

**JOHN COLET  
HUMANITIES COLLEGE  
PROSPECTUS  
2011/2012**



John Colet became an Academy on 1 August 2011. Academies are classed as independent state schools, which opt out of council control and have freedom to determine their own policies. As with independent schools, academies are not maintained by the Local Authority. Academies are required to follow the law and guidance on admissions, special educational needs and exclusions as if they were maintained schools.

The Local Authority still maintains a statutory duty for coordinated admissions, home to school transport and special educational needs.

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## JOHN COLET SCHOOL

### HEADTEACHER

Mrs Christine McLintock MSc

### CHAIRMAN OF GOVERNORS

Mr Keith Wilkinson

### TEACHING STAFF – September 2011

Mrs Afsheen Amir	ICT
Mr Jonathan Atkinson	Head of Year 7 / Teacher of Physical Education
Mr Mark Bevan	Maths
Mrs Elizabeth Bond	Head of Year 8 / Teacher of Textiles/RE
Mr Trajan Brand	Technology (Graphic Products, Product Design,)/Geography
Mrs Diana Bull	English/Drama
Mrs Sally Bulteel	Art and Design
Mrs Julie Caplan	English / Humanities College Primary Liaison Co-ordinator
Mr Steve Chappell	Assistant Subject Team Leader Mathematics
Mr Lewis Clarke	Humanities (History) / Geography
Mrs Anne Cobley	Head of Sixth Form/Head of Psychology/Teacher of English
Miss Elizabeth Crowell	Geography
Mr Andy Date	Assistant Headteacher CPD / Teacher of Sociology
Mr Matthew Davies	Humanities (RE, History, Geography) Head of Year 11
Mrs Ruth Davies	Technology (Food Technology) / Geography
Mr Tom Dickinson	Subject Team Leader Music / Information Technology
Mrs Anna Ellershaw	English /Communications/ Film
Mrs Dee Fanchi	Head of Year 8 / Teacher of Humanities (RE)
Mrs Jan Firbank	Assistant Headteacher (Learning & Teaching) / Teacher of Product Design / Health & Social Care/English
Mrs Amanda Froggatt	Head of Year 10 / Subject Team Leader RE / Subject Team Leader of Humanities
Mr Mark Gardiner	Subject Team Leader of Business Studies / Travel & Tourism
Mr Jonathan Goodman	Head of Vocational Education / Teacher of Humanities (History)
Mrs Jayne Gott	Assistant Head of Sixth Form / Teacher of English/General Studies
Mrs Sarah Gould	Subject Team Leader History / Teacher of Humanities
Mrs Charlotte Griffin	English/Film/ Drama
Miss Kelly Harling	Science
Mrs Amanda Henderson	English
Mrs Debra House	Assistant Subject Team Leader/English/Communications
Mr Habib Hussain	Science
Mrs Marjorie Johnston	Subject Team Leader Technology (Resistant Materials) and STL Health and Social Care/Child Development, RE
Mrs Angela Kelly	Subject Team Leader Geography/ Teacher of Sociology
Mr Imran Khan	ICT
Mrs Sarah Koumi	Teacher of Spanish/French
Mrs Helen Leather	Subject Team Leader Mathematics
Mr Sam Mace	Mathematics
Mr Steve McComb	Head of Year 9 / Subject Team Leader P.E./Teacher of NVQ
Mrs Tina McGinnity	Assistant Headteacher (Pupil Support) /Teacher of PE
Mr Chris Measures	Assistant Headteacher (Director of Humanities College / Community Cohesion / Gifted & Talented) Teacher of ICT / History / Geography/Business Studies
Dr Paul Myatt	Science (Chemistry)
Mrs Lynne Needham	SENCO Head of Individual Learning
Mrs Pauline Norris	Subject Team Leader Science

<b>Mr Paul Phillips</b>	<b>Assistant Headteacher, (Assessment/ Recording/ Reporting)/Teacher of German</b>
<b>Mrs Amanda Readhead</b>	<b>Mathematics</b>
<b>Mrs Steph Rose</b>	<b>Physical Education</b>
<b>Miss Katie Sadler</b>	<b>Music/ Maths</b>
<b>Mrs Katie Shackleton</b>	<b>Physical Education/Geography</b>
<b>Ms Isabelle Simpson</b>	<b>Subject Team Leader of Modern Foreign Languages</b>
<b>Mr John Simpson</b>	<b>Humanities (RE)</b>
<b>Mrs Sandy Smith</b>	<b>Science</b>
<b>Mrs Nicola Strachan</b>	<b>Textiles / Health and Social Care/ Geography</b>
<b>Mrs Sonra Taylor</b>	<b>Subject Team Leader English /Communication Studies / Drama &amp; Film Studies</b>
<b>Mrs June Uhart</b>	<b>Modern Foreign Languages</b>
<b>Mrs Val Walker</b>	<b>Science (Physics)</b>
<b>Mr Toby Wall</b>	<b>Subject Team Leader ICT</b>
<b>Mr Vic Walsh</b>	<b>Science</b>
<b>Mrs Rebecca Wells</b>	<b>Science</b>
<b>Mrs Gill White</b>	<b>STL Art &amp; Design</b>
<b>Miss Sandy Whitehouse</b>	<b>Physical Education/School Sports Co-ordinator / Child Development/Geography / Staff Governor</b>
<b>Mr Richard Williams</b>	<b>Science (Biology) / Psychology</b>
<b>Mr Sean Wilson</b>	<b>Business Studies/Geography</b>

#### **SUPPORT STAFF – September 2011**

<b>Mr Ben Allen</b>	<b>Learning Support Assistant</b>
<b>Mr John Angood</b>	<b>Design Tech. Technician</b>
<b>Mrs Ellie Austin</b>	<b>Cover Supervisor</b>
<b>Mrs Carolyn Barr</b>	<b>Learning Support Assistant</b>
<b>Mr Steve Battista</b>	<b>Assistant Caretaker</b>
<b>Mrs Mary Bonner</b>	<b>Cleaner</b>
<b>Mrs Kathy Brett</b>	<b>Reception/Admin Assistant IL and Sixth Form</b>
<b>Mrs Vicky Bunce</b>	<b>Mid-day Supervisor</b>
<b>Mrs Laura Burrows</b>	<b>Cover Supervisor</b>
<b>Mrs Adele Cadogan</b>	<b>Data Manager</b>
<b>Mrs Janet Campbell</b>	<b>Business Manager / Company Secretary</b>
<b>Ms Gill Carter</b>	<b>Receptionist</b>
<b>Mrs Kathy Clark</b>	<b>Librarian</b>
<b>Mrs Jill Collins</b>	<b>Learning Support Assistant</b>
<b>Miss Ruth Collyer</b>	<b>Cleaner</b>
<b>Mr Grant Cutler</b>	<b>ICT Technician</b>
<b>Mr Richard Dalby-Smith</b>	<b>Network and Systems Manager ICT</b>
<b>Mrs Katrina De Banks</b>	<b>Cleaner</b>
<b>Mrs Jennifer Dobson</b>	<b>Learning Support Assistant</b>
<b>Mrs Sara Drammeh</b>	<b>Finance Manager</b>
<b>Mrs Michele Emmerson</b>	<b>Learning Support Assistant</b>
<b>Mrs Donna George</b>	<b>Data Assistant</b>
<b>Ms Samantha Godfrey</b>	<b>Cleaner</b>
<b>Mrs Julia Goodes</b>	<b>Inclusion Unit Manager</b>
<b>Mrs Fiona Harding</b>	<b>School Counselling Service provider</b>
<b>Mrs Jacquie Harland</b>	<b>Admin Assistant Reception/ IL / Sixth Form</b>
<b>Mrs Isobel Harrison</b>	<b>Cover Manager / Science Technician</b>
<b>Mrs Angela Hodges</b>	<b>Learning Support Assistant</b>

<b>Mrs Lesley Holloway</b>	<b>Reprographics Technician</b>
<b>Miss Katherine Horton</b>	<b>Cleaner</b>
<b>Mrs Madeleine Jenkins</b>	<b>School Matron / Student Welfare and Attendance</b>
<b>Mrs Morag Jones</b>	<b>Finance Assistant</b>
<b>Mrs Angela Knowlton</b>	<b>Pupil Support Officer / Student Welfare and Attendance</b>
<b>Mrs Katrina Larkin</b>	<b>Higher Level Teaching Assistant</b>
<b>Mrs Nadda Lipscombe</b>	<b>Learning Support Assistant</b>
<b>Mrs Wendy Lock</b>	<b>Learning Support Assistant</b>
<b>Miss Isabel Macbeth</b>	<b>Learning Support Assistant</b>
<b>Mrs Sarah McCleary</b>	<b>Cover Supervisor / Display Co-ordinator</b>
<b>Mrs Claire Mackaill</b>	<b>Inclusion Unit Assistant</b>
<b>Mrs Debi March</b>	<b>Learning Support Assistant</b>
<b>Mrs Mary Mooney</b>	<b>Senior Science Technician</b>
<b>Mrs Gina North</b>	<b>Learning Support Assistant</b>
<b>Mrs Susan O'Reilly</b>	<b>Learning Support Assistant</b>
<b>Mrs Wendy Perkins</b>	<b>Work Experience Administrator</b>
<b>Mrs Coralie Perry</b>	<b>PA to Headteacher</b>
<b>Mrs Soo Perry</b>	<b>Cover Supervisor</b>
<b>Mrs Jenny Phillips</b>	<b>Technology Technician</b>
<b>Mrs Susan Phillips</b>	<b>Higher Level Teaching Assistant</b>
<b>Mrs Lucy Price</b>	<b>Cover Supervisor</b>
<b>Mr Thomas Price</b>	<b>Learning Support Assistant</b>
<b>Mrs Julie Quinn</b>	<b>Cleaner</b>
<b>Mr Kelvin Rand</b>	<b>Assistant Caretaker</b>
<b>Miss Donna Richardson</b>	<b>Learning Support Assistant</b>
<b>Mrs Karen Rippington</b>	<b>Learning Support Assistant</b>
<b>Mrs Maria Robinson</b>	<b>Cleaning Supervisor</b>
<b>Miss Stephanie Robinson</b>	<b>Cleaner</b>
<b>Mr Trevor Shurmer</b>	<b>Facilities Manager</b>
<b>Mrs Jackie Skinner</b>	<b>Cleaner</b>
<b>Mr Ray Skinner</b>	<b>Cleaner</b>
<b>Mr Joshua Stewart</b>	<b>Learning Support Assistant</b>
<b>Mrs Karen Thomas</b>	<b>Learning Support (PE) /Mid-day Supervisor</b>
<b>Mrs Debbie Thorius</b>	<b>Learning Support Assistant</b>
<b>Mrs Kate Tipping</b>	<b>Learning Support Assistant</b>
<b>Mrs Kimberley Whyte</b>	<b>Learning Support Assistant</b>
<b>Mrs Louise Wiktorowicz</b>	<b>Science Technician</b>
<b>Ms Sue Young</b>	<b>Technology Technician</b>
<b>Mrs Jan Knight</b>	<b>Bucks CC Clerk to the Governing Body</b>
<b>Mrs Isobel Harrison</b>	<b>Clerk to the Governors Committees</b>

**ARRANGEMENTS FOR SCHOOL VISITS BY PARENTS  
OF PUPILS CURRENTLY AT JUNIOR AND PRIMARY SCHOOLS**

We are anxious to allow parents of prospective pupils every opportunity to learn about the school. We have therefore arranged for parents to be able to see the school during one morning and one evening. The dates and times in 2011 are as follows:

**Tuesday 27 September 2011, 6.30 p.m. – 9.00 p.m.  
Wednesday 28 September 2011, 9.00 a.m. – 11.00 a.m.**

Children coming to John Colet Humanities College in September 2012 will be invited to spend two days with us on Monday 2nd and Tuesday 3rd July 2012. On the evening of Tuesday 3rd July 2012, we invite their parents into the school to meet the staff. By September we think both parents and children will know the school, and what it stands for.

**School Term and Holiday Dates 2011/12**

	Open on morning of	Close at end of afternoon of
Autumn Term	Wednesday 7th September 2011	Friday 21st October
	Monday 31st October	Friday 16th December 2011 (close at 12.10 pm)
Spring Term	Wednesday 4th January 2012	Friday 10th February
	Monday 20th February	Friday 30th March
Summer Term	Monday 16th April	Friday 1st June
	Monday 11th June	Monday 23rd July (close at 12.10 pm)

Recommended in-service training days for teachers: Monday 5th September and Tuesday 6th September 2011; Tuesday 3 January 2012; Friday 27<sup>th</sup> April; Monday 23 July 2012.

Easter 2012: 06 - 09 April 2012

Early May Bank Holiday: 7th May 2012

Spring Bank Holiday: 4th June 2012 + 5th June 2012 (additional bank holiday for Queen's Diamond Jubilee)

**School Term and Holiday Dates 2012/13**

	Open on morning of	Close at end of afternoon of
Autumn Term	Tuesday 4th September 2012	Friday 26th October 2012
	Monday 5th November 2012	Friday 21st December 2012
Spring Term	Monday 7th January 2013	Friday 15th February 2013
	Monday 25th February 2013	Thursday 28th March 2013
Summer Term	Monday 15th April 2013	Friday 24th May 2013
	Monday 3rd June 2013	Wednesday 24th July 2013

Recommended in-Service Training Days for teachers: Tuesday 4th September 2012, Wednesday 5th September 2012 and Monday 7th January 2013.

The two additional in-service training days will be determined at the school's discretion.

## **THE VALUES OF JOHN COLET HUMANITIES COLLEGE**

We believe that our pupils are important. We place great emphasis on developing good relationships within the school. Everyone is encouraged to show respect for the feelings and views of others. To this end the creation of a secure, caring and purposeful environment is the responsibility of all of us (pupils, staff and parents).

Everyone is of equal value and is therefore treated equally regardless of gender, cultural, religious, ethnic or family backgrounds.

Further, everyone should show respect for the environment, the buildings, the grounds and displays of work.

### **OUR SCHOOL AIMS**

1. To help each child to become a well adjusted person.
2. To provide opportunities for thought, judgement, appreciation and enjoyment.
3. For each child to be motivated to gain as high as possible a quality of life.
4. To enable each child to live in harmony with others by encouraging understanding and by developing a sense of responsibility to home, school and the community.
5. To make no preconceived judgements as to pupil's abilities and potential. To plan a curriculum to cater for the whole range of ability.

### **SCHOOL VISION STATEMENT**

“A safe, caring, respectful, challenging and supportive community where students are encouraged to become independent learners and thinkers.”

### **PASTORAL CARE IS FOCUSED ON THE TUTOR AND THE TUTOR GROUP, BUT AT ITS HEART LIES GOOD CLASSROOM TEACHING.**

Pupils are placed in tutor groups that cover a wide range of ability. Each tutor group is placed under the guidance of a Form Tutor who is responsible to a Year Tutor.

In the overall education of each pupil, the Form Tutor is very important. The Tutor is directly responsible for the general welfare of the pupils in the group and for monitoring and encouraging their academic progress. Much of this is done in Tutor time.

It is the Form Tutor, Head of Year or Mrs McGinnity, Assistant Headteacher, who should be approached by parents wanting to discuss any aspect of their child's education. In any area of concern we urge parents not to hesitate in contacting us. Where we have concerns, we will certainly make sure that we contact parents. Appointments can be made to see the Form Tutor or appropriate Year Tutor at any time.

We believe that it is possible to impose a firm but non-repressive discipline on a school without tension. The start of this comes with good classroom teaching, from which pupils can work purposefully and with interest. When difficulties occur, the pupil is supported by the pastoral system and by the Individual Learning Department. We believe firmly in involving parents in matters to do with pupils' behaviour and general progress.

The School is always happy to see parents and discuss questions and concerns with them, but it is helpful if parents make appointments through the School Office. In emergencies, appointments can be made at very short notice. Parents are asked not to turn up without an appointment to see members of staff as most of the time the teacher will be teaching.

Parents are formally invited to meet staff twice in a year.

### **SAFEGUARDING STATEMENT**

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their 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 you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. A copy of this policy is available on request from the school website.

### **LOOKED AFTER CHILDREN**

Children and young people become “Looked After” either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most Looked After Children live with foster parents but a smaller number may be in children’s residential units, living with a relative or even be placed at home with their birth parents.

We are committed to providing quality education for all our pupils, based on equality of access, opportunity and outcomes. We fully subscribed to the 5 outcomes of Every Child Matters and, therefore, the Government's aim for every child, whatever their background or their circumstances, to have the support they need in order to:

- ensure that LAC pupils take as full a part as possible in all school activities;
- ensure that carers and social workers of LAC pupils are kept fully informed of their child’s progress and attainment;
- ensure that LAC pupils are involved, where practicable, in decisions affecting their future provision.

### **SCHOOL INSPECTION BY GOVERNMENT INSPECTORS, (OFSTED), December 2010**

The latest OfSTED report can be viewed via the Parent link on the John Colet School website.

## THE CURRICULUM

### SCHOOL TIMES

- 50\* lessons fortnightly timetabled for all year groups (25 hours per week)
- \* plus extra lessons after school for Triple Science and Extra French

8.30 - 8.50	Registration / Assembly		
8.50 - 9.50	Lesson 1	12.10 - 1.10	Lesson 4
9.50 - 10.50	Lesson 2	1.10 - 1.50	Lunch
10.50 - 11.10	Break	1.50 - 1.55	Registration
11.10 - 12.10	Lesson 3	1.55 - 2.55	Lesson 5

### Key Stage 3 Information for Parents September 2012

In September 2008 we moved to a 2 year Key Stage 3. Students then take their options at the end of Year 8 and start GCSE courses in Year 9. They will then have 3 years in order to complete their GCSE studies.

### SUBJECTS TAUGHT AND NUMBER OF LESSONS EACH WEEK

Lessons Per Week	Year 7	Year 8	Year 9	Year10	Year11
<b>English (includes 1 period of Drama – Yrs 7 &amp; 8 only)</b>	7	7	8	8	8
<b>Mathematics</b>	6	6	6	6	7
<b>Science</b>	6	6	8	8	9
<b>Humanities : (History, Geography, RE, Citizenship)</b>	9	9	5 + Opt	5 + Opt	5 + Opt
<b>Modern Foreign Languages</b>	4	4	Opt.	Opt.	Opt.
<b>The Arts: Music / Art</b>	6	6	Opt.	Opt.	Opt.
<b>Technology</b>	5	5	Opt.	Opt.	Opt.
<b>Physical Education</b>	4	4	4	4	4
<b>ICT</b>	2	2	2	2	Opt.
<b>Tutor Period</b>	1	1	1	1	1
<b>Option Subjects</b>			4@ 4	4 @ 4	3 @ 5
<b>Triple Science After School</b>					2
<b>Extra French</b>					3
	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>55</b>

The Key Stage 3 Curriculum at John Colet Humanities College is an effective curriculum based on shared aims and offers coherent approaches to learning.

Our curriculum should enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Successful learners who:	Confident individuals who:	Responsible citizens who:
<ul style="list-style-type: none"> <li>• have the essential skills of literacy, numeracy, information &amp; communication technology</li> <li>• are creative, resourceful and able to identify and solve problems</li> <li>• have enquiring minds and think for themselves to process information, reason, question and evaluate</li> <li>• communicate well in a range of ways</li> <li>• understand how they learn and learn from their mistakes</li> <li>• are able to learn independently and with others</li> <li>• know about big ideas and events that shape our world</li> <li>• enjoy learning and are motivated to achieve the best they can now and in the future</li> </ul>	<ul style="list-style-type: none"> <li>• have a sense of self worth and personal identity</li> <li>• relate well to others and form good relationships</li>   <li>• are self-aware and deal well with their emotions</li> <li>• have secure values and beliefs, and have principles to distinguish right from wrong</li> <li>• become increasingly independent, are able to take the initiative and organise themselves</li> <li>• make healthy lifestyle choices</li> <li>• are physically competent and confident</li> <li>• take managed risks and stay safe</li> <li>• recognise their talents and have ambitions</li> <li>• are willing to try most things and make the most of opportunities</li> <li>• are open to excitement and inspiration offered by the natural world and human achievements</li> </ul>	<ul style="list-style-type: none"> <li>• are well prepared for life and work</li> <li>• are enterprising</li> <li>• are able to work cooperatively with others</li>   <li>• respect others and act with integrity</li> <li>• understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world</li> <li>• appreciate the benefits of diversity</li> <li>• challenge injustice, are committed to human rights and strive to live peaceably with others</li> <li>• sustain and improve the environment, locally and globally</li> <li>• take account of the needs of present and future generations in the choices they make</li> <li>• can change things for the better</li> </ul>

The John Colet Key Stage 3 Curriculum focuses on the Programmes of Study for each of the statutory subjects. These are Art and Design, Citizenship, Design and Technology, Drama, English, Geography, History, Information and Communication Technology, Mathematics, Modern Foreign Languages, Music, Physical Education and Science. The teaching of Careers Education, Sex Education and Religious Education is also statutory.

In addition to the statutory curriculum, a group of subjects focus on a theme in order to develop cross-curricular skills and knowledge. The themes are Healthy Lifestyles, Identity and Cultural Diversity, Technology and the Media, Enterprise, Global Dimension and Sustainable Development, Creativity and Critical Thinking.

The purpose of these cross-curricular themes is to enrich the curriculum. This is achieved through lessons that develop the themes and then culminate in a focused Theme Week which begins on 7<sup>th</sup> July 2011, in which all aspects are drawn together to consolidate the learning. This could be a visit, a performance, workshop activities, visiting speakers, extended project or an alternative enrichment project.

Key Stage 4 starts at the beginning of Year 9 with a three year course and this will allow additional enrichment at GCSE Level resulting in greater levels of achievement overall.

## **ART & DESIGN**

At John Colet Humanities College, all pupils study Art & Design at Key Stage 3. The course provides a broad-based and balanced programme of study. The schemes of work pay particular attention to the National Curriculum attainment targets. Students are encouraged to work in a variety of media to improve their technical skill and understanding through two- and three-dimensional studies.

At the end of year 8, students can choose to take Art as an option for GCSE. They are required to complete a coursework unit made up of a 45 hour controlled assignment. Each student will develop their knowledge and understanding of artworks through visits to major London galleries and through directed study. Students will have the option of taking the GCSE art at the end of year 10 and taking a Photography GCSE in Year 11.

Advanced Level Art at both AS and A2 are popular courses at John Colet Humanities College, and are designed to prepare students wishing to pursue a career in Art & Design for entry into higher education. At AS they work on two units including an examination unit and at A2 they again work on a further two units including an examination unit. Throughout their course, students are encouraged to develop their self-motivation and the self-awareness to be able to relate their work to that of others and to the world around them. Through videos, talks and visits to galleries and exhibitions students develop a strong awareness of art in its theoretical context and are able to form their own opinions in the form of a contextual study.

## **BUSINESS STUDIES AND TRAVEL & TOURISM**

At Key Stage 4 students are given the option to study GCSE Business Studies.

In Year 9 pupils will study a GCSE Economics short course. This requires pupils to learn about personal finance. Not only does this give them a better understanding of their own finances, it allows pupils to see how the world works economically. Pupils will be taught the basics of money; including how individuals can acquire money, the risks involved in borrowing and how best to manage their money. The course also covers the world of work; dealing with why people work, payslips and tax, unemployment and the costs to the economy. This course is examined with a one hour exam at the end of Year 9. It provides not only an excellent qualification in a highly topical and well respected subject but also provides an excellent foundation for GCSE Business Studies in Year 10 and 11.

The GCSE Business Studies course requires students to investigate and understand the basics of business activity. This includes learning about the types of business, sources and control of finance, successful marketing, efficient production and managing people. The emphasis is on learning practical skills that are relevant to future careers in all sectors of the economy.

We aim to help our students make effective use of relevant terminology, concepts and methods. A major piece of controlled assessment enables every student to work independently and carry out their own research in order to write formal business plans. Students are encouraged to view themselves as entrepreneurs, understanding the balance between risk and reward and how levels of effort and providing the customer with what they want are critical to success.

Interest in Business can be extended into the Sixth Form where the Department offers an A Level course in Business Studies and Travel and Tourism. The former provides students with advanced skills in operations, marketing, human resources, finance and strategic decision making. It equips students for a variety of business and management courses at university or is the springboard for launching a career at 18.

The Travel and Tourism course allows students to explore one of the fastest growing sectors of industry covering topics such as worldwide destinations, event management, tourism development, ecotourism and customer service.

To develop our Year 11 and Sixth Form students' understanding of the way businesses are organised, structured, financed and operated we have successfully introduced the Young Enterprise Scheme as well as offering 6<sup>th</sup> form pupils the chance to invest real money on the stock market!

## DRAMA

Students who choose to study GCSE Drama at John Colet will discover a subject that is diverse, challenging and enjoyable.

The course provides students with the opportunity to be creative, experimental and active whilst also developing their written analysis and appreciation of the theatre. Students build confidence in their communication with others through both performance and group work. There is also an opportunity to work with and perform for Primary school children to create a piece of educational theatre that fulfils a real need.

Year 9 is used as an introduction to the subject. During this year students will be introduced to new Drama techniques and terminology, creating and presenting scripted and improvised performances. They will also experience live theatre and develop their observation and analytical skills. Years 10 and 11 provide the opportunity for more in-depth study of text in context, theatre history, practical approaches to improvisation and scripted work and further enjoyment of live performance. A mock exam is taken at the end of Year 10 to assess student progress and set targets for the following year. The practical work produced in Years 10 and 11 is formally assessed: marks from two internally assessed performances will count towards the final GCSE grade, along with an externally assessed written paper. Students will be required to analyse their own work and the work of others in their exam. Please note that students wishing to study Drama at GCSE level will need to attend a theatre visit in Years 10 and 11 as part of the course.

Beyond the classroom, there is an opportunity for all John Colet students to participate in the annual production, which takes place in conjunction with the Music Department. Auditions are held early in the year to allow all year groups to participate. Students have relished this experience in past productions, including our 2010 production of *Oklahoma* and 2011 showcase featuring extracts from *Oliver*, *Les Miserable* and *Wicked!*

Participation in public speaking competitions, concerts and local community events is encouraged. Students are also invited to attend Drama Club on a weekly basis, another opportunity to build confidence and meet new friends. Theatre visits are an integral part of Drama courses and are organised throughout the year.

## ENGLISH

We are proud of our work and success in the English Department at John Colet Humanities College. With a committed and experienced team of teachers and Learning Support Assistants, we try to maximise the potential of every student in every group, whatever their ability.

English, by its very nature, is full of variety and it is this very variety that makes English exciting, challenging and rewarding. We continue to prepare our students for examinations by providing them with a range of opportunities to develop their writing, speaking, listening, and reading habits. We also continue to study Shakespeare and a variety of pre and post 1914 literature at both KS3 and KS4.

KS3 pupils explore a variety of text types in order to develop their own skills in persuasive, imaginative, analytical, and discursive writing. Our KS3 curriculum has been developed in order to encourage creativity and independent learning.

We put in ability groups from early in Year 7, creating one top and two mixed ability groups in each half year group and students continue to be set throughout both KS3 and KS4.

Most pupils at KS4 prepare for both English and English Literature at GCSE, although for a few it is felt that concentrating on GCSE English only is more beneficial. The introduction of controlled assessments from September 2010 has further reinforced the necessity for independent learning and has encouraged careful and detailed individual planning by our students.

Throughout their mainstream education, we provide our students with a variety of opportunities to work in pairs and groups as well as whole class activities, including the use of Library, Drama and ICT facilities. They are encouraged to speak with confidence, listen with appreciation of, and respect for, others and to write as accurately and fluently as possible.

For our students, this prepares them to move onto AS/A2 studies equipped with the necessary skills to embrace English Literature at a more challenging level. In our experience students have achieved excellent results at this level, making it a popular choice in Years 12 & 13.

## **GEOGRAPHY**

Groups at Key Stage 3 are taught in mixed ability tutor groups. This allows the students to develop their relationships within their groups and also helps to create a positive working environment, where discussion of geographical topics can flourish.

In Year 7, a new scheme of work has been introduced with input from the Royal Geographical Society. Areas of focus include 'Impossible Places', 'Adventure Landscapes', 'Risky Places'; all with the intention of bringing awe and wonder into the classroom and engaging enquiring minds. This process of introducing new material will continue through all year groups over the coming months.

At GCSE, we follow the syllabus of AQA Specification B which covers a wide topic base from the Urban Environment to Global Tourism and it is examined in a new modular format after each topic is completed with a 1 hr. exam. There is also a controlled assessment requirement, split into two pieces of work, which they complete in class time under strict guidance.

A level follows on from this course and all is taught by specialist Geography teachers.

## **HISTORY**

Through the study of History at John Colet Humanities College we aim to help students become independent thinkers, open-minded, disciplined, good at problem solving and able to pick out the essential from the trivial. Hopefully, pupils will develop a life long enthusiasm for the study of this wonderful and fascinating subject.

At KS3, we study a variety of topics including Rulers and Ruled, The History of Medicine, Empire and Slavery, Crime and Punishment, WW1, WW2 and a depth study on the Holocaust.

History is a popular and successful option at GCSE. We follow the AQA Modern World History Syllabus B Course which currently includes studies of the interwar years 1919-1939, Nazi Germany, American Civil Rights and USA in the 1920's. There is a controlled assessment element that makes up 25% of the final mark.

At AS/A2 we study OCR Syllabus B which includes the study of Russia in Turmoil, Radicals and Revolution Britain 1780-1880, Perspectives on the Holocaust and an opportunity for students to undertake a personal study.

We are particularly keen to develop pupils' understanding by offering a wide range of trips and visits. To that end we have organised visits over the last few years to locations as diverse as:

- Berlin
- Krakow (Auschwitz)
- The Imperial War Museum
- Normandy
- World War One Battlefields

## **HUMANITIES**

All Year 9, 10 and 11 pupils study GCSE Humanities. This course again combines the knowledge, skills and ideas of History, Geography and RE as well as other Humanities disciplines, notably Sociology. As all students follow the Humanities programme, we are able to ensure that all our students have the chance to study the important issues that face the world today. Throughout the 3 year course, students will undertake the 4 modules for their Humanities course, as well as completing a controlled assessment which makes up 25% of their final mark. Alongside this they will also complete a short course GCSE in Citizenship in Year 9 as an introductory module. Students will be examined in this at the end of Year 9 as well as completing their Controlled Assessment in Citizenship.

For students wishing to extend their study of the Humanities, the department offers AS and A2 courses in History, Geography RE and Sociology. Once again these subjects have proven to be very popular with students.

## **ICT**

The aim of the Key Stage 3 ICT course is to develop students' confidence and proficiency in the use of ICT. We want them to decide when it is appropriate to use ICT and to make decisions as to the best software tools to perform tasks. All of our Key stage 3 courses are planned to be practically based and progressive, and we strive to deliver the National Strategy for ICT in the most interesting and appropriate ways for our students.

At KS4 pupils study the OCR National which is a very practical and vocational course, equivalent to the GCSE qualification. This course is now compulsory for all students. Its aim is to equip pupils with skills required for the work place and life after school. Students will gain competence in a number of areas including; IT skills for business, website creation, video and sound editing and graphic design. The OCR national is modular and based on coursework produced throughout the year. The OCR national is also very flexible and allows able and talented pupils to "top up" their grades. This means in 2 years a pupil can undertake extra modules to achieve a qualification that is equivalent to 2, 3 and even 4 GCSEs.

We also provide an optional GCSE course in Computing. Whereas the compulsory ICT qualification provides essential life and vocation skills the GCSE in Computing is a very different qualification. In GCSE Computing you will focus on the more academic and scientific side of Information Technology. Pupils will learn about computer systems and programming, they will complete a programming project (possibly a game), understanding how computer systems work and how computers send and receive information via networks. This is proving to be a very interesting and popular choice at KS4.

The Applied GCE "A" level course is offered in Years 12 and 13. The assessment for this subject is 80 per cent coursework and 20 per cent examination. The coursework element comprises 5 major projects split between Years 12 and 13, including advanced website design (with ASP coding), graphic design and project

management. Being a vocational course, the theoretical aspects focus on the use of ICT in commercial settings, assessed through an examination at the end of Year 12.

We are also running a double award in Applied ICT which will involve studying the same units as the single award course but in addition, students will get the chance to study subjects such as programming and an understanding of the more technical features of hardware.

We also run the ITQ course for students who are only studying 3 A levels and have no other formal qualification in ICT. This is a vocational subject recognised by employers similar to the European Computer Driving Licence. The course covers some of the more essential areas of the subject such as spreadsheets, databases and basic word processing skills.

## **MATHEMATICS**

The Department is staffed by a team who are committed to developing the potential of each student in this crucial and challenging core subject. Particular emphasis is placed on encouraging students at every level of ability to work with confidence and enthusiasm in order to achieve results at the highest possible level.

The department is very well resourced with up-to-date books and materials which reflect and support key government initiatives. ICT supplements the delivery of lessons and all classrooms are equipped with Interactive Whiteboards.

### **Key Stage 3**

In Years 7 and 8 our schemes of work are based around the National Framework for Mathematics, with links, where appropriate, to other subject areas of the curriculum. Teaching and learning is significantly enhanced by the use of ICT in lessons. We use an exciting range of materials provided by a variety of software packages. These enable teachers to introduce topics and consolidate learning using a wide variety of highly visual interactive resources, games and puzzles. Student participation is encouraged at all times.

We subscribe to the 'Mymaths' website which is being used very effectively to support students' home learning. Students are given individual passwords which allow each student to complete work online which can then be tracked by the class teacher. There is also the facility to use the site as a learning tool, with lessons covering most aspects of the schemes of work.

Students are taught in sets upon entry to the school. Movement between sets is determined from the results of half-termly assessments. These assessments yield National Curriculum levels and sublevels, enabling students, staff and parents to monitor progress effectively.

It is a particular aim in Year 7 to consolidate previous learning and develop confidence and enthusiasm for Mathematics in order to build a platform for success in future years. Particular attention is paid to developing Number and Problem-solving skills. Building good mental arithmetic abilities and sound pencil and paper methods are a key objective in this foundation year. It will help students greatly in their development if they are confident in their times tables when starting at The John Colet School. Regular practice at home will help the pupils significantly.

### **GCSE**

We start our GCSEs in Year 9 with a view to introducing students to the wider possibilities of Mathematics. Students may be able to complete their GCSEs before the end of Year 11 and have the opportunity of studying either Functional Maths or Statistics as an additional subject. We currently enter our top and middle sets at the Higher Tier, with the other groups attempting the Foundation Level. The two tiers of entry mean that all students will have the opportunity of achieving a grade C regardless of tier of entry.

### **Sixth Form**

In the 6<sup>th</sup> form, we teach to the EDEXCEL Modular specification. At AS (Year 12) we teach Core Maths 1 and 2 as well as Statistics 1. At A2 (Year 13) we teach Core Maths 3 & 4 and Mechanics 1. The most able

students have the opportunity to study Further Mathematics through our strong link with the Buckinghamshire Further Mathematics Centre at Dr.Challoner's Grammar School.

## MODERN FOREIGN LANGUAGES

Travel abroad for work or pleasure has now become a commonplace event. Decisions governing our daily lives are made in co-operation with other European countries. It is in this context that the Modern Foreign Languages Department prepares pupils for the possibilities of working abroad, pursuing leisure activities abroad and understanding and participating in a society with an increasing European outlook.

With the new Key Stage 3 curriculum, all students in Year 7 and Year 8 study French for two hours a fortnight. Spanish and German will be taught over the two years on a Carousel basis, thereby exposing the students to 3 Modern Foreign Languages at Key Stage 3 with the possibility of continuing them at Key Stage 4.

A number of activities/visits are organised during the year. Currently, Year 7 pupils enjoy a French breakfast and they also get the opportunity to go to Normandy during Focus week. In Year 8 they visit the Christmas markets in Cologne. Year 9 German students visit the Rheinland and French students will get the chance to go to Boulogne in the summer term Year 10 and 11 German students have the opportunity to do an exchange with our partner school in Leipzig and Year 10 French students can go on an exchange to Liffre. Year 11 students get the chance to visit Paris. Language days with AGS are also organized for Year 8 / 9 students. We are also hoping to renew our exchange programme with Liffre for Year 9 French students.

In order to accommodate double linguists at KS4, we are offering an after-school French GCSE; this will also be open to KS5 who may wish to take up a language GCSE.

We have many outside links including the County Languages Advisor, who will regularly support us in order to move our department forward to encompass languages in the world today.

## MUSIC

Music at John Colet Humanities College is a mixture of great fun and hard work! The subject allows pupils to be creative, to organise their ideas, to learn theory and stylistics and to develop their ability to perform.

At Key Stage 3 pupils are expected to have a tuned instrument to use in their Music lessons. They will engage in a wide variety of activities including: Electronic keyboard work; Tuned and un-tuned percussion work; Improvisation and composition, using specialist Music programs; Performance; Vocal work; Study of pop and classical music via listening and playing and Study of ethnic musical styles via listening and playing. Work takes place both individually and in pairs or groups.

At GCSE, the theoretical, practical and creative aspects of music outlined above are continued to a much higher level and combined with a more analytical approach. Students continue to benefit from the expanding Music technology recently purchased for the department.

The school provides instrumental lessons on an individual and group basis. We employ staff from the Aylesbury Music Centre on the following instruments: violin, viola, 'cello, flute, oboe, clarinet, saxophone, bassoon, trombone, trumpet, cornet, classical and electric guitar and drum kit. Vocal and piano/keyboard tuition is also available and at present parents are requested to pay the charges for all instrumental and vocal lessons.

Pupils who already benefit from the AMC's peripatetic instrumental teaching programme may continue to do so, and pupils are able to take up a new musical instrument at any point in the year. We expect those

who have lessons to be involved with our extra-curricular activities and actively encourage those who take private instrumental lessons to join in too.

There are three musical events each year including the annual school production and Talent Show.

The John Colet Humanities College is well known for the high standard of its annual "production". Usually a stage show, this is a great opportunity for a large number of pupils to take leading roles, sing in the chorus, dance, act, play in the band or to try their hand at scenery, lighting, costuming and stage management. For those who are involved, this becomes the highlight of their year!

### **PHYSICAL EDUCATION**

The general aims behind the teaching of Physical Education in Key Stage 3 are to foster a positive attitude towards a healthy lifestyle and to encourage an enjoyment of sporting activities. Students will be introduced to new sports as well as participating in ones in which they already have experience. Initially students are taught in tutor groups and eventually they are placed into one of three teaching groups; boys, girls or mixed.

At Key Stage 3, the specific aims are to broaden the students' experience of sport and to develop skills, fitness and body awareness. By Key Stage 4, students are able to develop their skills and knowledge in a variety of activities; there is also an element of choice.

During the first two years at John Colet Humanities College every student will take part in swimming, trampolining, athletics, racquet sports and ball games. Key Stage 4 students also have the opportunity to study Physical Education at GCSE Level, and in the Sixth Form an A Level course is offered.

All students are encouraged to take part in extra curricular activities. There are many clubs and practices at lunchtimes and after school there are opportunities to represent the school. We compete locally in all major sports against other schools and enter tournaments regularly.

### **RELIGIOUS EDUCATION**

Religious Education is taught through the Buckinghamshire agreed syllabus within Key Stage 3. The topics are taught in a thematic approach, which covers all religious ideas and teaching within these areas. Topics include 'What guides our lives?', 'Does a belief in God make sense?' and 'Has Science got all the answers?' Within this approach, all of the major world religions are taught with more of an emphasis of comparing their teaching to ensure that students have a full understanding of the similarities and differences to ensure that they form informed opinions.

Strategies for delivering the syllabus include individual work, group work, personal research and the experience of outside visitors.

At Key Stage 4, students have the option to take a separate GCSE in this subject. Students who do this will follow the AQA Syllabus B. This looks at religious responses to different moral and social issues, along with an in-depth study of one of the major world religions.

Students will be expected to study the core Humanities programme which has been developed to complement the separate GCSE RE course. This contains a more social outlook, but students will be expected to study moral and social issues, which will include what different religions teach about the subject. These include looking at Abortion, Euthanasia and Capital Punishment.

At Key Stage 5, students will have the opportunity to study A level RE. This is a combination of Ethical issues along with studying the Synoptic and John's Gospels. Students who undertake this course will also be expected to complete a personal research essay within the first few weeks so that we can assess how well they will do within this subject.

We are obliged to add that where they wish, parents have the right to withdraw their children from Religious Education. The Headteacher is happy to discuss this with parents.

## **SCIENCE**

The Science department aims to equip students with the skills required to access the science within their everyday lives and develop their curiosity in the world around them. With more and more jobs requiring science and exciting opportunities offered by technological advances, science is a fast moving and challenging but rewarding subject.

Science is taught in seven purpose built laboratories. At Key Stage 3, a practical approach is adopted enabling students to discover many answers for themselves. The curriculum includes a variety of Biology, Chemistry and Physics topics.

Students take GCSE Science followed by Additional Science using the AQA Science A syllabus. Some students are offered the opportunity to study Triple Science, which leads to GCSEs in Biology, Chemistry and Physics.

The GCSE Science specification comprises three teaching modules (1 each of Biology, Chemistry and Physics) which are assessed by examination. Students are also required to demonstrate their skills in practical science by completing an Investigative Skills Assessment (ISA).

GCSE Additional Science is a course developed to give students a deeper understanding of scientific ideas. The course focuses on scientific explanations and models, and gives pupils an insight into how scientists develop a scientific understanding of ourselves and the world we inhabit. The specification again comprises three teaching modules and an ISA assessment.

Triple Science students will study an extra module in each discipline to complete the three GCSEs awarded in Biology, Chemistry and Physics.

Beyond GCSE, an interest in Science can be extended in the Sixth Form where the department offers AQA AS and A2 courses in Biology, Chemistry and Physics.

## **TECHNOLOGY**

Technology offers all students the chance to learn practical skills with a view to using these to solve problems through design activities and assignments. Focused skills tasks will involve students in Product Design, Textiles, Food, Systems and Control involving mechanisms/electronics and Graphic Media. We encourage our students to use CAD/CAM wherever possible

During Years 7 & 8 pupils experience all the areas of Technology through a series of modules that they study in rotation. In each of the modules studied pupils have the opportunity to produce high quality finished products, which become a source of great pride. In Year 9 students have the option to continue studying towards a full GCSE certificate in one or more of the four technologies on offer.

All the areas of Technology lead to Product Design which is offered as a subject at AS Level in Year 12. This can then be extended and built on in Year 13 to A2 Level. This has proven to be a popular course.

Technology is an essential part of the school's curriculum which enables students to function within the changing world in which we live. As a Department we aim to provide students with a challenging, learning environment thus engendering students with an enquiring nature towards all of Technology.

## **SPECIAL EDUCATIONAL NEEDS**

The quality of learning for pupils with Special Educational Needs and/or Disabilities and their progress was graded as 'Good' by OfSTED in December 2010. "Students with a statement of special educational needs made good progress against their individual targets." and "Support is precisely targeted."

The Individual Learning Department provides support for a wide range of pupils who experience difficulties coping with the curriculum. The nature of this support, which could be long or short term, depends on the needs of the individual pupil. The support may take the form of individual or group tuition. Literacy programmes take place during the school day and the department also operates a Home Learning Club after school for all pupils. Individual Learning Support Staff provide classroom support for a range of subjects. The department also operates discrete groups for various years in English and Maths and a special programme which is included in the Year 9/10/11 Option Choices.

Pupils with statements and on School Action Plus and School Action have Individual Provision Maps, designed to meet their individual needs. These plans are reviewed twice yearly with parents and updated. Pupils are encouraged to be actively involved in this process. The interventions are reviewed regularly and teaching strategies for these students are available to all subject staff. A safe area for students with statements/vulnerable students is available for part of the lunchtime within IL.

During examination periods, both internal and external, the department provides invigilation for special educational needs students and facilitates Access Arrangements such as reading or scribing.

The department works closely with "feeder" schools, endeavouring to provide a smooth transition from the primary to the secondary system for pupils with special educational needs.

The school has links with external support agencies including the Speech and Language Service, Specialist Teaching Service, the County Psychology Service, the Secondary Support Service and Connexions. Their specialist advice can be sought by the department when planning special educational needs programmes.

## **GIFTED AND TALENTED**

We make special provision for gifted and talented students. Our gifted students are those who show exceptional ability within academic subjects; our talented students are those who show exceptional ability in the Arts, Music, Sport or Technology. However, we extend our definition so that we can recognise those who make a significant, positive contribution to our community. For instance this might be through high and sustained participation in voluntary or charitable work, leadership in external organisations, or resilience and drive in the face of exceptional challenges.

Students are identified through a combination of methods including nomination by teaching and non teaching staff, nomination by parents, nomination by external agencies and organisations who work with our students as well as results of assessment and examinations. This is an iterative process and students may come onto and off the gifted and talented register during their school careers.

Provision for gifted and talented students includes :

- Running regular in-school events where gifted and talented students can work together as a cohort to develop higher level skills and competencies.
- Making students and parents aware of local and national events for gifted and talented students and encouraging them to enter.

- Enrichment material in each teaching department’s schemes of work to challenge gifted and talented students.
- Providing parents with guidance on how to support gifted and talented students at home.

### **THE SCHOOL BUILDING/FACILITIES**

Good buildings do not make a good school - but they help. Our objective is to create a safe, state of the art, learning environment. We have had significant capital input over the last 7 years and our students now have outstanding facilities.

We are continually striving to improve the facilities and with the help of “Friends of Colet” and our gift aid scheme we have made significant improvements, namely:

- Sixth Form Common Room, Study Room and Seminar Room;
- Drama Studio;
- Five English classrooms.

### **LIBRARY AND INFORMATION RESOURCE CENTRE**

<i>The Library is open</i>	Monday to Thursday	8.20 to 4.00 pm
	Friday	8.20 to 3.30 pm

and is staffed by a Chartered Librarian.

Students are allowed to borrow 3 books at a time and, like most libraries, there is a system of fines in operation for overdue books. The tariff is posted in the Library, the maximum fine being £3.00.

There is an automated system called Oliver that allows students to access the Library resources from any networked computer in school and an online newspaper called THE DAY

There are 18 networked computers available and five laptops where students can access their work. The Careers Library is also housed in the School Library and contains a comprehensive range of paper and computer based materials ranging from career information to details of Higher and Further education, all of which is up-dated annually.

The Library is available for Sixth Form Private Study and class lessons. A photocopier is available for individual copies of materials and the cost is 5p for an A4 and 10p for an A3 sheet. The charges are posted next to the machine.

A Homework Club is run every day after school by the Librarian in the Library till 4.00p.m. Fridays until 3.30 p.m.

The School Library provides all the resources required to enable students to become individual learners in a calm, quiet, supportive environment.

## PUBLIC EXAMINATION RESULTS

We are very proud of the achievement of our students which is on and above national averages at all levels.

### RESULTS IN THE GCSE EXAMINATIONS 2011

We were pleased by our GCSE results in 2011. The number of students achieving five or more GCSE A\* to C grades was 71%. 57% achieved five or more GCSEs A\* to C grades including English and Maths.

#### **2011 GCSE RESULTS : TABLE 1 - BY SUBJECT**

SUBJECT	No. of Entries	A*	A	B	C	D	E	F	G	U
ENGLISH LANGUAGE	172	0	24	60	43	29	12	3	1	0
ENGLISH LITERATURE	155	1	22	50	45	21	15	1	0	0
MATHS	172	2	20	37	58	27	19	8	1	0
CORE SCIENCE	112	0	4	10	44	31	19	3	1	0
ADDITIONAL SCIENCE	111	0	1	10	24	51	13	9	3	0
BIOLOGY	60	1	3	23	21	10	1	1	0	0
CHEMISTRY	60	1	6	19	23	6	5	0	0	0
PHYSICS	60	3	3	21	21	7	2	2	1	0
HUMANITIES	172	0	9	24	55	43	22	16	3	0
FOOD TECHNOLOGY	54	0	6	7	15	13	5	3	1	4
GRAPHIC PRODUCTS	46	3	2	6	10	5	4	2	3	11
RESISTANT MATERIALS	37	0	0	2	15	9	7	2	1	1
TEXTILES	32	0	2	7	11	8	3	1	0	0
ART	42	1	5	11	18	3	3	0	1	0
BUSINESS STUDIES	74	0	14	20	15	10	8	5	2	0
CHILD DEVELOPMENT	18	0	1	8	6	0	2	1	0	0
DRAMA	19	0	2	7	5	1	2	1	1	0
FRENCH	16	1	3	5	5	2	0	0	0	0
GEOGRAPHY	85	1	16	19	29	12	5	3	0	0
GERMAN	21	0	4	7	9	0	0	1	0	0
HISTORY	40	5	3	5	12	8	2	3	1	1

<b>MUSIC</b>	10	0	2	2	4	1	0	1	0	0
<b>P.E.</b>	57	2	5	21	16	9	3	1	0	0
<b>RELIGIOUS EDUCATION</b>	21	3	3	8	5	2	0	0	0	0
<b>SPANISH</b>	1	0	0	1	0	0	0	0	0	0

<b>OCR NATIONALS DIPOLMA</b>	<b>No. of Entries</b>	<b>DISTINCTION (Grade A)</b>	<b>MERIT (Grade B)</b>	<b>PASS (Grade C)</b>	<b>FAIL</b>
<b>ICT</b>	53	12	13	28	0

### **GCSE RESULTS**

**TABLE 2: RESULTS SUMMARY**

<b>GCSE RESULTS</b>	<b>JOHN COLET (2011)</b>
<b>ENTERED 5+ GCSEs</b>	100%
<b>ACHIEVING 5+ A* - C</b>	71%
<b>ACHIEVING 5+ A* - C including English and Maths</b>	57%
<b>ACHIEVING 5+ A* - G</b>	100%
<b>ENTERED 1+ GCSEs</b>	100%
<b>ACHIEVING 1+ A* - G</b>	100%
<b>NO PASSES A* - G</b>	0%
<b>NOT ENTERED</b>	0%

## RESULTS IN THE 16 TO 18 AGE GROUP

John Colet Humanities College offers an 11-18 education. We run a wide range of subjects at A Level. Courses are added according to student demand and viability.

We are very proud of the Advanced Level (A2) results where the pass rate is 98% with nearly 37% of the grades at A\*, A or B.

### 16 TO 18 RESULTS : TABLE ONE

#### ADVANCED LEVEL SUBJECT RESULTS 2011

SUBJECT	No. of Entries	A*	A	B	C	D	E	N	U
ART	6	0	1	3	2	0	0	0	0
BIOLOGY	11	0	2	1	3	2	2	0	1
BUSINESS STUDIES	18	0	4	5	5	4	0	0	0
CHEMISTRY	4	0	0	2	1	0	1	0	0
COMMUNICATION STUDIES	12	1	1	4	6	0	0	0	0
PRODUCT DESIGN	9	0	2	1	2	3	0	0	1
ENGLISH LITERATURE	17	0	0	5	7	5	0	0	0
FILM STUDIES	9	0	1	5	3	0	0	0	0
GEOGRAPHY	6	0	0	2	2	2	0	0	0
HEALTH&SOCIAL CARE	10	0	0	2	2	6	0	0	0
HISTORY	7	0	0	3	4	0	0	0	0
ICT	4	0	0	1	2	0	0	0	1
MATHS	10	1	1	0	1	3	3	0	1
FURTHER MATHS	1	0	0	1	0	0	0	0	0
PHOTOGRAPHY	1	0	0	1	0	0	0	0	0
PHYSICS	6	1	2	0	1	1	1	0	0
PHYSICAL EDUCATION	13	0	1	3	2	5	2	0	0
PSYCHOLOGY	13	0	0	2	3	7	1	0	0
RELIGIOUS EDUCATION	3	0	0	0	0	2	1	0	0
SOCIOLOGY	11	0	0	3	4	4	0	0	0
TRAVEL & TOURISM	15	1	1	5	4	4	0	0	0

**16 TO 18 RESULTS : TABLE TWO****ADVANCED SUBSIDIARY LEVEL SUBJECT RESULTS 2011**

<b>Subject</b>	<b>No. of Entries</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>N</b>	<b>U</b>
<b>ART</b>	3	0	0	2	0	1	0	0
<b>BIOLOGY</b>	17	0	0	0	1	4	0	12
<b>BUSINESS STUDIES</b>	37	6	6	8	7	7	0	3
<b>CHEMISTRY</b>	5	0	0	0	2	2	0	1
<b>CHINESE</b>	1	0	1	0	0	0	0	0
<b>COMMUNICATION STUDIES</b>	21	3	5	9	2	1	0	1
<b>PRODUCT DESIGN</b>	5	1	0	1	2	0	0	1
<b>ENGLISH LITERATURE</b>	9	0	0	3	1	5	0	0
<b>FILM STUDIES</b>	7	1	1	3	2	0	0	0
<b>GENERAL STUDIES</b>	26	0	0	3	4	12	0	7
<b>GEOGRAPHY</b>	14	0	2	1	2	7	0	2
<b>HEALTH &amp; SOCIAL CARE</b>	2	0	0	2	0	0	0	0
<b>HISTORY</b>	10	1	3	2	2	1	0	1
<b>ICT</b>	19	0	1	3	5	5	0	5
<b>MATHS</b>	14	1	1	2	1	2	0	7
<b>FURTHER MATHS</b>	2	0	0	0	1	1	0	0
<b>PHOTOGRAPHY</b>	3	1	1	1	0	0	0	0
<b>PHYSICS</b>	5	0	0	1	1	2	0	1
<b>PHYSICAL EDUCATION</b>	14	1	0	2	3	5	0	3
<b>PSYCHOLOGY</b>	33	0	0	3	11	9	0	10
<b>RELIGIOUS EDUCATION</b>	7	1	0	3	1	1	0	1
<b>SOCIOLOGY</b>	22	0	2	9	8	1	0	2

**A LEVEL RESULTS SUMMARY : TABLE THREE**

	<b>Average Points Score per candidate</b>
<b>JOHN COLET</b>	<b>628</b>

## HOME LEARNING

### STATEMENT FOR PARENTS

#### **AIMS: Why do we set home learning?**

Home learning fulfils an important function in contributing to our overall curriculum aims. We set home learning because:

1. It helps to reinforce the idea that education is a process that cannot be confined to school hours;
2. It allows the pupil time to pursue work started at school to a greater depth at home;
3. For pupils actively involved in their own education, it is enjoyable to do home learning;
4. It helps to give pupils the experience of working quietly in their own time and further develop their study and independent learning skills.

#### **TASKS: What task should we set?**

Classroom teaching is intended to achieve many different types of learning. In order to reflect this in home learning, a variety of tasks will need to be set. Tasks will include the more traditional home learning, such as note-taking, as well as more open ended ones such as interviewing adults, preparing group presentations, long term projects, watching recommended television programmes or gathering information from home, for example details of the domestic water consumption for a week.

#### **ASSESSMENT**

Staff will explain each home learning activity to ensure pupils know what is required. Follow up will take a variety of forms. Work may need to be assessed by testing or marking and may involve pupils evaluating their own work or the work of others. This last technique is useful to strengthen pupils' understanding of what constitutes good work in different types of home learning.

#### **THE PATTERN OF HOME LEARNING**

It follows from what has already been said that home learning may make a variety of demands upon pupils. This places a considerable responsibility upon pupils to organise their home learning tasks sensibly. This is entirely in keeping with the aims of our home learning policy. However, it also places a responsibility upon the school to make the pupils' management task a reasonable one. Therefore, there must be a framework for setting home learning which staff adhere to. This framework consists of a number of parts:

##### **a) Home Learning Timetables**

The length of home learning will vary, but it is our intention that the average length of home learning per evening should be:

20 minutes per subject in Year 7

30 minutes per subject in Year 8 and 9

40 minutes per subject in Years 10 and 11.

If parents feel that the amount of home learning being set is normally much greater or less than indicated above, they are asked to consult the appropriate Subject Team Leader. Parents may view the home learning their child is set via the School VLE system.

##### **b) Tutorial**

Throughout the school, the tutorial programme looks at and develops learning skills.

**c) Home Learning Diaries**

Pupils receive a variety of home learning to be completed over different time spans. This gives them a considerable organisational challenge. In order to help them record their home learning and to plan their time effectively, each pupil is issued with a home learning planner. Tutors will monitor its use regularly.

**d) Parents and Home Learning**

Home learning is an area where the partnership between school and parents can help the pupils. This policy statement is one attempt by the school to make its attitudes clear and we hope that you will support us. Parents can also ensure that pupils do their home learning under suitable conditions, and can help us to establish the importance of home learning by showing an interest in what is set. We ask parents to sign this planner at the end of each week and we invite them to use it to communicate with us about home learning as and when they wish.

**SEX EDUCATION**

As agreed by the Governors, the school's Sex Education Programme is taught when and where appropriate within the curriculum. As would be expected, most of the teaching falls within the area of Education for Personal Relationships, which is covered through the **Active Tutorial Programme**. Elements of Sex Education are also found in the Science curriculum and Humanities curriculum. It is necessary to add that parents have the right to withdraw their pupils from the Sex Education programme if they wish. Parents wishing to discuss this further should not hesitate to contact the Headteacher at the school.

**ACTIVE TUTORIAL PROGRAMME**

**Examples of topics covered**

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Settling in at school linked into SEAL	Personal safety and keeping safe	Self esteem and personal qualities	Self esteem and personal qualities	Drug awareness
Friendships and bullying issues	Love and relationships	Teenage pregnancy	Drugs/Alcohol education including talks	Sexual health
Healthy eating	Smoking issues	Personal safety and making the right choices	Sex and relationships including sexual health	Alcohol awareness with input from AA
Drug education	Alcohol awareness		Safety issues	
The dangers of smoking	Drug Awareness	Drugs/Alcohol education including talks		

## **EQUIPMENT**

Having the right equipment for school is indicative of the importance the pupil attaches to schooling. Each child should have at least a dictionary, ink pen, pencil, ruler, rubber, pencil sharpener and scientific calculator and we will, of course, help where we can in cases of financial difficulty.

If a child comes to school without basic equipment, an emergency pack can be provided costing 50 pence. This can be purchased from the Pupil Support Officer.

## **INDEPENDENT ADVICE & GUIDANCE AND VOCATIONAL EDUCATION**

In Year 7 students work with their tutors on 3 lessons that have a vocational focus. They will identify how Careers Education will help them, consider the lessons learnt in making the transition from one school to another and they will begin some assessment of themselves and their personal qualities.

In Years 8-11 students are taught careers as part of the PSCHE rotation in each year. They will have 5 or 6 lessons of careers by the end of the year, delivered by tutors and careers specialists from the Connexions Service. In year 8 all students work on identifying their: skills, goals, values, priorities and action planning. They will set personal and school related targets. They also begin to examine employment trends.

In Year 9 students are given an introduction to the careers library and how to research job information. They begin assessing their achievements and personal qualities. They do further work on their goals with a link being made to the changes in the world of work. Students begin to consider how best to present themselves in writing by drafting a C.V. and a personal statement. Students will also have a chance to attend 'taster sessions' run by external providers of vocational courses possibly including: beauty, catering, childcare, construction, creative skills, engineering, fashion retail, horticulture, interactive media, motor vehicle, painting and decorating and photography. Students can then make informed decisions about these courses. Some students in Year 9 will have Targeted Support from the Connexions service. In addition, Connexions Personal Advisors will attend Annual (transitional) Reviews for students in Year 9, and may also be involved in Pastoral Support Programmes for students with behavioural difficulties.

In Year 10 students do further work researching and using careers information and complete an interests' questionnaire online that suggests potentially suitable jobs / careers and offers more info on them. They are prepared for their work experience by discussing values, attitudes and choices. We also study issues of health and safety and rights and responsibilities at work. All students will take part in two weeks of work experience during the summer term. Students may make their own arrangements for work experience (subject to approval by the Bucks Education Business Partnership) as this allows for greater personal choice. Each student undertaking a local placement will be visited by a school representative, and the completion of log books by students working towards 'Work Experience Awards' is encouraged. Meetings and briefings for parents and students will take place in and after school throughout the year.

In Year 11 students examine the full range of options post-16. They are prepared for interviews by a session on interviewing technique. Two IT sessions result in the completion of formal C.V.s and covering letters. Students may also benefit from individual guidance interviews with Connexions Personal Advisors.

In the Sixth Form tutors again deliver the bulk of careers education with Connexions staff assistance. A great deal of the focus is in preparing students to make university applications, although attention is given to students wishing to seek work post-18. A range of outside speakers enriches the programme. Students are offered individual guidance interviews, and are well-aware of the process of self-referral.

## DESTINATIONS OF YEAR 11 LEAVERS

Our 'Connexions' service run by Careers Management (Bucks & Milton Keynes) supply us with the following figures based on responses by pupils and their parents to enquiries from the Careers team:-

DESTINATIONS	(% 2010)
Continued in full-time education	87.7
Entered training (non employed status)	3.5
External employment with training (inc modern apprenticeship)	3.5
Entered employment without training	0.6
Voluntary, Part-time & Unemployed	2.9
Moved away / unavailable	0
Unknown	1.8

## ATTENDANCE

All pupils should attend school regularly and be absent only for personal medical reasons. In the case of dental or hospital appointments in school time, a letter should be sent **BEFOREHAND** to the Form Tutor. As our school day finishes at 2.55 pm, it is appreciated if such appointments can be made out of school hours if at all possible.

In the event of absence, parents are asked to telephone the school on the **first day of absence** and to follow this up with an explanatory note to the Tutor **on the day of their child's return clearly indicating the child's name, form, and specific reason for absence.**

If it is necessary to take family holidays in term time, parents should complete a leave of absence request form, which can be obtained from the school office, at least one month in advance. Parents should note that students who do not meet the required criteria will not have the request authorised. The Leave of Absence Form can be downloaded from the school website.

## SCHOOL ATTENDANCE RATES 2010/2011

Number of pupils of compulsory school age	881
Percentage of half days lost during the year because of authorised absence	8.15 %
Percentage of half days lost during the year because of unauthorised absence	0.7 %

## MEDICAL PROBLEMS

The school is only able to provide first aid to students who have suffered an injury or illness, parents / carers will be called if they are too unwell to continue and emergency services will be contacted if necessary. The medical policy can be viewed on the school website. We need to be kept updated of all information relating to students with any medical condition and any medicines which need administering during school hours. Forms relating to medical conditions (Healthcare Plan) and also relating to the administration of medicines (Administration of Medicine form and Paracetamol Permission form) can also be downloaded from the parents section of the school website. These need to be updated annually and as any changes to treatment / medication occur. If there are any concerns or queries please contact the School Matron.

## **SCHOOL'S COMPLAINTS PROCEDURE**

The school will take any comments from parents about its policies and procedures seriously. A concern or complaint expressed by a parent may well draw our attention to an area that would not otherwise have been improved.

In the first instance, parents are asked to approach the Headteacher either informally or through writing, and in most cases matters of concern can be settled at this stage. A copy of the school complaint procedure is available from the Headteacher or from the school website [www.johncolet.co.uk](http://www.johncolet.co.uk)

It cannot be over stressed that the school wishes to be informed of matters about which parents may be worried.

## **LUNCHTIME ARRANGEMENTS**

We believe that parents appreciate the fact that all students who do not go home for lunch stay on the school site at lunchtime. No member of the Main School may leave school at lunchtime without a written note of permission from parents, and because of our early finish, and because of our having a short lunch break, we expect these occasions to be very few.

## **BICYCLES**

Pupils who wish to cycle to school need to obtain an official permit from the school office. At the school, there is a secure, sheltered compound for bicycles. Parents/carers need make sure that the bike is fit and safe for use, that the pupil has an appropriate safety helmet and visibility jacket.

## **PAID EMPLOYMENT**

Many pupils have part-time work. We think that parents should keep a careful eye on this and make sure that paid work does not hinder progress with school work. Where a pupil must take a part-time job, the following extract from Bucks County Council Employment of Schoolchildren Regulations may be of interest to parents:

1. The lower age limit for employment is 13.
2. On school days, children may work for only 2 hours between 7 and 8.30am and 4.30 and 6.30pm. Only one hour may be worked before 8.30am.
3. On Sundays, a child may work a maximum of 2 hours.
4. Children must obtain a work permit before starting employment, and it must be carried with them at all times when working.

If you require any further information on the subject of employment, please contact the school.

# POLICIES

## JOHN COLET SCHOOL ADMISSIONS POLICY

Date policy was agreed	July 2011
Date Equalities impact assessment completed	July 2011
Date policy was reviewed	n/a
Date reviewed by Governor Advisor	July 2011
Date reviewed by Parents	n/a
Date reviewed by the Governors	July 2011
Governors body responsible for the review	Governing Body
Senior Leadership Team Member accountable for writing and reviewing the policy	Headteacher

Consultants: School Governor (Mr B Newman), Mrs. C. McLintock (Headteacher), DfE Admissions Guidance, BCC Admissions to Buckinghamshire Secondary Schools; A Guide for Parents.

### Monitoring and Reviewing

This policy will be formally reviewed every year.

Ongoing monitoring of actions and impacts/outcomes will be as follows :

- Report to the Governors termly as part of the Headteacher's Report

John Colet School (an Academy since 1 August 2011) is designated as a mixed non-selective school. The admissions policy for the school follows The Coordinated Admissions Scheme for Secondary Schools in the Area of Buckinghamshire County Council Local Authority (the County Scheme) unless stated. The County Scheme is available on the Buckinghamshire County Council website. This policy covers admissions to the school between 1 August 2011 and 31 August 2013

### **1. Admission Numbers**

The planned admissions number of pupils for each year group is as follows:

Years 7-10	180 (Year 10 August 2011 to August 2012 is 175)
Year 11	175
Years 12-13	175

For entry into Year 12, in addition to pupils from the school's own Year 11 who have fulfilled the entry requirement, there will be places for a maximum of 25 external students who have fulfilled the entry requirement.

### **2. Statements of Special Educational Needs**

Children who qualify and who have statements of Special Educational Needs that names the school will be admitted prior to the application of the admission rules.

### **3. Over-subscription for Years 7 to 11**

Where eligible applications for admission exceed the number of places available, the following criteria will be applied in the order set out below to decide which student to admit:

1. Children in care.
2. Children living in the catchment area of the school.
3. For the main point of admission: siblings of children in Years 7 to 10 who are on the roll of the school at the time that the allocations are made and are expected to be on the school roll at the time of the proposed admission. For immediate In-Year (casual) admission – siblings of children in Years 7-11 at the time of admission.
4. Children who have exceptional medical or social needs which can only be met at this school supported by written evidence from a doctor, social worker, educational welfare officer or other appropriate person.
5. Once the above rules have been applied, then any further places will be offered in distance order, using the distance between the family's normal home address, from their front door, and the school's nearest entrance gate, offering the closest first. We use the shortest walking route.
6. Where a school can take some, but not all, of the children who qualify under one of these rules, we will give priority to children by taking account of the next rule (or rules) in the numbered list to decide who has priority for places.

#### **4. Waiting List**

Children who have not been allocated a place may have their name placed on the waiting list. The waiting list will be ranked in accordance with the school's over-subscription rules as detailed above.

#### **5. Year 12**

Applications from external students should be made in writing direct to the school. Entry requirements are the same for internal and external students and are that a student will have

- 5+A\*-C GCSE grades plus the individual entrance requirements for the subjects to be studied. An assessment of work ethic in each subject will take place at the end of September and these must be passed as well. GCSE equivalent courses (for example BTEC, OCR National) will count as 1 GCSE grade.

#### **6. Over-subscription for external entry to Year 12**

Where eligible applications for admission exceed the number of places available, the following criteria will be applied in the order set out below to decide which student to admit:

1. Children in care.
2. Children living in the catchment area of the school.
3. For the main point of admission: siblings of children in Years 7 to 10 who are on the roll of the school at the time that the allocations are made and are expected to be on the school roll at the time of the proposed admission. For immediate In-Year (casual) admission – siblings of children in Years 7-11 at the time of admission.
4. Children who have exceptional medical or social needs which, can only be met at this school supported by written evidence from a doctor, social worker, educational welfare officer or other appropriate person.
5. Once the above rules have been applied, then any further places will be offered in distance order, using the distance between the family's normal home address, from their front door, and the school's nearest entrance gate, offering the closest first. We use the shortest walking route.
6. Where a school can take some, but not all, of the children who qualify under one of these rules, we will give priority to children by taking account of the next rule (or rules) in the numbered list to decide who has priority for places.

## **7. Year 13**

For Year 13 September 2011, the student must have at least 2 E grades at AS level in subjects that can be progressed to A2 at the school. A third subject at AS level must also be taken in Year 13.

For Year 13 September 2012, the student must have at least 3 E grades at AS level in subjects that can be progressed to A2 at the school.

## **8. Notes for admission to Years 12-13**

In very exceptional cases (e.g. students with a Statement of SEN, or a medical condition that is supported by medical evidence) where applicants do not meet the entry criteria listed above will be considered by a panel drawn from the Senior Leadership Team of the school and chaired by the Headteacher.

A student who has qualified for entry to Year 12 or Year 13 will in most cases be able to study the subjects for which s/he is qualified, but this will be dependent on there being sufficient places in the classes provided for each subject. The school reserves the right to refuse access to subjects when planned classes are full or the course is not viable.

Only in exceptional cases will any place be offered in Year 12 starting after September, or at any time in Year 13, because of the nature of the A level course, even when the year group is below 185 in number.

## **9. General**



- This Admissions Policy is subject to annual review.
- Buckinghamshire County Council will establish arrangements for appeals against non-admission.
- A map of the catchment area is available from Buckinghamshire County Council.
- Parents wishing to know their entitlement to free transport should contact the County Council.

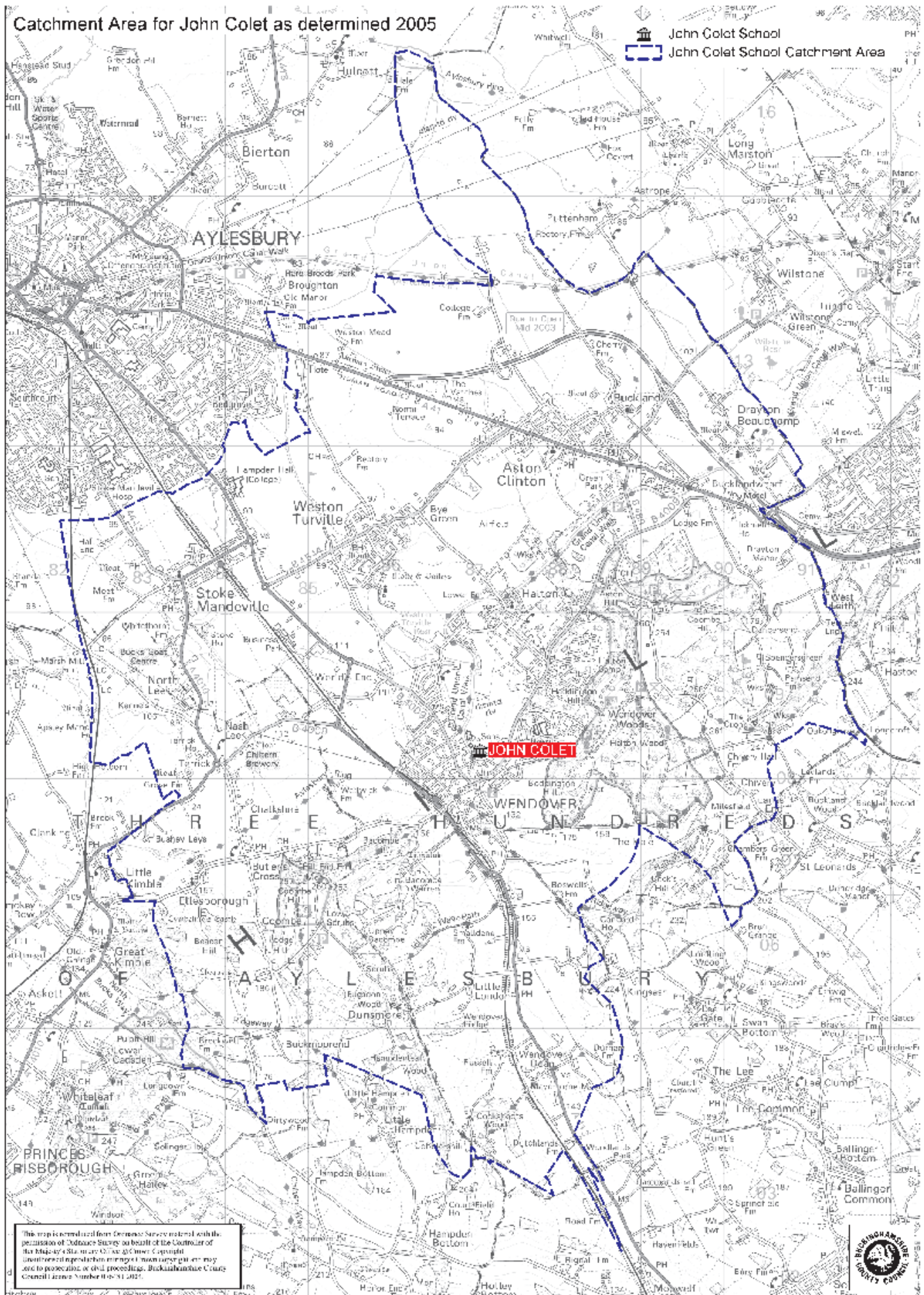
## **10. Explanation of terms used in the admission rules**

Terms used follow the County Scheme.

**Appendix 1**                      John Colet School catchment area map

Catchment Area for John Colet as determined 2005

 John Colet School  
 John Colet School Catchment Area



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## John Colet School

### Charging and Remissions Policy for Educational Activities

Date policy was agreed	April 2010
Date Equalities impact assessment completed	June 2011
Date policy was reviewed	May 2011
Date reviewed by Governor Advisor	
Date reviewed by Parents	
Date reviewed by the Governors	May 2011
Governors body responsible for the review	F&GP Committee
Senior Leadership Team Member accountable for writing and reviewing the policy	Mrs J Campbell

Consultants: Dr Jeremy Hodge (School Governor), Mrs. C McLintock (Headteacher),  
BCC Model Guidance

#### **Monitoring and Reviewing**

This policy will be formally reviewed every year and/or when regulations change.

Ongoing monitoring of actions and impacts/outcomes will be as follows :

- Feedback within school via E mail and staff briefings
- Report to the governors F&GP committee

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs and visits, can make towards a student's education. The Governing Body aims to promote and provide such activities as part of a broad and balanced curriculum for the students of the school and as additional optional activities.

The relevant statutory provisions are contained in Chapter III of Pt VI of the Education Act 1996. This requires the Governing Body to determine and keep under review a Charging and Remissions Policy. Parent/carers have a right to ask for this information and a summary must be included in the school prospectus. The school must also comply with the Buckinghamshire County Council Scheme for Financing Schools, Finance Section F7 Charges for Educational Activities.

There are two types of financial contributions for which parent/carers can be asked in relation to educational activities:

- Voluntary contributions
- Permitted charges

They have different limitations as set out below.

#### **Voluntary Contributions**

There is no limit to the level of voluntary contribution that may be asked for or any restriction on the way in which it is used. Voluntary contributions therefore can be used to subsidise parent/carers of students who are unwilling or unable to pay the charges made, to cover the cost of cover for accompanying teachers and to pay the travel and accommodation costs of accompanying teachers or adults.

Letters requesting a voluntary contribution for an activity must indicate that there is no obligation to contribute and that students will not be treated differently according to whether or not their parent/carers have made any contribution in response to the request or invitation.

## **Permitted Charges**

Permitted charges are a direct request to cover certain costs involved with a school activity or visit. No charge can be made in respect of education provided during school hours (which excludes the midday break). Further more, no charge can be made for any education provided outside of school hours if this forms part of the syllabus for a public exam, or as part of the National Curriculum or religious education (non-chargeable education). A charge may be made however for board and lodgings on any residential educational visit (subject to the provisions of the LA and school's remissions policy).

## **Materials & Textbooks**

Where a student or parent/carer wishes to retain items produced as a result of art, craft and design, or design and technology, a charge may be levied for the cost of the materials used. In the case of Food Technology, students usually provide their own ingredients, but if the student forgets, the school provides the ingredients and levies a charge. Textbooks are provided free of charge, but in some subjects, additional revision guides are available, for which a charge is made. If a student wishes to write notes in a textbook then a charge can be made for the cost of the book.

## **Music Tuition**

The school levies charges in respect of individual music tuition, and group music tuition up to and including 4 persons, if the teaching is not an essential part of either the National Curriculum or a public examination syllabus being followed by the student.

## **Residential Activities/Activities Outside School Hours**

If the activity is held outside school hours and is education other than non-chargeable education, then it is regarded as an "optional extra". A charge may be made for the full cost of the activity but must not exceed the actual cost of providing the activity. The charge may include the costs of travel, board and lodgings, additional staff costs, entrance fees, insurance, materials and equipment. However, the charge made to individual parent/carers cannot include any cost added to subsidise parent/carers of children who are unwilling or unable to pay the charge.

## **When is an activity held in school hours?**

A day visit is in school hours if 50% or more of the total time (including travelling) occurs in school hours. School hours do not include the normal midday break.

A residential visit is in school hours if the number of school sessions missed is 50% or more than the number of half days spent on the visit (including travel). A school session equates to a registration session (i.e. 2 per day). A half-day is a 12 hour period ending at midday or midnight.

## **Examination Entries**

A charge will be levied in respect of examination entries for students where the school has not prepared the student for the examination, for example resit examinations or where the student's parent/carer wishes the student to be entered (or student him/herself when over 18 years old).

A charge will be levied where a student fails without good reason to complete the requirements of any public examination where the school paid or agreed to pay the entry fee.

## **Damage/Loss to Property**

A charge will be levied in respect of wilful damage, neglect or loss of school property (including premises, furniture, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Headteacher may decide.

### **Lettings**

The school will make its facilities available to outside users at a charge of at least the cost of providing the facilities. The scale of charges will be determined annually and approved by the Finance Committee.

### **Other charges**

The Headteacher, Finance Committee or Governing Body may levy charges for miscellaneous services up to the cost of providing such services e.g. for providing a copy of an OFSTED report.

### **Remissions Policy**

Where non-chargeable education is provided during a residential visit, then the parent/carers of a student who is eligible for free school lunch shall receive a complete remission of any charges that would otherwise be payable in respect of board or lodgings.

Under current regulations children whose parent/carers receive the following support payments are eligible for free school meals:

- Income support
- Income based job seekers allowance
- Child Tax Credit except if the parent/carer meets ANY of the following criteria -
  - i) entitled to working tax credit (regardless of income)
  - ii) have an annual income in excess of the relevant prevailing threshold.
- Support under part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit

Where charges are to be made by the governing body for optional extras, parent/carers will not receive a remission of the charge.

## John Colet Equality and Diversity Policy

Date policy was agreed	July 2007
Date policy was reviewed	November 2010
Date reviewed by Governor Advisor	September 2010
Date reviewed by Parents	
Date reviewed by the Governors	December 2010
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team Member accountable for writing and reviewing the policy	Mr C McLintock/Mr C Measures

Consultants: School Governor (Liz Lawrence), Mrs. C. McLintock (Headteacher), Mr C Measures (Assistant Headteacher), BCC Model Guidance

### **Monitoring and Reviewing**

This policy will be formally reviewed every 3 years.

Ongoing monitoring of actions and impacts/outcomes will be as follows :

- Regular, usually fortnightly, meetings between SLT member accountable and the Headteacher.
- Report to the governors as part of Community Cohesion feedback through the Curriculum Committee.
- An assigned governor will report back to the governing body annually, following a review with the SLT member responsible for Community Cohesion. This will include an assessment against relevant aspects of the school's SIP and SEF.

### **Purpose**

The purpose of this policy is to encourage positive attitudes to gender, disability, cultural diversity and special needs of any kind. In addition it is to encourage the empowerment of individuals so that they take the opportunities available irrespective of their gender (including trans people), race, social background, age, disability, religion or sexuality.

### **Learning Aims**

All members of the school community need to think about what they can do to achieve equality, which is not about treating everyone the same, but recognizing differences and treating each other with fairness and respect.

### **Definitions**

- "Equality" is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief, sexual orientation, age or any other recognised are of discrimination.
- "Diversity" is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.
- 

### **Objectives**

- Develop the school community as an environment where people are valued and respected
- Engage with the school community and other stakeholders to ensure an inclusive service provision
- Provide equality of opportunity in our employment practices and training opportunities for staff
- Provide information for everyone by making it available in different formats and languages if requested
- Use of our connections with external agencies to help us to deliver more inclusive services

- Ensure new buildings and major refurbishment will take into account current accessibility legislation
- Take complaints about inequality seriously
- Make staff, students and all stakeholders aware of the mechanisms for reporting incidents of discrimination or unfair practice

## **Implementation**

Refer to the Equality and Diversity Scheme below

## **Linked Policies**

Racial Equality Policy

Community Cohesion Policy

Behaviour for Learning Policy

Attendance Policy

Learning and Teaching Policy

SEN Policy

## **John Colet Equality and Diversity Scheme**

To be read in conjunction with :

- Equality and Diversity Policy
- Community Cohesion Policy
- Community Cohesion Audit and Action Plan (and audit)
- Other linked policies referred to in these documents

## **Key Terms** :

Equality : Equal treatment of all people irrespective of their gender, ethnicity, disability, religious belief, sexual orientation or age.

Diversity : An acceptance that we are all different but we are all equal. Focus is on valuing and celebrating the strengths in people's differences.

**Legislative Context.** (This is not an exhaustive guide – for more information refer to footnote 1)

A new Equality Act 2010, effective October 1<sup>st</sup> 2010, replaces all existing equality legislation such as the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act.

As far as this Act applies to schools it essentially carries forward provisions of the previous legislation in so far as schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion/belief or sexual orientation (the so called “protected characteristics”). However it now adds to these : gender reassignment (not necessarily involving any physical changes through surgery or drugs) and pregnancy / maternity. Notice that age is not covered in the schools provisions.

Exemptions set out in previous legislation are carried forward: for instance curriculum, collective worship and admissions to single sex and schools of a religious character.

The scope also makes clear that schools are prohibited from discriminating against, harassing or victimising, not only pupils attending the school, but also prospective pupils and, in some circumstances, former pupils.

There have also been some extensions to the definition of discrimination. This now provides for:

- **Direct discrimination** : treating somebody less favourably because of a protected characteristic or because of their association with another person with a protected characteristic or because you mistakenly think they have a protected characteristic

Footnote 1 : [http://www.equalityhumanrights.com/uploaded\\_files/EqualityAct/schools\\_nsg.doc](http://www.equalityhumanrights.com/uploaded_files/EqualityAct/schools_nsg.doc)

- **Indirect discrimination**: you set a rule or practice for all students which disadvantages (on purpose or accidentally) a person with a protected characteristic.
- **Discrimination arising from disability** : Putting a disabled child at a disadvantage because of their disability
- There is also now a duty to **former pupils** not to discriminate.

### **School Context**

The school's community cohesion audit provides a profile of the school and local community which is relevant to this scheme. This shows the school and local community to be significantly more mono-cultural compared to the national average and less diverse with regard to disability and people with protected characteristics as defined by the new Equality Act.

Whilst this may appear to make the impact and implications of the Equality Act less onerous it probably actually puts more challenges on the school. In particular we need to make extra efforts to raise awareness by promoting equality and diversity, challenging discrimination born out of ignorance and celebrating diversity, even though these issues may not be present in the school and local community to the same extent as the national or international arena. We also need to work harder to make sure that the minority groups within our school are closely consulted and considered in all aspects of school policies and operations.

The school's community cohesion policy already sets out the school's commitments to many of these aspects.

### **Development of the Scheme.**

The scheme in its current version represents the beginning of an ongoing process. The plan sets out the further stages of development and monitoring that will be required. As stated above, a key part of this will be ensuring that consultation with relevant groups is a significant part of its development. This represents a major and wide ranging effort; the scope of this is set out in the action plan. To date this consultation has been largely internal, with guidance from bodies such as Bucks C.C., The Equality and Human Rights Commission as well as the Dept. of Education's own guidance.

A key aspect of the action plan is therefore to set up the mechanisms and consult with minority ethnic members of the school and local community, parents and carers, and a diverse range of faiths in and out of school. This will also need to include a good mix between the genders.

### **Responsibilities for the scheme :**

Governing Body :

- That the school complies with equalities legislation
- That the school's policy and scheme is maintained and updated regularly and formally every 3 years.
- That agreed procedures and strategies are implemented

Headteacher and nominated member of SLT :

- Preparing and implementing the scheme.
- Coordinating activities related to equality and diversity.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Considering and overcoming barriers to involvement of parents / carers and students with protected characteristics.
- Taking action in response to incidents relating to equality and diversity.

Staff, parents/carers and students also have responsibilities to promote equality and diversity and comply with the school's scheme and legislation.

**JOHN COLET SCHOOL**  
**UNIFORM POLICY (Years 7 – 11)**  
**SIXTH FORM DRESS CODE**  
**STAFF DRESS CODE**

Date policy was agreed	March 2008
Date of any small changes to policy	June 2010
Date policy was reviewed	
Date reviewed by Governor Advisor	March 2008
Date reviewed by Parents	March 2008
Date reviewed by the Governors	
Governors body responsible for the review	Governing Body
Senior Leadership Team Member accountable for writing and reviewing the policy	Mrs C McLintock

Consultants:

Staff and students at John Colet, Mrs. C. McLintock (Headteacher), Parents.

Our uniform policy and dress codes have been drawn up in consultation with students, parents, carers, staff and groups representing different faiths. The revised policy will be implemented from September 2008.

### **Aims**

A high standard of personal appearance is expected of all students and staff. Through our uniform and dress codes we aim to:

- Encourage pride in the school
- Support teaching and learning
- Enable students to be comfortable, safe and secure
- Ensure that students and staff of different social, religious and ethnic groups feel welcome
- Encourage a sense of equality and cohesion
- Protect students from social pressures to dress in a particular way
- Ensure students present the school in a positive way within the community
- Encourage greater individual responsibility for personal presentation as students move from compulsory to post-compulsory education

In this way, the uniform and dress codes contribute to the overall aims of the school. The policy applies to school trips when uniform is to be worn.

### **Uniform Years 7 to 11**

**Regulation** items of uniform can be purchased from Stevensons, 131-135 Victoria Street, St Albans, Hertfordshire. Tel: 01727 853262. Stevensons are also able to provide various aspects on non-regulation uniform.

**Boys:**

- **Regulation** white John Colet School polo shirt
- **Regulation** maroon John Colet School sweatshirt
- Plain black trousers (not cords or jeans) Trousers which look like “jeans” are not permitted
- Plain white or black socks
- Plain black shoes (**not training/leisure shoes**) which are suitable for wearing during the day and to and from school
- The Sikh turban and Jewish skull cap are permitted
- Dark coloured outdoor coat

**Boys PE:**

- Rugby jersey (fully reversible in black/sky blue)
- Sky blue with black trim gym tee-shirt
- Black shorts
- Sky blue socks
- Swimming trunks/shorts which are not below the knee
- Rugby/football boots
- Training shoes which have adequate support and sturdy soles. “Leisure Shoes” are unsuitable for PE
- Optional black tracksuit bottoms for outdoor use
- All kit needs to be clearly marked with the student’s name either in indelible pen or embroidered on the outside of the garment

**Girls:**

- **Regulation** white John Colet School polo shirt
- **Regulation** maroon John Colet School sweatshirt
- Plain black trousers (not cords or jeans) which are straight leg or with small bootleg. Trousers which look like “skinny jeans” or “jeans” are not permitted
- Plain black skirt (not layered) which is just above or below the knee (skirt is not to cling to body so that it rides up or has side splits)
- Plain white or black socks, or black or flesh coloured tights
- Plain black shoes (not boots or training/leisure shoes) with a low heel which are suitable for wearing during the day and to and from school
- Muslim students who wish to wear hijabs may do so provided that the fabric is plain and lightweight
- Dark coloured outdoor coat

**Girls PE:**

- Sky blue PE polo shirt
- Black shorts
- Swimming costume
- Sky blue socks
- Black sweatshirt for outdoor use
- Optional black tracksuit bottoms for outdoor use
- Training shoes which have adequate support and sturdy soles. “Leisure Shoes” are unsuitable for PE
- All kit needs to be clearly marked with the student’s name either in indelible pen or embroidered on the outside of the garment

**Summer Uniform**

- After May half-term, the sweatshirt becomes optional for all students in Years 7 to 11.
- Another over garment cannot be worn in place of the sweatshirt.

**Sixth Form Dress Code:****Girls:**

- Smart professional work wear (no jeans/combat trousers, no low skimpy tops or bare tummies, no shorts or leggings, no obvious logos on tops)
- Suitable footwear (no trainers or beach type flip flops)

### **Boys:**

- Smart professional work wear (no jeans/combat trousers, no shorts, no obvious logos on tops) including a tie
- Suitable footwear (no trainers or canvas shoes)

### **All Students:**

- “Plain” is defined as being without embellishment i.e. studs, additional zips, braiding, logos etc
- Unnatural hair colouring is not permitted; the interpretation of “unnatural” is as follows:
  - A colour that is not found within the natural colour spectrum, i.e. a bright, extreme or vivid colour
  - A combination of colours that is easily visible or stark in contrast
- If hair extensions are worn, no beading is permitted. Extensions must also be in a colour that naturally blends with the hair
- One single stud in each ear is permitted; the stud must be worn in the lower part of the earlobe and should be removed for PE; students wearing studs in their ears other than in their lobes will be expected to remove them
- Jewellery (except a watch) is not permitted; however, if there are religious or family reasons for wearing an item of jewellery then permission must be sought from the Head of Year. Jewellery is the responsibility of the owner and is worn at the owner’s own risk
- **Other visible body piercings are not permitted and the student will be expected to remove them**
- Natural, subtle and basic make-up may be worn to cover skin complaints
- Clear nail varnish may be worn but fingernails must be short and nail extensions of any kind are not permitted
- No visible body art
- Garments which cover the face or whole body are not permitted
- Baseball caps are not permitted
- Students may remove their sweatshirt without the permission of a member of staff during a lesson but the sweatshirt must be replaced before leaving the lesson
- All uniform should be marked in permanent pen with the owner’s name

### **Staff Dress Code:**

- Smart professional work wear (no jeans or leggings) which sets a good example to the students (i.e. no low cut tops or trousers)
- Suitable footwear (no beach type flip flops, trainers or boots worn outside of trousers) which portray a professional image; trainers are permitted for PE staff
- Ties for men are preferred
- One single earring in each ear
- No other visible body piercings
- No visible body art
- Garments which cover the face or whole body are not permitted

This dress code applies to all employees of the school. It is in force during the school day and at any parental meetings.

### **Cost of uniform**

We want to ensure that the cost of uniform does not deter any student applying to the school, nor lead to students feeling socially excluded or unable to afford other necessities. Parents/carers who are unable to provide their child with the required items of school uniform should contact the Headteacher.

Such approaches will be handled with discretion and sensitivity. The uniform suppliers, costs and quality of the uniform are reviewed annually to ensure that it provides good quality clothing at an affordable price. Parents/carers are regularly consulted on their views in this respect.

### **Enforcement of the uniform policy**

It is the responsibility of parents/carers to ensure that their child comes to school in the correct uniform (see the Home School Agreement). Form tutors are responsible for monitoring uniform; all staff are responsible for ensuring that students are correctly dressed in class and elsewhere on the school site.

Their Form Tutor will speak to a student who is wearing incorrect uniform. If it is not addressed for the next school day then the student will be referred to the Head of Year. In the event of repeated uniform infringements parents will be contacted and the student will risk being sent home. In the case of jewellery and other accessories, the student will be asked to remove the item, which will be confiscated. A parent/carer will then need to come in to school to collect the item in line with school policy.

A member of staff wearing inappropriate clothing will be interviewed by their Line Manager and asked to address the issue ready for the next working day.

The Headteacher is the final arbiter in all matters of uniform and dress.

### **Issues arising from the policy**

Parents/carers should raise any issues relating to school uniform, dress codes or other aspects of appearance with the Headteacher. Requests to vary the uniform requirements for particular reasons, such as medical needs, will always be carefully considered.

Students should raise issues with their tutor and Head of Year; they may also request that uniform matters, including proposals for change, be put onto the agenda of Year and School Council meetings.

Staff should raise issues with their Line Manager. Requests to vary the dress code for particular reasons, such as medical needs, will always be carefully considered.

### **Policy reviews**

Our uniform regulations are reviewed annually; the review includes consideration of uniform items, supply, cost and value for money. Parents, carers, students and staff are consulted regularly and no less frequently than every three years.

**The following important policies can also be viewed in full via the school's website on:-**

[www.johncolet.co.uk](http://www.johncolet.co.uk)

Assessment for Learning Policy  
John Colet School Policy on Attendance  
Behaviour for Learning Policy  
Collective Worship Policy  
Community Cohesion Policy  
Learning and Teaching Policy  
Special Educational Needs Policy

## SECONDARY TRANSFER 2011 – PREFERENCES OF SELECTION APPELLANTS

School Name	School Type	PRE - QUALIFICATION						POST- QUALIFICATION (Score only)					
		Highest Preference	2nd Highest Preference	3rd Highest Preference	4th Highest Preference	5th Highest Preference	6th Highest Preference	Highest Preference	2nd Highest Preference	3rd Highest Preference	4th Highest Preference	5th Highest Preference	6th Highest Preference
Amersham School	U	295	107	26	5	2	0	183	72	24	4	2	0
Aylesbury Vale Academy	U	144	56	36	16	4	0	140	52	30	14	4	0
Buckingham School	U	258	38	3	2	0	1	207	31	2	2	0	1
Burnham Upper School	U	116	21	3	1	0	0	114	20	3	1	0	0
Chalfonts Community College	U	511	87	14	3	0	0	379	63	8	3	0	0
Chesham Park Community College	U	107	33	19	3	0	0	97	26	12	3	0	0
Cottesloe School	U	281	91	40	16	0	2	227	63	33	15	0	2
Cressex School	U	66	31	23	12	5	3	63	30	20	8	3	3
Gt Marlow School	U	413	117	58	38	16	4	289	90	51	35	15	4
Highcrest Community School	U	144	96	71	19	9	0	135	79	57	16	7	0
Holmer Green School	U	304	209	91	31	13	0	220	161	76	27	12	0
John Colet School	U	310	145	53	23	4	2	228	121	46	22	4	2
Mandeville School	U	208	100	59	27	2	0	196	94	51	24	2	0
Misbourne School	U	263	192	94	32	9	3	176	118	73	21	9	3
Princes Risborough School	U	325	116	39	18	11	3	255	92	32	15	10	3
Sir William Ramsay School	U	244	244	120	45	6	3	200	203	90	38	5	3
St Bernards RC School	U	210	71	30	9	5	0	161	52	23	9	5	0
The Beaconsfield School	U	336	118	47	10	4	1	215	99	36	8	4	1
The Grange School	U	250	192	66	18	2	0	230	163	53	15	2	0
Waddesdon School	U	278	33	14	3	2	0	214	29	12	3	2	0
Wye Valley School	U	168	131	68	33	20	4	144	104	54	30	19	4

## Extra Curricular Activities Autumn 2011

	BEFORE SCHOOL	LUNCH TIME	AFTER SCHOOL
<b>M</b>		<b>DODGEBALL</b> - KS3 – GYM <b>BADMINTON</b> - ALL YEARS - SPORTS HALL <b>SWIMMING CLUB</b> - ALL YEARS AND ABILITIES MAX 20 SWIMMERS <b>ICT LUNCH CLUB</b> - IT1 <b>LUNCHEON CLUB</b> - FOOD TECH, YRS 7& 8 <b>CHESS CLUB</b> – Library <b>MATHS CLUB</b> – MA4 <b>MUSIC</b> – YR 7/8 <b>CHOIR</b> <b>MUSIC</b> – YR 9/10/11/12/13 <b>CHOIR</b> <b>IL LUNCHTIME CLUB</b> <b>FRENCH HOME LEARNING CLUB</b> – LA2 – YR 7/8/9	<b>NETBALL YR7, THEN BASKETBALL YR 7and 8 AFTER OCT HALF TERM, MUGA OR IF WET GYM</b> - 3.10-4.15 <b>X-COUNTRY</b> - ALL YEARS - 3-3.30 - FIELD <b>BASKETBALL STARTS AFTER OCT HALF TERM FOR YEARS 9-13. SPORTS HALL</b> - 3-4.30 <b>HOME LEARNING CLUB</b> – All – Library until 4pm <b>IL HOME LEARNING CLUB</b> – IL - ALL <b>MATHS REVISION</b> – YR 11 FOUNDATION – 3-4PM <b>JOHN HAMPDEN MUSIC CLUB</b> – 3-4PM
<b>T</b>		<b>SWIMMING CLUB</b> - NON SWIMMERS INVITATION ONLY <b>BASKETBALL</b> - ALL YEARS - SPORTS HALL <b>ICT LUNCH CLUB</b> - IT1 <b>LUNCHEON CLUB</b> - FOOD TECH, YRS 7& 8 <b>CHESS CLUB</b> – Library <b>MUSIC - WOODWIND GROUP</b> <b>IL LUNCHTIME CLUB</b> 6 <sup>th</sup> FORM COUNCIL	<b>NETBALL YRS 8-11, THEN BASKETBALL YRS 9-11 AFTER OCT HALF TERM, MUGA, or IF WET SPLIT GYM AND SPORTS HALL</b> - 3-4.15 <b>TABLE TENNIS</b> - YR 7 and 8 STUDENT FUNDED - SPORTSHALL - 3-5PM <b>URBAN STRIDES STREET DANCE</b> - YR 3 - 4-5PM, YR 5 AND 6 - 5-6PM - YR 7, 8 AND 9 - 7-8PM - GYM <b>HOME LEARNING CLUB</b> – All – Library until 4pm <b>IL HOME LEARNING CLUB</b> – IL - ALL <b>MATHS REVISION</b> – YR 11 HIGHER – 3-4PM <b>SONG WRITING CLUB</b> – 6 <sup>TH</sup> FORM – 3-4PM <b>XPLORE</b> – RED WEEK ONLY – 3-4PM – HUMS SEMINAR ROOM
<b>W</b>		<b>'JAZZ AND JIVE' DANCE CLUB AND SHOW REHEARSAL</b> – GYM <b>BASKETBALL</b> - ALL YEARS - SPORTS HALL <b>ICT LUNCH CLUB</b> - IT1 <b>LUNCHEON CLUB</b> - FOOD TECH - YRS 7& 8 <b>CHESS CLUB</b> – Library <b>MATHS CLUB</b> – MA4 <b>DRAMA CLUB</b> – Drama Studio – ALL <b>IL LUNCHTIME CLUB</b> <b>HISTORY FILM CLUB</b> – HU4 – YRS 7/8/9	<b>BADMINTON, SPORTS HALL</b> - ALL YEARS - 3-4.30PM <b>HARLEQUIN GYMNASTICS</b> - 4.15-5.45PM - GYM <b>HOME LEARNING CLUB</b> – All – Library until 4pm <b>IL HOME LEARNING CLUB</b> – IL - ALL <b>DRAMA CLUB</b> – Drama Studio - YR 11/12/13 – 3-4pm <b>MUSIC - SAMBA BAND</b> – 3-4PM <b>MUSIC - COLET BAND</b> – 3-4PM
<b>Th</b>		<b>TRAMPOLINING</b> - SPORTS HALL - YEARS 8-10 <b>TABLE TENNIS</b> - ALL YEARS <b>HANDBALL</b> -YEAR 7 & 8 RUN BY YR 10s - GYM <b>ICT LUNCH CLUB</b> - IT1 <b>LUNCHEON CLUB</b> - FOOD TECH, YRS 7& 8 <b>CHESS CLUB</b> – Library <b>MUSIC - THEORY CLUB</b> <b>IL LUNCHTIME CLUB</b>	<b>FOOTBALL</b> - YEAR 7, 8, 9 - FIELD - 3-4.15PM <b>HANDBALL</b> - YEAR 9 AND 10 - SPORTS HALL, MOVE TO GYM AFTER HALF TERM <b>BASKETBALL STARTS AFTER OCT HALF TERM FOR YR 7 &amp; 8 - SPORTS HALL</b> - 3-4.30PM <b>KARATE</b> - YEAR 5, 6, 7 & 8 - 4-5PM - GYM <b>HOME LEARNING CLUB</b> – All – Library until 4pm <b>IL HOME LEARNING CLUB</b> – IL - ALL <b>YR 11 CATCH UP CLUB</b> – ART – 3-4PM
<b>F</b>		<b>NETBALL</b> - YEAR 11 - SPORTS HALL <b>ULTIMATE FRISBY</b> - YEAR 7 AND 8, GYM <b>LUNCHEON CLUB</b> , IN FOOD TECH - YRS 7& 8 <b>CHESS CLUB</b> – Library <b>MATHS CLUB</b> – MA4 <b>MUSIC - DRUMMING GROUP</b> <b>IL LUNCHTIME CLUB</b>	<b>RUGBY</b> – YR 7/8/9 - 3-4.15PM - FIELD <b>DODGEBALL</b> - STUDENT FUNDED - ALL YEARS - GYM 3-4PM <b>ULTIMATE FRISBY</b> - SPORTS HALL - 3-5.30pm <b>BIKE CLUB ALL YEARS</b> - MEET BY THE BIKE SHEDS - 3PM, BACK BY 5PM <b>HOME LEARNING CLUB</b> – All – Library until 3.30pm <b>ART COOKIES AND CANVAS CLUB</b> – YR 10 – 3-4PM <b>WILDLIFE GARDEN CLUB</b> – YR 7-8 – 3-3.45PM