



Northallerton



**Prospectus
2011/12**

College

The aim of this Prospectus is to explain and inform. If it would help you, we can provide the information in different formats – please ask.

Northallerton College fully supports the principles of Equal Opportunity and Diversity and we are committed to implementing these principles through our activities and literature.

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GENERAL INFORMATION

Executive Principal of Northallerton and Risedale Colleges Federation:

Michael Hill

Northallerton College
Grammar School Lane
Northallerton DL6 1DD

Associate Principal of Northallerton College:

Steve Merifield

Northallerton College
Grammar School Lane
Northallerton DL6 1DD

Federation Governing Body – Northallerton and Risedale Colleges Federation

Chair of Governors: John Dennis

Vice Chair of Governors: Melva Steckles

7 Parent Governors

Anne Baker
John Glahome
John Robinson
Duncan Rogers
Andrew Smith
2 vacancies

4 Local Authority Governors

David Blades
Kevin Hardisty
Carl Les
Melva Steckles

4 Staff Governors

Mick Hill (Executive Principal)
Laura Cassidy
Anna Cox
1 vacancy

4 Community Governors

Jane Harvey
Colonel Nick Millen
Mike Pattison
Rob Barker

2 Foundation Governors

John Dennis
Karen Packham (Representing Durham Cathedral)

Clerk to the Governors: Louise Bramley and David Lawrenson

TELEPHONE NUMBERS

- College (01609) 773340
- Fax (01609) 770265
- Email enquiries@northallertoncoll.org.uk
- Website www.northallertoncollege.org.uk

COLLEGE OPENING TIMES

Full-time students attend between 8.45am and 12.25pm and from 1.15pm to 3.15pm. The main Reception is open from 8.15am - 4.45pm (4.15pm Fridays). Evening Reception (term-time only) is open in the C Block from 6.00pm - 9.00pm Monday to Thursday for NYCC Community Education classes. College is closed during school holiday times, except for results days in August.

LESSON TIMES

08.45am		Morning Registration / Assembly / Tutor period
09.05am	- 10.05am	Lesson 1
10.05am	- 11.05am	Lesson 2
11.05am	- 11.25am	Morning Break
11.25am	- 12.25pm	Lesson 3
12.25pm	- 1.15pm	Lunch
1.15pm	- 2.15pm	Lesson 4
2.15pm	- 3.15pm	Lesson 5
3.15pm		End of college day

CONTACT WITH PARENTS

A student's time with us is important and should be purposeful and happy. We therefore encourage both students and parents to keep us informed on any matters which may affect progress. Similarly, the college will contact home if the need arises.

Formal home-college contacts are provided in a number of ways such as via our website, college reports to parents, teacher and tutor consultation events, open evenings, texts, regular Newsletters and access to your son/daughters academic records stored on our Management Information System known as 'eportal'.

Calendared home-college links serve a useful purpose but we also hope that you will look regularly and critically at what we do and communicate any issues you may have.

PRE-16 COLLEGE UNIFORM (Year 10 / 11)

Students must wear:

- A black blazer with patch pockets and the college badge (the badge is already embroidered on the blazer when bought from Pinz n Needles in Northallerton at £28.50). A separate badge can be purchased from Pinz n Needles at £3.50 if you decide to purchase a blazer from another retailer or if you already have a black blazer. A black sweatshirt, optional item, but must be worn with the College blazer (available from Pinz n Needles)
- The college tie - clip on (available from the college – price £3.80). The Year 10 tie and Year 11 tie are the same
- Formal white shirt (worn tucked in) or fitted blouse with neck button fastening for the college tie
- Black trousers/skirt (plain, classic and conventional length – no denim material)
- Black/white socks or black/neutral coloured tights
- Black shoes (no trainer/skater shoes or boots). Please see website for pictures of appropriate shoes
- No jewellery, except a watch and **one** small pair of sleepers/studs in ears. No nose or other facial piercings
- Discreet make up
- Hair must be of one natural colour and extreme hairstyles are not allowed
- Caps are not allowed at all as part of the uniform (standard wool hats used to keep warm to be worn outside only)
- College has the right to respond to current styles of fashion in order to maintain consistency and standards of uniform
- Outdoor jackets must be stored in lockers during the college day
- NO hoodies, cardigans or pullovers

YEAR 12 AND 13 DRESS CODE

Sixth Form students are expected to dress in an inoffensive and sensible manner. Individuality will be respected but students are asked to dress appropriately for a teaching and learning environment. Clothing should be of a casual/smart appearance, not extreme in any way; it should be clean, tidy and not revealing. Shorts can be worn but must be to the knee and of smart appearance.

Students are asked not to wear:

strappy tops, midriff tops, short skirts (mid-thigh), ripped garments, garments with offensive wording, hats (in college buildings), caps, excessive make-up and jewellery, facial jewellery (with the exception of ears).

PHYSICAL EDUCATION KIT

Northallerton College has a specific kit policy for students taking part in PE lessons. This is to ensure students are suitably prepared for lessons, take part in physical activities safely and look smart. Details below outline these expectations:

Girls

- Compulsory Northallerton College logo short sleeve black polo shirt (from Pinz n Needles, advisable to have student's name on it, not nickname)
- Plain black shorts (optional)
- Plain black jogging bottoms – **not leggings**
- Plain black sweatshirt/fleece (from Pinz n Needles, advisable to have student's name on it, not nickname)
- For hockey: plain long black football socks
- For netball or summer term activities: sports/trainer socks
- White/black trainers – **not plimsoles**

- Boots for hockey, football, rugby and shin pads (compulsory for health and safety reasons)
- Gum shield strongly advisable for hockey and rugby lessons and compulsory for matches.

Boys

- Compulsory Northallerton College logo short sleeve black polo shirt (from Pinz n Needles, advisable to have student's name on it, not nickname)
- Northallerton College rugby-style reversible jersey for outdoor activities (from Pinz n Needles)
- Plain black shorts
- Plain black jogging bottoms (optional)
- Plain black sweatshirt/fleece (optional) from Pinz n Needles, advisable to have student's name on it, not nickname
- For football and rugby: plain long black socks
- For indoor or summer term activities: sports/trainer socks
- White/black trainers – **not plimsoles**
- Boots for hockey, football, rugby and shin pads (compulsory for health and safety reasons)
- Gum shield strongly advisable for hockey and rugby lessons and compulsory for matches.

ATTENDANCE

Students' current average attendance rate is 94% - a figure we are proud of.

Academic Year 2009/2010

Year 10/11

Authorised Absence	5.95%
Unauthorised Absence	0.8 %
Attendance	93.25%

The figures above summarise attendance up to Year 11, for whom attendance is compulsory.

These figures show that our attendance rate in 2009-10 was above the national average.

- The rate of unauthorised absence at the college, in the same year, was below the national average.
- Our policy is to follow-up student absence as quickly as possible by telephone or letter.
- If students under 18 are absent from college please let us know as soon as possible. When students return to college they must bring a note from their parents giving the dates and reason for their absence.
- Should time off college be required for any reason, a note should be brought from parents beforehand.
- Holidays should only be taken in college holiday times.
- Students late for college will be marked late at their first lesson and be expected to attend a detention (pre-16 students).

COLLECTIVE WORSHIP

- The Governors' aims are for assemblies to include reflection about matters of concern to the individual and the community; to consider what it is to be human; to develop the habits of listening, speaking, caring and sharing; to celebrate and encourage what is worthwhile in our community.
- Years 10 and 11 take part in assemblies twice a week. Parents wishing to withdraw their sons or daughters from assemblies should make this request in writing to the personal tutor.
- Assemblies are of broadly Christian character. Periodically, representatives of the Northallerton Fellowship (representing local churches) join us and lead a non-denominational assembly for each year group.

THE TEACHING OF RELIGIOUS EDUCATION

- A programme of Religious Education is followed by all students leading to a full or half GCSE qualification as specified within the guidelines of the North Yorkshire Agreed Syllabus.
- Parents have a right to withdraw their child from Religious Education and collective worship. College will make alternative provision for these students. Applications for withdrawal should be made in writing.

COMPLAINTS PROCEDURE

We sincerely hope that complaints about any aspect of college life will be dealt with informally in discussion with teachers and then, if necessary, a member of the Senior Team, in the first instance.

Formal complaints concerning the college's failure to discharge its legal duties are dealt with by the Local Authority. A document explaining this procedure is available on request.

DOCUMENTS

Course brochures and documents relating to college policy are available on request and via the website. These include Equal Opportunities, Admissions of students and also the Disability Equality Scheme.

The college has an approved policy on all matters relating to examination appeals. This is available from the Examinations Office.

DETENTION

Schools and colleges have legal backing to detain students after a school session on disciplinary grounds. At the college we use detention as a sanction when we feel it is appropriate. In such cases the detentions will be reasonable and proportionate to the offence and 24 hours notice will be given to parents if the detention is to be longer than 10 minutes after college. This is to tell parents why, when, where and for how long a student must remain at college.

RESTRAINT OF STUDENTS

Students and parents need to be aware of a change to the regulations governing schools and colleges implemented by the Department for Education and Employment during 1998. The department confirmed the right to physically restrain a student falls within the teacher's duty of care. The law now allows reasonable restraint to be used to stop a student:

- harming him/herself
- harming others
- harming a member of staff
- causing damage to the college (i.e. acts of vandalism)

Reasonable restraint is defined as 'sufficient force to prevent harm or damage'.

CHARGING AND REMISSIONS POLICY FOR ACTIVITIES AND EXAMINATIONS

The College asks for voluntary contributions for activities which support the National Curriculum and for the full cost of residential visits, except for students whose parent(s) receive benefits in line with the FM/B1 Application for Assistance form. The College may also recover from parents the cost of any damage to or loss of College property caused by a student.

There is no charge to students following prescribed examination courses in Years 10/11 except that the College may recover examination fees for non-attendance at an examination without good reason, or for failure to complete coursework requirements. For modular courses, the College will pay for the first entry in each module and a decision to re-take a module to improve on the grade achieved will be arranged at the student's/parent's expense. The payment must be received before entry is made.

Full Policy is available on request from the College.

COLLEGE COURSES - AN OUTLINE

PRE-16 (KEY STAGE 4)

The college curriculum reflects the diversity of student needs and a wide range of subjects and programmes which provide strong progression routes to Sixth Form courses.

Most students stay in education beyond 16.

For details see section KEY STAGE 4 (YEARS 10 and 11).

SIXTH FORM (KEY STAGE 5)

College offers courses at AS/A2 level, BTEC/CACHE and Applied 'A' Level.

For details see section SIXTH FORM (YEARS 12 and 13)

TEACHING AND LEARNING AT THE COLLEGE

- We aim to enable students to become independent learners, equipped with the skills to use modern libraries, resource centres, books and articles, word processors, multi-media, Internet, Intranet, video and other forms of Information and Communications Technologies and to communicate ideas effectively in a variety of ways.
- Our emphasis is on a partnership between college, parents and students, with the student at the centre. Students are treated with respect. They are given access to tools of knowledge, and guided to use them effectively. They are helped towards self-knowledge, and responsibility for planning their own work and futures.
- We are a centre of learning for the whole community and proud of what we are doing.
- Visitors who would like to know more are welcome to see the college at any time.

FACILITIES AND RESOURCES

The college shares its site with Mill Hill Primary School, and stands within its own pleasant grounds incorporating games pitches and other sports facilities including tennis and netball courts, athletics provision and an artificial cricket wicket. The college also has a fully equipped Sports Hall and a Learning Resources Centre.

Although built at different times and not originally intended for the present diversity of use, the college's buildings are well maintained. Much remodelling and refurbishment over past years has provided us with excellent facilities for all curriculum areas. The College website has details of our facilities.

Our excellent specialist facilities include:

- ICT and interactive whiteboard facilities throughout college
- Library Resource Centre with broadband access
- a digital video studio
- dedicated ICT rooms complete with network facilities
- a Learning Zone catering for those who need support in their learning
- two dining halls and a Sixth Form café
- a state of the art fitness suite
- a lecture theatre
- a dance studio
- a student support centre

THE RESOURCE CENTRE

Open 8.00am - 5.00pm Monday - Thursday

8.00am – 3.30pm Friday

Students are able to:

- access the Internet and Intranet
- read daily newspaper and journals
- borrow fiction and non-fiction books
- complete coursework/homework in a quiet pleasant environment
- access a range of digital equipment and multi-media resources
- purchase stationary
- access a comprehensive careers library
- photocopy both black/white or colour
- reserve computers for schoolwork and research

The college's Resource Centre offers such facilities as these, and many more to directly meet the learning needs of students.

The Resource Centre, with its linked ICT facilities and study areas, is at the very heart of our college and offers an excellent central resource for students of all ages. It provides a comprehensive and expanding range of facilities, from the more traditional services offered by school libraries, to some of the latest technological developments in education. We have a policy of open-access and aim to meet the individual learning requirements of students in a busy, purposeful learning environment.

STUDENT SUPPORT AND DEVELOPMENT

PERSONAL TUTORIAL SYSTEM

Students are placed in tutor groups of around 25 students on entry into college and stay with their personal tutor over the two years of Key Stage 4. Once a student progresses to the Sixth Form stage we reorganise and regroup to accommodate a new intake and a new personal tutor takes over. We put great trust in our personal tutor system and along with the Year Manager, who has overall responsibility, find that parents have an easy first port-of-call for advice, enquiries and contact for all matters. The personal tutor is seen as a vital figure in the learning processes, monitoring, mentoring and target-setting for students to improve their performance. The tutor also keeps a careful eye on each individual's general welfare, attendance/punctuality and positive attitude.

The Tutorial Programme, which is timetabled weekly, provides opportunities for one-to-one discussion between student and personal tutor, focusing on the recent Progress Data.

CONTACT WITH PARENTS - ALL YEARS

Contact with parents is an important aspect of our work in the college, and the personal tutors (and subject teachers) are normally the first point of contact for discussions on welfare and progress.

ATTENDANCE

We ask parents to contact college by 8.45am on the first morning of an absence to avoid recording an unauthorised absence. The college attendance officer will contact you if this is not done. Parents are reminded that they cannot authorise holiday absence; college has the discretion to do this, in exceptional circumstances, if parents request it. This is because of the disruption to learning in vital GCSE and Sixth Form courses that can be caused by avoidable absence.

CODE OF CONDUCT

This is a summary of our Relationships and Expectations guidelines. These apply to all students, staff and visitors at Northallerton College.

We all:

- are punctual
- allow others to learn and teachers to teach
- come prepared for work and are properly equipped
- treat one another with politeness, courtesy and respect
- act on reasonable requests
- respect college buildings and environment and are careful of others' property
- are consistent and fair in our responses to unacceptable behaviour.

REWARDS

At regular intervals during Years 10 and 11, information about students' progress (SP) is collected from teachers. Students who are awarded top effort grades will receive written recognition. In addition, they will be given a 'lottery number' for every such grade, up to a maximum of 5, and there will be prizes for the winners of the draw. Students who display a consistently high level of effort, punctuality, attendance and behaviour will be given the opportunity to participate in reward events, organised on a termly basis.

College also maintains an "Outstanding Achievement" book. When a student's name is entered into the book they will receive a personal letter/postcard and formal recognition.

Names of students who consistently work hard, make improvements and have a good attitude are displayed prominently around college.

There is an annual 'Celebration Evening' which acknowledges the many achievements of a great number of students. Years 11 and 13 have final award assemblies and a 'leavers' ball'.

PUNCTUALITY

Registration is at 8.45am. Students who arrive after this time are late, and are given a late mark. Students who arrive more than 5 minutes after the start of a lesson are given a sanction. Persistent lateness to college or to lessons leads to detention.

LUNCHTIMES

Year 10 and 11

All students must remain onsite at lunchtimes. High quality catering and activities are accessible for all students. Students who leave the site will be appropriately sanctioned.

SMOKING

The college has a no smoking policy, in line with Government legislation, which applies to everyone on site. Students who disregard this are given a detention. Persistent offenders face more serious sanctions. Students observed smoking on the way to and from college are subject to college disciplinary procedures.

CAR PARKING

The site has parking for staff and visitors, and limited parking for students, who must obtain a pass in order to park on site.

USE OF MOBILES

These must be switched off except at break time and lunchtime, and their use is expressly forbidden in class and in examinations. Mobile telephones used inappropriately are confiscated and returned to parents/students at an agreed time.

USE OF PERSONAL STEREOS

These should be put away in bags once the college session has started.

UNIFORM

Students are expected to conform to the uniform policy at all times and parents will be contacted and sanctions imposed if the standards of dress expected are not met. Inappropriate/excessive jewellery will be confiscated and returned to parents/students at an agreed time.

STUDENT PROPERTY

College is not responsible for replacing damaged, stolen or lost property. Students are therefore strongly advised not to bring expensive stereos, mobile telephones, jewellery, watches and any other valuable property to college.

LOCKERS

All students have the option to use a locker. Any unnecessary items should be stored in the locker during the college day e.g. coats/scarves. However, students will need to carry an appropriate school bag at all times. The lockers are for daily use and we do not recommend leaving items overnight. The use of the locker is free of charge although there will be a replacement cost should the key be lost.

CONSEQUENCES

If students are not meeting expectations and are breaking the rules there is a clearly laid-out series of consequences that students are made aware of.

EXCLUSION

A student's exclusion from college takes place only when the safety or well being of other students is in jeopardy, and/or there has been a serious breach of the college discipline policy. It leads to consultation with the Governors' Disciplinary Committee and with parents, so that the problem can be resolved, and the student re-admitted with the minimum of delay.

HOME-COLLEGE PARTNERSHIP

For students to achieve success at college, we believe it to be important that parents, students and college are able to work together with each party having an equally important part to play in the partnership. To cement this partnership, students, parent(s)/guardian(s) and personal tutors sign a Home-College Partnership Agreement (in line with DfE policy) at the first induction meeting. A range of activities and opportunities are also available through the Extended Schools initiative and are intended to promote family learning across three generations.

INSPIRING GUIDING ENABLING SERVICE (IGEN)

This information, advice and guidance service is for all 13 to 19 year-olds and brings together all the support services young people need during their teenage years. It is a new way of delivering a range of services that young people have said they want and will use. Young people are able to get the help and support they need to reach their full potential, and make an effective transition to work, education or training. The service is run through the Connexions service and a network of Personal Advisers based in schools and working closely with the Student Support and Development Team and Careers Guidance Services.

COACHING (SIXTH FORM)

Students who are experiencing a range of difficulties are allocated a personal coach who will work regularly with them on a one-to-one basis to raise achievement.

CHILD PROTECTION

College considers the protection, safety and well-being of children in its care as a major priority and responsibility and is committed to following the Area Child Protection Committee's and LA's child protection procedures and guidance. College has a specific policy and guidance if parents wish to view these. Our designated teacher is Lynda Phipps.

SAFEGUARDING

College complies with all current safeguarding requirements. Safeguarding advice and guidance is available on our website or on request.

PEER MENTORING

Sixth Form students are trained to work with younger students in Years 10 and 11 in order to support their academic studies and help them with any difficulties they may be encountering in college.

HOUSE SYSTEM

The house system is a great source of fun, competition, achievement and teamwork, with every student given the opportunity to represent their house at whatever they excel in or enjoy. House names are Endeavour, Endurance, Invincible and Victory. We believe that the House System supports our students by:

- Raising positive self esteem amongst students and value of the ethos of the school community.

TARIFF SYSTEM

1.	ACTING AS A HOST/GUIDE/HELPER	POINTS
	◆ Parents Evenings	10
	◆ Open Evenings/Faculty Evenings	10
	◆ Meeting candidates for interview	10
	◆ Showing visitors around the site	10
	◆ Supporting staff with events e.g. sports day/trips	10
	◆	
2.	TAKING PART IN INTER-FORM ACTIVITIES	POINTS
	◆ Sports – e.g. participating in sports day	5 per person
	◆ Form Quiz	5 per person
	◆ Other form activities	5 per person
	◆ Winning Team in above activities	50 per team
	◆	
3.	INVOLVEMENT IN EXTRA CURRICULA ACTIVITIES	POINTS
	◆ Student Council	25 per ½ term
	◆ Charities	25 per ½ term
	◆ Ball committees	25 per ½ term
	◆ Year book	25 per ½ term
	◆ Performing arts	25 per ½ term
	◆ Music	25 per ½ term
	◆ Sport	25 per ½ term
	◆ Lunchtime activities	25 per ½ term

4.	STUDENT ENGAGEMENT	POINTS
	◆ Achieving a 100% attendance record	50 per term
	◆ Contribution to Assembly	25 per term
5.	SUPPORTING OTHERS	POINTS
	◆ Peer mentoring	50 per ½ term
	◆ Working with the Dales School	50 per ½ term
	◆ Breakfast club	50 per ½ term
6.	GOOD AMBASSADOR FOR COLLEGE	POINTS
	◆ Successful completion of Y10 work experience	20
	◆ Exemplary behaviour during off site visits	10
	◆ Involvement in 6 th form recruitment/visiting other schools	20
	◆ Hosting visiting students on Taster Day	10
	◆ Being selected for Rotary Awards	10
	◆ Involvement in working with outside organisations	20

PEOPLE WITH DISABILITIES

The Single Equality Scheme encompasses equality in all its forms, including disability, race/ethnicity, gender, sexual orientation, age, faith/belief and re-assignment of gender. Whilst being consistent with previous schemes and policies, it represents a co-ordinated approach to Equality and Diversity and a commitment to an ongoing process of development.

It is the college's vision to provide an environment in which discrimination in all its forms is deemed to be unacceptable and to treat everyone equally, irrespective of their gender, race, ethnicity, belief, age, mental or physical health, or sexual orientation. Tackling discrimination and promoting healthy relationships with people is wholly consistent with the college's desire to be outstanding and with our mission statement.

Every user and potential user of the college is involved in the Single Equality Scheme. Involvement or participation can take many forms, for example, communication, consultation, awareness of the needs of others, assessment of impact, decision making, taking positive action, review and so on. There is an expectation of mutual respect throughout the college, together with active support of the scheme.

The College is ensuring that, wherever possible, we seek to exceed the statutory minimum standards set out in the Disability Discrimination Act. We prioritise the identification of necessary improvements to the site which assist access to our facilities e.g. ramps, external lighting, signage and toilets.

The Accessibility Plan is available on request from the College.

The full scheme is available in large print, audio tape and electronic format on request. Every reasonable effort will be made to provide the scheme in other languages or formats e.g. Braille, should these be requested.

ADMISSION OF STUDENTS WITH DISABILITIES

The college welcomes students with physical disabilities who have access to mainstream curriculum and college facilities. We would ask parents to inform us of any special considerations needed for their child.

KEY STAGE FOUR (Years 10 and 11)

TRANSFER FROM YEAR 9

Students transfer to the college in the June/July of Year 9 and we work closely with the Allertonshire School to ensure continuity of learning.

COURSES FOR YEAR 10-11

Details of the curriculum for Years 10 and 11 are given in our "COURSES FOR YEAR 10" brochure, which is issued to all Year 9 students in the January before they enter the college.

All Year 9 students are interviewed by College and Allertonshire staff in order to determine suitability for option choices.

All subjects are offered at GCSE level and there are opportunities in many subject areas for other forms of accreditation such as entry-level certificates and NVQs. All students follow a technology option at KS4.

Syllabus details, advice on subject selection and dates of the events in the transfer procedure are all in the brochure and available on request from the College.

CORE

GCSE English / English Literature or Media Studies
GCSE Mathematics
GCSE Dual Award Science/Triple Science
GCSE Religious Education
Physical Education
Tutorial

GCSE TECHNOLOGY OPTIONS

Catering
Graphics
Food Technology
Textiles
Resistant Materials
Tutorial, including PSHE, is taught as a rolling programme.

SINGLE AWARD OPTIONS

GCSE Art and Design
GCSE Business Studies
GCSE Dance
GCSE Drama
GCSE French
GCSE Geography
GCSE German
GCSE Health and Social Care
GCSE History
GCSE Music
GCSE PE
GCSE Spanish
OCR National in ICT

DOUBLE AWARD OPTIONS

GCSE Engineering
GCSE Art & Design

TUTORIAL/PSHE PROGRAMME:

The Tutorial programme is delivered to all year groups during a weekly timetabled lesson. In addition, there will be blocks of time when the timetable is 'collapsed' focussing on Health Issues. There are several strands to the programmes that are taught by specialist teams of teachers:

- Careers/Enterprise, Education and Guidance (making informed choices about further education, training and employment)
- Sex and Health Education* (making choices to develop a safer and healthier lifestyle)
- Tutorial mentoring to improve academic standards (study skills, learning styles, time management)
- Enterprise Education

Work in PSHE is complemented by cross-curricular topics in other subjects. We aim to foster the attitudes and skills students need to join a modern, diverse, multi-cultural society and find a satisfying place within it.

Students are also involved in regular collective worship and personal reflection, in many different forms: in assemblies, tutorial time and the PSHE programme.

* Parents have the right to withdraw their children from Sex Education (in Science as well as PSHE) by means of a written application to the Executive Principal.

CAREERS EDUCATION AND GUIDANCE

This is a major theme, within the Tutorial programme for all students. All students will be offered individual guidance from specialist careers advisers. We work very closely with IGEN. If students or parents wish to receive further information on careers education they should contact Mrs Belinda Roy, who has responsibility for the applied learning curriculum.

PROGRESS, RECORDING, ASSESSMENT

Students' progress is regularly reviewed throughout their courses. Students, with subject tutors and personal tutors, work together to identify appropriate goals and plan action to meet the targets. Personal tutors monitor students' progress across the subjects and provide support where difficulties arise. Students receive a Student Planner at the start of the year to help them develop organisation and planning skills; the personal tutors, in partnership with parents, monitor the way it is used.

Regular consultation meetings are held between subject tutors, students and parents, and during each year several reports on progress and detailed written report of students' work in their various subjects are drawn up.

Students and parents will also meet with tutors to discuss progress in detail.

Students and their parents can request detailed information about progress at any time. The college promises to respond quickly to such requests and seeks to work closely with students, parents and local employers.

REMOTE ACCESS

It is possible for all parents/carers to access their son/daughter's college records from home, via the internet. It is a simple process; all that is required is a secure log-in code, issued from College and a personal e-mail address. We encourage parents/carers to register for this facility as it is an excellent and immediate way of keeping up to date with student progress.

WORK EXPERIENCE

Year 11 students may take part in a one week work experience in the locality. This takes place during the Autumn and is aimed at giving our students a general experience of the world of work. We may not be able to place students in areas they see as a personal career-aim. Our aim is to help students experience work, not necessarily to prepare for a career. The college has been awarded a Quality Standard for its work experience provision.

SIXTH FORM (Years 12 and 13)

SIXTH FORM INTRODUCTION

We offer courses, which include two-year study programmes and one-year courses, full-time (Level 2 and Level 3).

Choice and opportunity are wide. We offer an extensive range of AS/A2 levels, Applied 'A' Levels, one year vocational courses and the Diploma in Childcare and Education.

Apart from study opportunities to gain qualifications, students can also take part in social and recreational activities, many of which are organised by the students themselves - see the section on Extra-Curricular Activities.

ENTRY ONTO SIXTH FORM COURSES

Certain qualifications are required for entry onto Sixth Form courses and further detailed information can be obtained from the Sixth Form Courses booklet available from the college, or on the college website. We do, in addition, expect students to show:

- a willingness to work conscientiously and independently, and be successful learners
- a sense of purpose
- a high level of attendance and punctuality at lessons
- a keenness to experience a range of activities outside the immediate requirements of the courses.

STUDENT SUPPORT AND GUIDANCE PROCEDURES

Students considering a Sixth Form course are advised to find out more about the courses and options for study.

Information and advice are available in a number of ways:

- **Open Evening** - As well as providing facts and guidance, the evening gives all prospective students the chance to meet teachers and Sixth Form students and to see our resources and facilities.
- **Interviews** – All prospective students will have an interview before starting on a Sixth Form course.
- **Taster Day** – an opportunity for all applicants to spend the day with us and sample subject choices.
- **Advice/Registration Day** - This takes place after GCSE results. Students attend to ensure they are guided onto the right course before registering.

Although these are some of the regularly planned events, please do not hesitate to contact us at any time if you wish to visit the college and have a look around.

Ongoing support is provided through personal tutoring and from the experienced Sixth Form team of Bronia Harris, Kathryn Redpath and Stuart Wright. These staff also work closely with the IGEN service, Institutions of Higher Education and with employers.

Our students show a high level of commitment to work. Every student is involved in detailed regular reviews of his or her progress with subject teachers and their personal tutor. The aim of the college is to help students achieve the most they are capable of and we expect students to come here prepared to be ambitious and to work hard to achieve their goals.

SIXTH FORM COMMITTEES

Students take an active part in the decision-making processes of the college through the Sixth Form Student Council.

The Council, which meets weekly, is actively involved in shaping college decisions on information technology, home study, behaviour and standards, welfare, the use of the Resource Centre, and student facilities.

Students also meet on various committees, such as the Charities Committee (FISCAL) and the Yearbook Committee. Sixth Form students can volunteer to be Peer Mentors and Year 13 students can elect to become one of the House Captains.

ENHANCEMENT TO THE CURRICULUM

Themes include Careers Education and Guidance, which are provided within the Tutorial programme, as well as by support from subject tutors. The programme provides structured support for careers, course planning, applications and interview preparation, as well as including aspects of personal and social education.

A growing number of Year 12 and 13 students take advantage of arrangements for work experience or work shadowing. Also, Sixth Form students can opt to take part in the Step into Sport programme which involves coaching and volunteering in the community.

SIXTH FORM COURSES

English Faculty:

English Language
English Literature
Media Studies

Mathematics Faculty:

Mathematics
Further Mathematics

Science Faculty:

Applied Science Double Award
Biology
Chemistry
Physics
Psychology

Applied Learning Faculty:

Applied Health and Social Care Double Award
Childcare and Education Level 2 and Level 3 Diploma
Modern Foreign Languages – French and German

Technology Faculty:

OCR National in ICT Single and Double Award
Product Design: Graphics Products with Materials
Product Design: Resistant Materials
Product Design: Textile Technology

Expressive Arts Faculty:

Applied Art & Design
Art & Design
Art & Design BTEC First Diploma
Dance
Music
Music Technology
Performing Arts
Photography
Physical Education and Sport

Social Science Faculty:

Business Studies
Geography
History
Law
Sociology

Extended Project Qualification (EPQ)

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The college's philosophy is to offer a broad and balanced curriculum for all students. Within this it is recognised that some students will require a greater level of support to reach their potential. We aim to support students with the following special educational needs:

- students whose academic ability means that they require greater support, consolidation or extension;
- students with specific learning difficulties such as reading, handwriting and spelling;
- students with physical or sensory impairments;
- students with emotional and behavioural problems, giving them the opportunity to enhance learning performance and develop self-esteem across all areas of the curriculum.

To achieve these aims, the college has developed its procedures in line with Government guidance. We follow a two-stage model involving the Student Support and Development and external specialist support as appropriate.

Our staff are always willing to discuss specific learning difficulties with parents and students.

The Special Education Needs register consists of students who, it is felt, will benefit from provision within College that is additional and different from that which is received by their peers.

Students are placed on the register at one of three main levels: Statement of Special Educational Needs (a Statement), School Action Plus (SA+) or School Action (SA). The reasons for being included on the Register are many and varied.

Students who have a statement are considered to have the greatest need(s) and it is our statutory duty to provide these students with the support detailed in their statements. We take this duty very seriously and ensure that it is fully met.

Many students who are at SA+ benefit from the support of staff from outside agencies. This support is provided in addition to the support which the students receive within college. These agencies are diverse in nature, and range from Behaviour Support to support from the English as an Additional Language Team and the Autistic Spectrum Condition Outreach Support Service. Students who have hearing, speech and/or physical impairments are also monitored by external agencies as appropriate.

Students who are at the SA level are considered to have needs that can be met within college, without resource to external agencies.

The statistical breakdown of the SEN Register for the summer term of 2010/11 is as follows:

Year	SA	SA+	Statement	Totals
10	13	15	0	28
11	17	23	2	42
12	10	7	1	18
13	8	4	1	13
Totals	48	49	4	101

The placing of a student on any level of the Register is not necessarily permanent; there is scope for movement between levels (for example if it becomes necessary for a student who is at the School Action level to see a member of an outside agency for whatever reason, that student will automatically be transferred to School Action Plus level).

The programme of Annual Reviews for students who have Statements runs very smoothly. In the vast majority of cases, these meetings with parents have been affirming and encouraging of our work and, in all cases, they have been pro-active and informative of how we can continue to build on good practice.

Throughout the Faculty structure and the College's inclusion unit, the Learning Zone, approximately 150 hours of support are provided each week. This is tailored to the students' needs and takes a variety of formats:

- ◆ One-to-one or small group working within the Learning Zone;

- ◆ An individual support package in the classroom;
- ◆ General in-class support;

- ◆ Small group/one-to-one teaching outside the classroom;
- ◆ Attendance at the College's Breakfast Zone;
- ◆ A work-related curriculum;

- ◆ Or, as is often the case, a mixture of the above

This support is provided by a committed and knowledgeable team of Advanced Teaching Assistants and Higher Level Teaching Assistants.

Of critical importance in providing for students' needs is our communication and relationships with our colleagues at the Allertonshire School. It is very important that those students transferring into Year 10 know that their support will continue at the College and for this reason at least one member of the Student Support and Development team is present at every meeting that takes place concerning the incoming year group.

There is a constant review of existing provision to ensure that we cater effectively for the broad needs that are presented by our students in line with the Government's initiative that 'Every Child Matters'.

If you wish to learn more about SEN provision or view the complete college policy please contact College.

EXTRA-CURRICULAR ACTIVITIES FOR EVERYONE

SPORT

The college offers extensive extra-curricular sporting opportunities. It holds a very high standing in the Hambleton and Richmondshire area for the number of students gaining representative honours. Individual and team successes also figure prominently. Students can participate at college club level choosing from a wide variety of activities. There are also inter-school fixtures with Hambleton and Richmondshire Area Sport Organisation and North Yorkshire Schools competitions.

During the season September 2011/July 2012 students will have the opportunity to participate in the following competitions:

Winter Season:

Badminton

- Under 16 and Under 19 tournaments (Area and Yorkshire Schools)

Basketball

- Under 15 and Under 16 Area rallies

Cross-Country

- Under 16 and Under 18 Area and County competitions

Football

- Under 15, Under 16 and Under 19 Area and County competitions

Gymnastics

- Over 13 Area competition – individual and team, floor and vault and paired sports acrobatics

Hockey

- Under 15, Under 16 and Under 19 Area and County competitions

Netball

- Under 15, Under 16 and Under 19 Area and County competitions

Rugby

- Under 15 Area and County competitions

Swimming

- Under 15 and Under 18 Area galas.

Trampolining

- College competition

Ultimate Frisbee

- Leeds Open Indoor
- Junior Indoor Nationals
- Junior Outdoor Nationals

Table Tennis

- Under 16 & Under 19 Area and County competitions

Summer Season:

Athletics

- Under 15 Sportscore competition
- Under 16 and Under 18 Area and County competitions

Tennis

- Tennis fixtures
- Under 15 Area and County tournaments

Cricket

- Under 15 Area competition

Rounders

- Rounders fixtures

Golf

- Under 16 Area competition

Inter-school fixtures take place on a regular basis throughout the year. Alongside this competitive extra curricular programme, students are able to participate in recreational/leisure type activities such as aerobics, circuits, weight training, dance, trampolining, climbing, frisbee, golf and kayaking.

There are numerous opportunities for students to be involved in sporting activity, from those who just enjoy joining in, to those who wish to progress to County level or beyond. The college proudly has students representing Area, County and National level in a variety of different sports.

EXPRESSIVE ARTS

Within the arts students are able to engage in a broad range of extra curricular activities, some of which are listed below. We pride ourselves on being committed to providing an environment of taking part and enriching the lives of students both as part of their examinations and as a refreshing break from them. We are not exclusive and would seek to encourage anyone with an interest in the Arts.

Dance

- Students are offered the opportunity to work with external dance groups, such as Rambert Dance Company
- Students are able to access dance sessions after college and are invited to take part in at least one performance each year.

Drama

- Students interested in the Performing Arts are able to audition and become involved in college productions, last year saw the successful production of 'Little Shop of Horrors'.
- Smaller public performances take place each year, for example Cabaret Performances, one act plays and self devised work.
- A number of theatre visits are available for students, run across the year.
- An Expressive Arts residential trip to London, involving gallery and theatre visits also ran for the first time this year.

Art

- Students are given the opportunity to work with artists in residence.
- Students are able to take on projects commissioned by the local community, for example the United Reformed Church commission students to create a large scale mural.
- Students are able to take part in residential art courses in the UK and Europe.
- Visits to galleries are arranged each year.
- Students are made aware of competitions and helped to produce entries throughout the year.
- Exhibitions of art work are arranged within the college and in the local community.
- The art rooms are open each evening for students to continue with their studies.
- A life drawing class is available for students in the autumn term.

MUSIC

Music plays an important part in college life. As well as GCSE and A level music, and A level Music Technology, there are a wide range of extra curricular opportunities – Choir, Concert Band, Jazz Orchestra, Mainstream Jazz Group, as well as many other bands and groups. We have a fully functional recording suite, with access to the latest professional recording technology. We are currently working with CYC to re-awaken a band culture in Northallerton, and encourage any students who want to form a band and perform to make use of our facilities for rehearsing and recording.

There are regular concerts each term, as well as performances in the community, and in partnership with the drama department this year, we produced 'Little Shop of Horrors'. All students have access to courses in college, and to instrumental lessons (in any instrument!) with North Yorkshire Music Service.

ENRICHMENT ACTIVITIES:

- join the college Concert Band, Jazz Orchestra
- form a band
- sing with the choir
- join a drama group
- take part in dance (power and contemporary)
- join a skiing trip abroad
- take part in exchange visits to Europe
- participate in organised sports clubs including soccer, rugby, netball, hockey, cricket, athletics, badminton, tennis, basketball, fitness, gymnastics, frisbee, aerobics, martial arts, rounders and table tennis
- join photography and film making workshops
- write for the regular Newsletter
- volunteer to help at local High Street charities
- devise and take part in new charity ventures
- use the full range of IT and reprographic facilities in the Resource Centre
- gain local work experience
- participate in lunchtime seminars
- take an active role in the Student Councils
- help plan and prepare the Student Yearbook
- join the Environmental Action Group
- take part in a wide range of trips to the theatre
- work with students from the Dales school
- contribute to Sports Council (pre-16 & Sixth Form)
- be a "Step into Sport" volunteer (Sixth Form)
- run a fancy dress business (COPE)

NORTHALLERTON COLLEGE

SUMMARY OF RESULTS AND TARGETS FOR Y11 GCSE (and equivalent) 2007 - 2011

		2007		2008		2009		2010		2011
		Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved	Target
5+ A* - C Grades	College	63	58	57	53	63	59	63	61	63
(to include	National		46		47		50		53	
English & Maths)	LA		54		55		59		62	
5+ A* - G Grades	College	96	96	96	99	97	96	99	99	99
(to include	National		92		92		92		93	
English & Maths)	LA		93		95		96		95	
Average QCA Points	College	401.8	438.2	400.0	467.7	430.0	435.8	404.0	461.4	n/a
Score per Pupil**	National		378.2		390.2		413.6		449.4	
	LA		389.8		414.6		442.3		476.3	
Number of Students*			268		275		252		238	

* Achievement is based on students reaching the end of key stage 4 (i.e. year 11) and who are on roll at the college on the third Thursday in January, regardless of age.

** QCA points system: A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16.

Full details of published Key Stage 4 statistics can be found on the DfE web-site:

http://www.education.gov.uk/performance/tables/schools_10.shtml

SUMMARY OF RESULTS FOR YEAR 13 A LEVEL (and equivalent) 2007 - 2011

		2007	2008	2009	2010
Average QCA	College	689.6	712.0	729.1	745.3
Points per	National	711.2	721.3	721.3	726.5
Student	LA	772.2	789.6	783.7	798.2
Average QCA	College	211.7	212.8	215.7	218.4
Points per	National	203.6	205.8	208.3	211.1
Entry	LA	206.3	208.6	211.8	213.9
Number of Students*		163	155	149	147

* On roll at the college on the third Thursday in January 2009 and having completed advanced level studies and entered for an A level or equivalent qualification in the 2009/10 academic year (i.e. were in year 13) and having dates of birth ranging from 1/9/1990- 31/8/1993.

QCA Points Scores : A Levels: A* = 300, A = 270, B = 240, C = 210, D = 180, E = 150

AS Levels : A = 135, B = 120, C = 105, D = 90, E = 75

Full details of published post 16 statistics can be found on the DfE web-site:

http://www.education.gov.uk/performance/tables/16to18_10.shtml

NORTHALLERTON COLLEGE

2009/2010: RESULTS ACHIEVED BY PUPILS BY END OF KEY STAGE 4

No of students in college at end of Key Stage 4 * = 238

No of students in college at end of Key Stage 4 * not entered for GCSEs = 0

* On roll at the college on the third Thursday in January, and reaching the end of Key Stage 4 (i.e. in year 11)

GCSE RESULTS

Subject	Board	Entries	A*	A	B	C	D	E	F	G	U	X	%A-C	%A-G
English	AQA	238	8	16	57	92	31	19	11	4	0	0	72.7%	100.0%
English - Literature	AQA	69	16	31	19	3	0	0	0	0	0	0	100.0%	100.0%
Media Studies	OCR	78	1	1	22	39	11	3	1	0	0	0	80.8%	100.0%
Mathematics	OCR	238	24	32	44	54	28	23	17	12	4	0	64.7%	98.3%
Additional Maths	OCR	62	0	1	1	12	14	18	9	1	2	4	22.6%	90.3%
Science	AQA	130	0	6	33	51	17	13	7	3	0	0	69.2%	100.0%
Science (Additional)	AQA	122	3	10	36	33	25	7	8	0	0	0	67.2%	100.0%
Science (Applied) double	AQA	88	0	1	36	35	10	6	0	0	0	0	81.8%	100.0%
Biology	AQA	64	15	30	18	1	0	0	0	0	0	0	100.0%	100.0%
Chemistry	AQA	64	14	22	25	3	0	0	0	0	0	0	100.0%	100.0%
Physics	AQA	64	17	24	22	1	0	0	0	0	0	0	100.0%	100.0%
R.E	OCR	229	18	39	46	35	32	29	15	12	3	0	60.3%	98.7%
Applied Art & Design double	Edexcel	36	9	5	7	7	7	1	0	0	0	0	77.8%	100.0%
Art & Design	OCR	83	6	7	18	25	21	4	2	0	0	0	67.5%	100.0%
Business Studies	AQA	61	9	8	15	13	7	3	3	2	1	0	73.8%	98.4%
Dance	AQA	7	0	4	1	0	1	1	0	0	0	0	71.4%	100.0%
Design & Technology - all	AQA	151	8	31	30	40	24	12	5	0	0	1	72.2%	99.3%
Drama	Edexcel	36	4	7	13	4	2	1	1	4	0	0	77.8%	100.0%
Engineering double	Edexcel	34	0	0	8	12	5	3	3	1	2	0	58.8%	94.1%
French	AQA	77	7	13	20	24	8	4	1	0	0	0	83.1%	100.0%
Geography	AQA	70	6	15	16	10	10	6	4	2	1	0	67.1%	98.6%
German	AQA	92	3	11	22	43	11	2	0	0	0	0	85.9%	100.0%
Health & Social Care double	Edexcel	50	3	5	7	18	8	3	5	1	0	0	66.0%	100.0%
History	OCR	64	4	12	9	18	7	7	4	2	1	0	67.2%	98.4%
Hospitality & Catering	WJEC	31	0	5	7	9	7	2	1	0	0	0	67.7%	100.0%
Music	Edexcel	11	1	4	0	4	1	1	0	0	0	0	81.8%	100.0%
Other language	AQA	2	1	0	1	0	0	0	0	0	0	0	100.0%	100.0%
P.E.	AQA	76	14	13	14	9	12	5	7	1	1	0	65.8%	98.7%
Citizenship (short course)	OCR	93.5	0	5.5	18	27.5	16.5	13	6	6.5	0	0.5	54.5%	99.5%
Totals		2420.5	191	358.5	565	622.5	315.5	186	110	51.5	15	5.5	71.8%	99.2%

For double awards there are two entries per student i.e. 20 entries represents 10 students

For short course there is 1/2 an entry per student i.e. 5 entries represents 10 students

OCR NATIONALS

	Pass	Merit	Distinction
OCR level 2 award in ICT (equivalent to 2 GCSEs)	2	1	0
OCR level 2 certificate in ICT (equivalent to 4 GCSEs)	6	5	9

GCSE EQUIVALENT COURSES

	Level 2	Level 1	U
Certificate of Personal Effectiveness (ASDAN)	0	2	0
Certificate of Preparation for working life (AQA)	1	1	1
Basic Skills - Adult Numeracy (Edexcel)	37	12	0
Basic Skills - Adult Literacy (Edexcel)	23	13	0
Functional English (AQA)	9	14	3

NVQ LEVEL 1 COURSES

	pass
VTCT level 1 NVQ in Hairdressing	7
VTCT level 1 NVQ in Beauty Therapy	7
IMI level 1 NVQ in Vehicle Maintenance	4

NORTHALLERTON COLLEGE

A level results achieved in 2010

Subject	Board	QCA score on entry*	Entries	A*	A	B	C	D	E	U	A-E%	A-B%
Applied Art double	Edexcel	42.5	22	1	5	8	3	5	0	0	100.0%	63.6%
Applied ICT double	Edexcel	42.3	14	0	0	6	3	2	3	0	100.0%	42.9%
Applied ICT single	Edexcel	39.6	6	0	0	0	3	2	1	0	100.0%	0.0%
Applied Science double	AQA	41.5	16	0	0	2	5	5	4	0	100.0%	12.5%
Applied Science single	AQA	39.5	1	0	0	0	0	0	0	1	0.0%	0.0%
Art (fine art)	OCR	45.9	7	0	2	0	2	2	1	0	100.0%	28.6%
Art (photography)	OCR	42.3	9	0	3	4	1	1	0	0	100.0%	77.8%
Biology	AQA	50	28	3	6	8	8	1	2	0	100.0%	60.7%
Business Studies	OCR	45.2	23	0	5	7	5	4	2	0	100.0%	52.2%
Chemistry	OCR	49	19	1	3	3	6	4	2	0	100.0%	36.8%
Dance	AQA	45.8	2	0	0	0	2	0	0	0	100.0%	0.0%
D&T product design	Edexcel	44.7	19	2	2	5	4	4	2	0	100.0%	47.4%
D&T textiles	AQA	47	7	1	2	1	1	2	0	0	100.0%	57.1%
English Language	AQA	47.3	16	0	0	7	7	2	0	0	100.0%	43.8%
English Literature	OCR	47.8	12	1	2	5	2	2	0	0	100.0%	66.7%
French	AQA	51.2	6	1	1	2	2	0	0	0	100.0%	66.7%
Geography	AQA	46.6	14	0	3	4	4	2	1	0	100.0%	50.0%
German	AQA	42.9	2	0	0	1	1	0	0	0	100.0%	50.0%
Health & Social Care double	AQA	35.1	10	0	0	4	4	2	0	0	100.0%	40.0%
History	AQA	47.4	22	2	4	5	5	5	1	0	100.0%	50.0%
Mathematics	OCR	49.9	31	5	7	6	5	4	3	1	96.8%	58.1%
Maths (further)	OCR	52.8	4	2	2	0	0	0	0	0	100.0%	100.0%
Media Studies	OCR	43.1	15	0	1	2	8	4	0	0	100.0%	20.0%
Music	Edexcel	47	4	0	0	1	3	0	0	0	100.0%	25.0%
Performing Arts	Edexcel	47.9	9	3	1	4	1	0	0	0	100.0%	88.9%
Physical Education	AQA	43.8	19	1	6	5	1	4	2	0	100.0%	63.2%
Physics	AQA	48.6	15	2	4	4	3	1	1	0	100.0%	66.7%
Psychology	OCR	45.7	37	0	4	9	13	10	1	0	100.0%	35.1%
Religious Studies	Edexcel	44.1	11	0	0	3	5	1	2	0	100.0%	27.3%
Sociology	AQA	45	10	0	1	2	5	1	1	0	100.0%	30.0%

* This is the average QCA score at GCSE of the candidates, i.e. a measure of the prior attainment of those taking the course. A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16 etc

Subject	Board		Entries	A*	A	B	C	D	E	U	A-E%	A-B%
Cache Level 3 Diploma in Childcare and Education	Cache	each grade worth 2.75 A levels	11	-	6	5	1	0	0	0	100.0%	30.0%

NORTHALLERTON COLLEGE

AS level results achieved in 2010*

Subject	Board	QCA score on entry*	Entries	A*	A	B	C	D	E	U	A-E%	A-B%
Applied Art - Double	Edexcel	43.2	26	0	10	6	4	4	2	0	100.0%	61.5%
Applied Science - Double	AQA	38.2	12	0	0	0	0	5	5	2	83.3%	0.0%
Art (Fine Art)	OCR	45.6	26	0	7	4	5	3	4	3	88.5%	42.3%
Art (Photography)	OCR	43.8	22	0	3	3	8	3	5	0	100.0%	27.3%
Biology	AQA	48.1	60	0	15	21	6	6	8	4	93.3%	60.0%
Business Studies	OCR	45.6	24	0	5	7	5	4	1	2	91.7%	50.0%
Chemistry	OCR	48.7	28	0	6	4	6	6	2	4	85.7%	35.7%
Dance	AQA	42.4	5	0	1	0	1	2	0	1	80.0%	20.0%
D&T (Product Design)	Edexcel	45.9	19	0	5	3	3	5	1	2	89.5%	42.1%
D&T (Textiles)	AQA	44.8	11	0	0	3	2	3	2	1	90.9%	27.3%
English Language	AQA	46.2	36	0	1	2	13	19	0	1	97.2%	8.3%
English Literature	OCR	46.5	21	0	6	6	4	4	1	0	100.0%	57.1%
French	AQA	52.5	8	0	2	1	4	1	0	0	100.0%	37.5%
Geography	AQA	49	18	0	8	1	5	2	2	0	100.0%	50.0%
German	AQA	39.9	1	0	0	0	0	0	0	1	0.0%	0.0%
Health & Social Care - Double	AQA	41.1	28	0	2	6	5	5	2	8	71.4%	28.6%
History	AQA	46.6	29	0	2	2	10	2	5	8	72.4%	13.8%
Law	OCR	43.4	9	0	0	1	2	2	2	2	77.8%	11.1%
Mathematics	OCR	47.9	52	0	12	11	8	7	5	9	82.7%	44.2%
Maths (Further)	OCR	49.3	8	0	2	3	0	2	1	0	100.0%	62.5%
Media Studies	OCR	42.4	31	0	2	5	9	8	3	4	87.1%	22.6%
Music	Edexcel	42.2	2	0	0	0	0	2	0	0	100.0%	0.0%
Performing Arts - Single	Edexcel	43.3	11	0	1	3	5	0	0	2	81.8%	36.4%
Physical Education	AQA	44.9	19	0	5	3	4	4	3	0	100.0%	42.1%
Physics	AQA	48.2	28	0	9	7	5	4	3	0	100.0%	57.1%
Psychology	OCR	45.4	50	0	4	7	10	11	8	10	80.0%	22.0%

* AS results may be achieved by year 12 students in the first year of A level study or year 13 students as an additional course taken in year 13

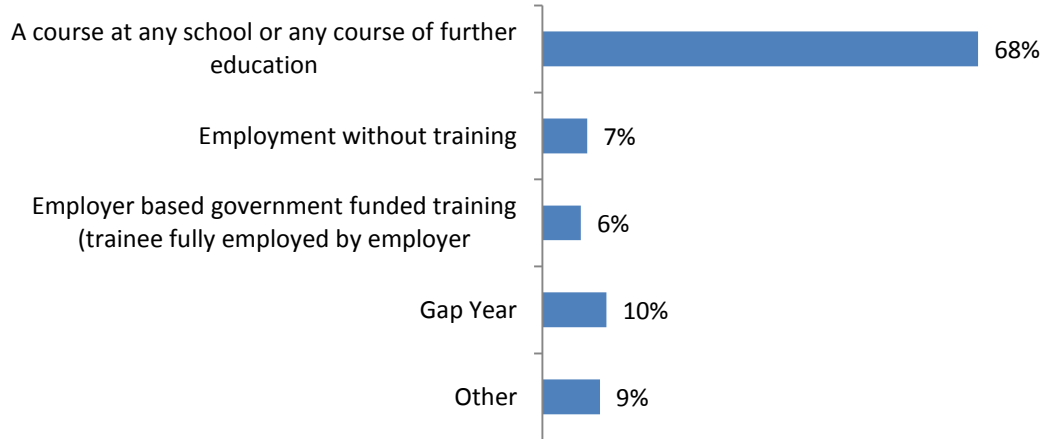
Subject	Board		Entries	A*	A	B	C	D	E	U	A-E%	A-B%
Extended project	AQA	each grade worth 1/2 an A level	33	0	5	9	6	8	2	3	90.9%	42.4%

Level 2 qualifications achieved by post 16 students in 2010

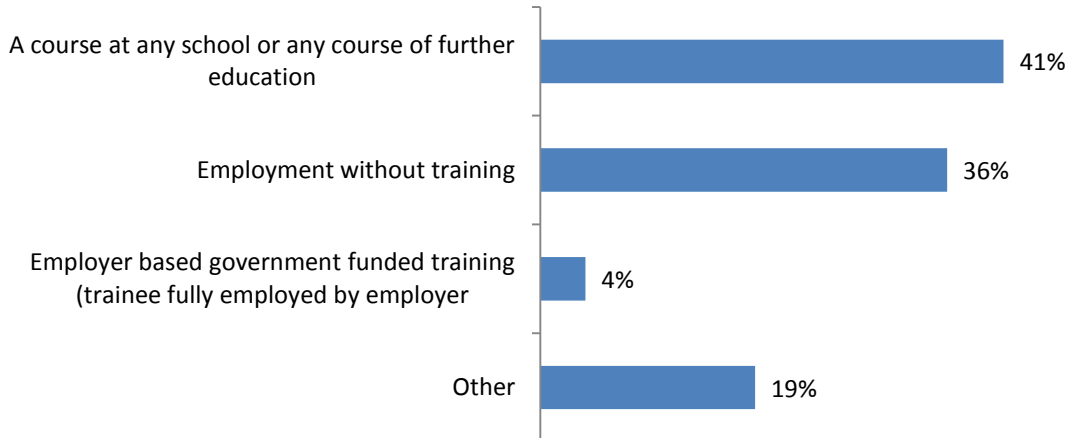
			A*	A	B	C	D	E	F	G
GCSE Mathematics	OCR		0	0	0	18	5	3	3	0
GCSE English	AQA		0	0	0	2	6	3	0	2
Cache level 2 diploma in Childcare and Education	Cache		1	3	2	0	0	0	0	0

WHERE STUDENTS GO (2010)

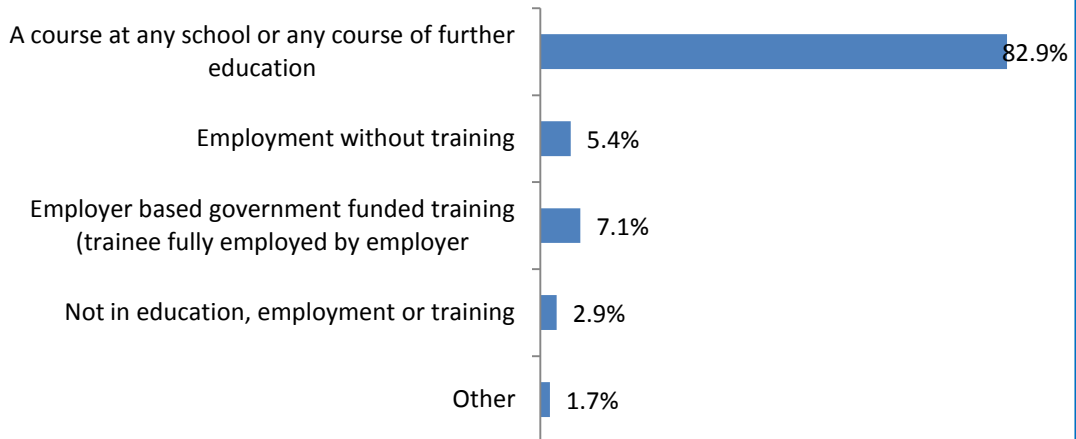
Year 13



Year 12



Year 11



TERM DATES 2011/2012

2011

AUTUMN TERM **Open – Monday 5th September 2011**
(Thursday 1st and Friday 2nd September 2011 Training Days)

Half Term **Close – Thursday 20th October 2011**
(Friday 21st October Training Day)
Open Monday 31st October 2011

Christmas **Close – Tuesday 20th December 2011**

2012

SPRING TERM **Open – Monday 9th January 2012**
(Friday 6th January Training Day) *day in lieu of PMR for teaching staff.*

Half Term **Close - Friday 10th February 2012**
Open Monday 20th February 2012

Easter **Close – Friday 30th March 2012**

SUMMER TERM **Open – Tuesday 17th April 2012**
(Monday 16th April Training Day)

Bank Holiday **Monday 7th May 2012**

Half Term **Close - Friday 1st June 2012**
Open Monday 11th June 2012

Summer **Close – Friday 20th July 2012**

These dates are identical with the Allertonshire School and contributory schools

Students do not attend college on Training Days.

Except in exceptional circumstances, family holidays should be taken during the official holiday periods.

Warning

The information in this brochure was correct at the time of print. The governors reserve the right to make any changes which may become necessary before September 2011.