existing school has taken and whether the social and emotional implications of the decision support the best interests of the child.

The decision reached by the panel will be communicated to the parents of the child and copied to the Headteacher of the child's existing school.

The decision on the principle of the request and the decision regarding the outcome of an application for a specific place at Carre's Grammar School are two separate decisions. One does not pre-determine the other. As such, the decision is given at the discretion of the admissions panel. The decision is open to appeal following the procedure outlined in the application process.

Fair Access

The government has stated that all Local Authorities must have a Fair Access agreement that allows hard to place children, for example, those that have been permanently excluded, to be given a place before oversubscription criteria are applied and before anyone is considered from the reserve list. Such children are shared out to make sure no one school has to take too many of these children. Any such children must have reached the standard for the school.

Important note

The Admission Authority has a right to investigate any concerns it may have with respect to the accuracy of information provided by parents on an application form and withdraw the offer of a school place if there is evidence that parents have made fraudulent claims, for example, concerning parental responsibility or address.

This policy has been drawn up by the Admission Authority of Carre's Grammar School. Before finally determining the policy, the Governing Body has consulted in line with legislative responsibilities.

The following is the designated area for Carre's Grammar School. However, home to school transport is only provided when home is more than three miles from school by the shortest route. For further clarification, please contact the Education Transport Department on 01522 782020.

Anwick	Digby RAF
Asgarby	Dogdyke (Dogdyke Parish)
Ashby De La Launde	Dorrington
Aswarby	East Heckington
Aunsby	Evedon
Billingborough	Ewerby
Billinghay	Ewerby Fen
Billinghay Dales	Ewerby Thorpe
Birtherpe	Folkingham
Blankney (except Green Man Farm)	Garwick
Bloxholm	Great Hale
Boughton	Haceby
Brauncewell (East of A15)	Haverholme
Bridge End	Heckington
Burton Pedwardine	Helpringham
Byards Leap	Holdingham
Chapel Hill	Horbling
Cranwell	Howell
Crofton	Kelby
Dembleby	Kirkby Green
Digby	Kirkby La Thorpe
Digby Fen	Kirkstead Bridge

Labour in Vain Drove
Leasingham
Little Hale
Little Wisbech
Martin & Martin Fen
Metheringham
Metheringham Fen
Millthorpe
Newton
North Kyme
North Kyme Fen
North Rauceby
Northbeck
Osournby
Pickworth
Pointon
Quarrington
Rauceby Hospital
Rowston
Roxholme
Ruskington
Ruskington Fen
Scopwick

Scott Willoughby
Scredington
Sempringham
Silk Willoughby
Sleaford
South Kyme
South Rauceby
Spanby
Stow
Swarby
Swaton
Tattershall Bridge
Temple Bruer
Temple High Grange
Thorpe Latimer
Thorpe Tilney
Thorpe Tilney Dales
Threekingham
Timberland
Walcot Near Folkingham
Walcott
Wilsford

The following schools are formally linked to Carre's Grammar School through the Sports and Science outreach programme. Pupils who are attending one of the eleven schools stated below at the start of Year 6 will be regarded as being eligible for admission under (c).

Sleaford The William Alvey Church of England School, Rauceby Church of England School, Ruskington Chestnut Street Church of England Primary School, Leasingham St Andrew's Church of England Primary School, Sleaford Church Lane Primary School, Ancaster Church of England Primary School, Sleaford Our Lady of Good Counsel Catholic Primary School, Sleaford St Botolph's Church of England Primary School, Kirkby La Thorpe Church of England Primary School, Heckington Church of England Primary School and Caythorpe Primary School.

Rates of Authorised and Unauthorised Absence of Day Students of Compulsory School Age in the School Year 2008-2009

In the academic year to July 2009 the figures relating to absence amongst students of compulsory school age were as follows:

- Authorised absences 6.44%
- Unauthorised absences¹ 1.03%

Unauthorised absences are occasions when notes from parents to explain a student's absence have not been received or where the explanation for the absence has not been accepted as a valid reason to miss education at Carre's Grammar School. Most absences are the result of parents taking a holiday during term time.

GCSE Results achieved in 2009 by Students in Year 11

There were 109 students entered for GCSE examinations.

98.2% of students achieved at least 5 grades A* to C

95.4% of students achieved at least 5 grades A* to C including English and Maths

Subject	A*	A	B	C	D	E	F	G	U	A*-C	% A*-C
Art	1	4	2	7	7	3	0	1	0	14	51.9
Biology	10	19	9	3	0	0	0	0	0	41	100.0
Business Studies	2	13	15	17	8	2	0	0	0	47	81
Chemistry	8	17	13	3	0	0	0	0	0	41	100.0
Electronics	3	1	1	3	1	1	1	0	0	8	72.7
English	27	75	68	41	7	0	0	0	0	211	96.8
French	1	8	13	20	18	2	0	0	0	42	67.7
GCSE PE	14	10	21	10	10	0	0	0	0	55	84.6
Geography	13	28	25	14	2	0	0	0	0	80	97.6
German	0	2	2	14	7	1	0	0	0	18	69.2
Graphics	1	8	2	3	2	0	0	0	0	14	87.5
History	9	31	21	9	1	0	0	0	0	70	98.6
IT	17	44	35	11	1	0	0	0	0	107	99.1
Mathematics	6	33	42	23	4	0	0	0	1	104	95.4
Music	1	3	6	3	0	0	0	0	0	13	100
Physics	10	17	13	1	0	0	0	0	0	41	100.0
Religious Education	6	20	34	31	13	3	0	1	0	91	84.3
Resistant Materials	0	15	21	16	2	0	0	0	0	52	96.3
Science (Double)	0	15	62	56	3	0	0	0	0	133	97.8
Spanish	0	2	5	5	13	1	0	0	0	12	46.2
Totals	129	365	410	290	99	13	1	2	1	1194	
% of Total	9.8	27.8	31.2	22.1	7.5	1.0	0.1	0.2	0.1	90.9	

Note: English is a double award examination – each candidate receiving two grades.
In Science, 41 students were entered for individual Sciences (3 qualifications), the remainder of the year been entered for Core and Additional Science (a Double Award).

GCE A Level Examination Results achieved by the 2009 Cohort

SUBJECT	Grade A	Grade B	Grade C	Grade D	Grade E
Biology	7	2	4	1	3
Business Studies	2	2	5	1	0
Chemistry	5	2	4	3	2
Communication Studies	0	0	0	1	0
D & T Product Design	1	2	2	2	0
English Language	1	3	3	0	1
English Language & Literature	3	1	8	4	0
English Literature	3	2	1	3	0
Film Studies	0	0	1	2	0
Fine Art	0	3	0	0	0
French	1	0	1	0	0
General Studies	0	1	0	1	1
Geography	3	2	2	1	2
German	0	0	1	0	0
History	0	4	3	2	0
IT	0	0	0	1	2
Law	0	1	1	0	0
Maths	9	2	3	1	5
Maths – Further	3	0	0	1	0
Media, Film & TV Studies	0	2	0	1	1
Music	0	0	1	0	0
Physics	2	3	4	3	1
Politics	1	2	1	0	0
Psychology	0	0	1	0	1
Religious Studies	0	2	0	1	2
Science – Electronics	2	2	0	1	0
Sociology	0	0	1	0	0
Spanish	1	0	0	0	0
Sport/PE Studies	3	5	4	3	2

Details of Routes Taken by Students Over 16

Destinations of students completing Year 11 in July 2009 are as follows:

Into 6 th Form	96
College/Transfer out of area	13
Employment	0

Destinations of students aged 17 or over at the start of the school year 2009-2010:

Higher Education	57
Employment	14
Gap year/Re-takes/deferred HE places	8