



St Philip Howard Catholic School

INFORMATION BOOKLET
September 2018



Headteacher: Mr D Carter
Chair of Governors: Mrs M Craig

St Philip Howard Catholic School

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West Sussex PO22 0EN
Tel: 01243 552055
Email: office@sphcs.co.uk
Admissions: admissions@sphcs.co.uk
Website: www.sphcs.co.uk

St Philip Howard Catholic School comes under the Education Office (South)

Pupil Admissions Office
Centenary House
Durrington Lane
Worthing
BN13 2QB
Tel: 03330 142903
Email: admissions.south@westsussex.gov.uk

School Transport team contact details:

Transport Co-ordination Group
County Hall
West Street
Chichester
PO19 1RQ
Tel: 01243 753530

Email: school.transport@westsussex.gov.uk

The School Day at SPH

08.40-09.00 Registration/Tutorial/Assembly
09.00-09.50 Period 1
09.50-10.40 Period 2
10.40-11.00 BREAK
11.00-11.50 Period 3
11.50-12.40 Period 4
12.40-13.25 LUNCH
13.25-14.15 Period 5
14.15-15.05 Period 6

We have a two-week timetable.

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General information and enclosures relate to the current prospectus for the year 2019-20 intake. The particulars contained in this prospectus were correct in relation to the year 2019-20 at September 2018. It must not, however, be assumed that there will be no change before the start of or during the said year or in relation to subsequent school years.



ADMISSIONS POLICY AND PROCEDURES FOR ADMISSION IN 2019-20

St Philip Howard Catholic School was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with the trust deed of the Diocese of Arundel & Brighton, its articles of association, and seeks at all times to be a witness to Jesus Christ.

As a Catholic school, the governors aim to provide a Catholic education for all pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. The governors ask all parents applying for a place to respect this ethos and its importance to the school

community.

Although Catholic children have priority of admission, this does not affect the right of an applicant who is not Catholic to apply for a place for their child at the school. The school welcomes applications from those of other denominations and faiths, or of none. The school was set up primarily to serve the Catholic community in the Cathedral deanery. This includes the following parishes: Arundel, Bognor Regis with Slindon, Billingshurst with Pulborough, Chichester with the Witterings, Midhurst, Petworth, Selsey, Storrington.

A zoomable map of the deanery can be viewed at: www.abdiocese.org.uk

The deanery primary schools located in that community which are named feeder schools for St Philip Howard Catholic School are:

- St Mary's Catholic Primary School, Bognor
- St Philip's Catholic Primary School, Arundel
- St Richard's Catholic Primary School, Chichester

The governing body is the admissions authority and has responsibility for admissions to this school, including setting the priority of admissions when the school is oversubscribed. The Local Authority undertakes the co-ordination of admission arrangements during the normal admission round. The governing body has set its admission number at 180 pupils to be admitted to Year 7 in the school year which begins in September 2019.

Visiting the School

Parents/carers are encouraged to visit our school in order to find out more about how we work and the education we offer. Parents/carers are welcome to arrange a visit by contacting the school admissions manager on 01243 552055. However, such visits do not form part of the process of deciding which children are to be offered a place at the school. An open evening is held in September when interested families may look round the school and meet the Headteacher and staff. The School Prospectus and Supplementary Information Form for admission are available at the Open Evening or at any time from the school website. A New Parents' evening is held in July for all new students and their parents.

Pupils with an Education, Health and Care Plan (see note a.)

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted.

Where this takes place before the allocation of places under these arrangements, this will reduce the number of places available to other children.

Oversubscription Criteria

At any time where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

No. Category

1. Catholic looked after children or previously looked after children (*see note b. & c.*).
2. Catholic children who are considered to have an exceptional or compelling need, supported by written evidence (*see note l.*).
3. Catholic children currently attending one of the named deanery feeder schools (*see note m.*), who attend, or whose parent/carer attend, Sunday Mass frequently and regularly (*see note k.*) ***. *The application must be supported with a certificate of Catholic baptism or reception into the Catholic Church (see note c.), and their parish priest's signature with the parish stamp or seal to confirm the child or parent/carer frequently and regularly attend Sunday Mass (see note k.) ***.*
4. Catholic children who are not attending one of the named deanery feeder schools (*see note m.*) and who attend, or whose parent/carer attend, Sunday Mass frequently and regularly (*see note k.*) ***. *The application must be supported with a certificate of Catholic baptism or reception into the Catholic Church (see note c.), and their parish priest's signature with the parish stamp or seal to confirm the child or parent/carer frequently and regularly attend Sunday Mass (see note k.) ***.*



5. Other Catholic children (*see note c.*).
6. Other looked after children or previously looked after children (*see note b.*).
7. Catechumens, Candidates for Reception into the Church and children who are members of an Orthodox Church (*see note d. & e.*). *If application is being made for a place at the school where the parent/carer is a Catechumen or Candidate for reception into the Church, evidence of their being a member of the Catechumenate of a Catholic Church or a Candidate for reception will be required. Proof of acceptance into the catechumenate, and evidence for a candidate, should be by letter from the appropriate priest. Applications for children from an Orthodox Church must be supported with a certificate of baptism and a letter confirming membership of the applicable Orthodox Church, signed by the appropriate priest.*
8. Other children who are considered

to have an exceptional or compelling need, supported by written evidence (*see note l.*).

9. Other children currently attending one of the named deanery feeder schools (*see note m.*).
10. Children of other Christian denominations (*see note n*) whose membership is evidenced by a minister of religion. *The application must be supported by a letter confirming membership of the Christian denomination, signed by the minister of religion.*
11. Children of other faiths (*see note o*) whose membership is evidenced by a religious leader. *The application must be supported by a letter confirming membership of that faith, signed by the faith leader.*
12. Any other children.

*** Frequent and regular attendance at Sunday Mass means attendance by the child or parent/carer at least three times a month over at least one year prior to the closing date for applications (*see note k.*). Note: The parent/carer will need to indicate on the Supplementary Information Form whether it is their attendance or the child's attendance that is being declared. Sunday Mass includes the Saturday evening vigil Mass.

Within each of the categories listed above, the following provisions will be applied in the following order:

- i. Children **with** a brother or sister at St Philip Howard Catholic School at the time of admission who are resident within the Cathedral deanery (*see notes f. and h.*).
- ii. Children **with** a brother or sister at St Philip Howard Catholic School at the time of admission who are **not** resident within the Cathedral deanery (*see notes f. and h.*).
- iii. Children **without** a brother or sister at St Philip Howard Catholic School at the time of admission who are resident within the Cathedral deanery (*see notes f. and h.*).
- iv. Children **without** a brother or sister at St Philip Howard Catholic School at the time of admission who are **not** resident within the Cathedral deanery (*see notes f. and h.*).

Final Tiebreaker:

Priority will be given to children living closest to the school determined by the shortest distance (*see note j.*).

Application Procedure

To apply for a place at this school in the normal admissions round, you should complete and return the following two forms:

1. The COMMON APPLICATION FORM (CAF)

All applications for places must be made on the Common Application Form which is available either from the Local Authority (where the parent lives) or through that Local Authority's website. For a valid application, the completed CAF must be returned either online or in the paper form by **31 October 2018**.

2. The school's SUPPLEMENTARY INFORMATION FORM (SIF)

This is available from the school and the school website and allows the governors to put all applicants in order of priority for admission in line with the published admission policy.

If you are expressing a preference for a place for your child at this school and wish to apply in connection with one of the faith criteria, you need to complete the SIF.

If you do not complete the SIF and return it to the school with all supporting documents by the closing date, your child may not be placed in the appropriate faith criterion. This is likely to affect your child's chance of being offered a place.

For a Year 7 admission in the normal admissions round for the year 2019-20, the completed SIF, together with all supporting documents, should be returned to the school by **31 October 2018**. **Note:** If the school receive an incomplete SIF, this might affect your child's chance of being offered a place.

You are advised to keep copies of the forms for your records (whether completed online/ on paper).

Late Applications

All pieces of paperwork are required on or before the published closing dates referenced above. You are encouraged to ensure that your application is received on time. Failure to submit the Local Authority CAF by the closing date will result in the application being classed as 'late'. Such applications will be dealt with once the applicants who met the deadline have been offered places on 1 March 2019. After 1 March 2019 late applications will be placed in order in accordance with our Admissions Policy. Applications after 1 March 2019 will be dealt with immediately and, where places are not available, will be added to the waiting list in accordance with our waiting list policy. This does not prevent parents from exercising their right to appeal against the decision not to offer a place.

Admission of Children Outside their Normal Age Group

Please note that it is the view of the Government, the Diocese, the LA and the Governing Body of this school that a child is educated alongside his/her age equivalent peers, in almost all cases.

Should a parent/carer request to have a decelerated entry to school, that is to start later than other children in their chronological age group, they should initially apply for a school place in accordance with the deadlines that apply for their child's chronological age.

If the request is accepted, the application for the normal year group may be withdrawn before a place is offered. The parent/carer will be required to apply in the usual way the following year, along with the cohort of applicants for that year group. It should be noted that the application will not receive priority over or above any other applicant for this year group and the application will be

considered alongside all other applicants to the school.

If a parent/carer requests to have an accelerated entry to school ie to start earlier than other children in the chronological age group, they should initially apply for a school place at the same time that other families are applying for that cohort. If the governing body agrees for the child to have an accelerated entry, the application will be processed. If it is not agreed for the child to have an accelerated entry they will be invited to apply again in the following year for the correct cohort.

In relation to the request, decisions are made on the basis of the circumstances of each case and in the best interests of the child. The governing body will expect the parent/carer to supply them with appropriate information and evidence. What the governing body will take into account will include:

- Views of parent/carer
- Information relating to the child's academic, social and emotional development, where relevant
- Medical history and the views of a medical professional
- Any previous history of being educated outside of their normal age group
- If the child may naturally have fallen into a lower age group if it were not for being born prematurely
- View of the headteacher of the school.

Please note that parents/carers do not have the right to insist that their child is admitted to a particular age group. It is the governing body who, having considered the circumstances of each individual case, will make a decision. The governing body will set out clearly for the parents/carers concerned the reasons for their decision in each case.

If the parent/carer is unhappy with a decision

about which year group their child will be admitted to, the following applies. Parents/carers who are refused a place at a school for which they have applied have the right of appeal to an independent admission appeal panel. However, there is not a right of appeal if the child has been offered a place and it is not in the year group the parent/carer would like. In such cases, the parent/carer could make a complaint through the school's complaint procedure.

Waiting Lists

In addition to their right of appeal, if a place is not offered to a Year 7 child, because of over-subscription, the child's name will be placed on a waiting list. The list will be in the descending hierarchical order of the categories in the admissions criteria. The list will continue for the year group until the end of the academic year. If a place is offered and declined the child's name will be removed from the waiting list.

The names of the children in the other year groups (8-11) who have not been offered a place due to oversubscription will be put on a waiting list. The list will be in the descending hierarchical order of the categories in the admissions criteria. The list will continue for the year group until the end of the academic year.

Parents/carers who wish their child's name to remain on a waiting list beyond this time are requested to contact the school in writing by the end of July 2020. If a place is offered and declined the child's name will be removed from the waiting list.

It should be noted that no matter how long a child's name has been on the waiting list, his or her position on the list may change if the school adds a child's name to the list, which has a higher priority according to the oversubscription criteria. The school is

also under a duty to admit children who are presented for admission under the Local Authority's 'Fair Access Protocol'. These children must take precedence over any children already on the waiting list.

In Year Admissions

The oversubscription criteria in this admission policy will also apply to applications made outside the normal age of entry to secondary education (Year 7) i.e. in succeeding years or during the academic year.

Applications for places other than at the start of Year 7 should be made directly to the school and the Local Authority contacted. The school's Supplementary Information Form should be completed and returned to the school. If there is a vacancy in the relevant year group and no other family has applied for it, the school will allocate a place as soon as possible. If there is no vacancy, or if the number of applications is greater than the number of vacancies, the governors will at once establish a waiting list for the relevant Year Group, or add the applicant's name to an already established waiting list. Places will be offered to applicants whose names appear on the waiting list strictly on the basis of the oversubscription criteria.

Offer of a Place

The Local Authority will inform you of your allocated place on the national offer date of **1 March 2019**. Note: If this day falls on the weekend/bank holiday, it will be the first working day after.

Appeals

If your child is not offered a place at St Philip Howard Catholic School, you have the right to appeal against that decision to an Independent Appeal Panel (set up in accordance with sections 88 and 94 of the School Standards and Framework Act 1998). Appeals must be made in writing and must set out the reasons on which the appeal is made. Appeals should be made to the Admissions Appeal Clerk at the school address. Appeals should be lodged no later than 20 school days after the National Offer Day for secondary schools (1 March 2019). Completed paperwork must be received by the school no later than 29 March 2019, and will be heard within 40 school days. The appeals system is operated independently from the school. Parents/carers have the right to make oral representations to the Appeal Panel.

Late application appeals will be heard within 30 school days of the appeal being lodged.

In-year applications will be heard within 30 school days of the appeal being lodged.



Fair Access Protocol (FAP)

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round, the governing body is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. Alternatively, where a FAP headteacher panel is in place, the governing body may authorise the headteacher (or nominated representative) to partake in placement decisions under the LA agreed FAP. The governing body has this power even where admitting the child would mean exceeding the published admission number.

Giving the school false information

If a parent/carer is found to have supplied false or incorrect information to gain a place at this school, the governing body reserves the right to withdraw any offer of a place even if the child has already started school. An example of false or incorrect information would be the use of an address that is not the child's normal residence.

Notes (these form part of the admission arrangements):

a. An 'Education, Health and Care Plan' is a plan made by the Local Authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.

b. A 'Looked after child' has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (i) in the care of a local authority or (ii) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school. A 'Previously looked after child' is a child

who was looked after but ceased to be so because he or she was adopted or became subject to a child arrangement order or special guardianship order.

c. 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Latin Rite (Roman Catholics) and the Eastern Catholic Churches (see Appendix 3 of the Diocesan Admissions Guidance for a list of Churches in full communion with the See of Rome). This will normally be evidenced by a certificate of Baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received into the Church if it were not for their status as a looked after child (e.g. a looked after child in the process of adoption by a Catholic family).

For a child to be treated as Catholic, evidence of baptism or reception into the Church will be required. In terms of an application to this school, a child will not be treated as Catholic if the date for baptism or the ceremony of acceptance into the Catholic Church is after the closing date for applications. Those who have difficulty obtaining written evidence of baptism should contact their parish priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the laws of the Church.

d. 'Catechumen' means a person who wishes to be baptised and has been accepted into the Order of Catechumens through the appropriate liturgical rite. 'Candidate' means a baptised member of a non-Catholic denomination who is preparing for admission into full communion with the Catholic Church. Proof of acceptance into the catechumenate, and evidence for a candidate should be by a letter from the appropriate priest.



e. 'Orthodox Churches' are those eastern Churches not in full communion with the Catholic Church, who have retained the Catholic tradition regarding the sacraments. In this group are included (for the purpose of admissions) members of other Churches which the Apostolic See judges to be in the same position as the aforesaid eastern Churches as far as the sacraments are concerned. Membership is normally evidenced by a certificate of baptism or reception from the authorities of that



Church.

f. 'Brother or sister': For admission to this school, a brother or sister is defined as a natural brother or sister (i.e. another child of the same parents, whether living at the same address or not), or a half-brother/ half-sister or a step-brother/ step-sister or an adoptive or foster brother/ sister, living at the same address. A child will be given a 'brother or sister' priority if they have a brother or sister at the school at the time of the child's admission.

g. Parents/Carers: A parent/carer means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.

h. Deanery Boundaries: For the purposes of the admission arrangements for the year 2019-20, the deanery boundaries are the external boundaries of each parish shown on the attached map. A zoomable map is available at: www.abdiocese.org.uk/Parishes

i. Multiple Births: In the event of applications from parents/carers relating to children of multiple births (e.g. twins or triplets etc.), the governing body will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's published admission number.

j. Distance: Distance will be measured in a straight line (by the Local Authority's computerised measuring system) from the child's home address to the school using Ordnance Survey address point data from a central point in each building.

A child's home address is considered to be a residential property that is the child's only/main residence and not an address that is sometimes used due to certain domestic/special arrangements. The address must be the pupil's home address that applies at the closing date for applications and which is either owned by the child's parent, parents, or guardian OR leased or rented by the child's parent, parents or guardian under a lease or written rental agreement. If parents live separately but share responsibility for the child, and the child lives at two different addresses during the week, the 'home address' will be regarded as the one at which the child sleeps for the majority of weekday nights. If two addresses are provided, the Local Authority will decide which address should be used as the main residence for the purpose of processing the application as they only accept one current address. Parents/carers must notify the school about any address changes during the application deadlines to ensure all applications are treated in the same way.

In some cases, applicants who live in the same block of flats may share the same address point.



In such cases, applicants will be considered to be living equidistant from the school. In the unlikely event that any two or more children live equidistant from the school, and in all other ways have equal eligibility for a place, the names will be issued a number and drawn randomly to decide which child receives priority. This will be supervised by a person independent of the school.

k. *Frequent and Regular attendance at Sunday Mass over at least one year prior to the closing date for applications (oversubscription criteria 2 and 3): For this priority within the oversubscription criteria, the parent/carer (see paragraph below) or child needs to attend Sunday Mass at least 3 times a month over at least one year prior to the closing date for applications. Sunday Mass includes the Saturday evening vigil Mass.*

The parent/carer should tick the applicable box on the Supplementary Information Form to indicate whether it is their attendance at Sunday Mass or their child's attendance that is being declared.

In most cases, attendance at Mass will be by the parent/carer. However, it is recognised that in certain circumstances, such as those involving

bereavement, a separation or where one of the parents is not a Catholic, a child may attend Mass with another family member, such as a grandparent. In such circumstances, governors will accept this attendance as meeting the requirement of the policy as long as the duration and frequency of Mass attendance is met. If such a situation does apply to a family, they will need to ensure that the priest is familiar with their particular circumstances and can verify it, providing an explanation of the Mass attendance on the Supplementary Information Form.

l. *'Exceptional and compelling need': Governors will take into account children with exceptional and compelling needs in the applicable oversubscription criteria. However, parents should bear in mind that any school is able to cope with special educational needs such as Dyslexia etc., and in managing common childhood complaints such as asthma and allergies. Parents wishing to have exceptional and compelling needs considered with their application must submit independent professional evidence which explains clearly why it is essential for the child to attend St Philip Howard Catholic School. This evidence should be posted to the school by Recorded Delivery Mail or,*

alternatively, hand delivered to the school.

The supporting evidence from the qualified professional (such as a medical consultant or a psychologist or a priest) must detail fully the child's needs and address the reason why these needs can only be met at St Philip Howard Catholic School. Letters from parents alone are not sufficient nor are letters that do not address the question of which school the child must attend.

The school will not contact third parties to obtain information relating to an application. It is the parent/carer's responsibility to send any evidence relating to their child to support their application. The application will not be considered if the supporting evidence is not provided, which must be received by the deadline of 31 October 2018, in the case of the normal Reception Year admissions round.

Please note that provision of evidence does not guarantee that a child will be given priority for admission at this school. Governors will consider and make a decision on the merits of each case.

m. *St Philip Howard's named deanery feeder schools: For the purposes of admissions to St Philip Howard Catholic School, the named deanery feeder schools are St Mary's Catholic Primary School, Bognor; St Philip's Catholic Primary School, Arundel; St Richard's Catholic Primary School, Chichester.*

n. *'Children of other Christian denominations' means children who belong to other churches and ecclesial communities which, acknowledging God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community*

which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and of Churches Together in Wales are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

o. *'Children of other faiths' means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' and which falls within the definition of a religion for the process of charity law. The Charities Act 2011 defines religion to include:*

- *A religion which includes belief in more than one God and,*
- *A religion which does not involve belief in God*

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

This Admissions Policy was finally determined by the Governing Body of St Philip Howard Catholic School on 17 January 2018.

The number of applications varies from year to year. The number of applicants expressing a preference for St Philip Howard Catholic School for the year 2018/19 was 590 and these were allocated in the following categories.





CURRICULUM

We want our pupils to develop lively, enquiring minds, to question and discuss rationally and to acquire knowledge and skills relevant to adult life. The highest academic standards are therefore asked for and maintained. The school's results in GCSE and GCE are consistently well above the county and national percentage pass rates.

Our school operates within the National Curriculum framework and the governors have taken into account both national and diocesan curriculum requirements. Summaries of the curriculum offered for each year group are available on the school website.

In the light of this, and of the aims of St Philip Howard Catholic School, the following curriculum is offered:

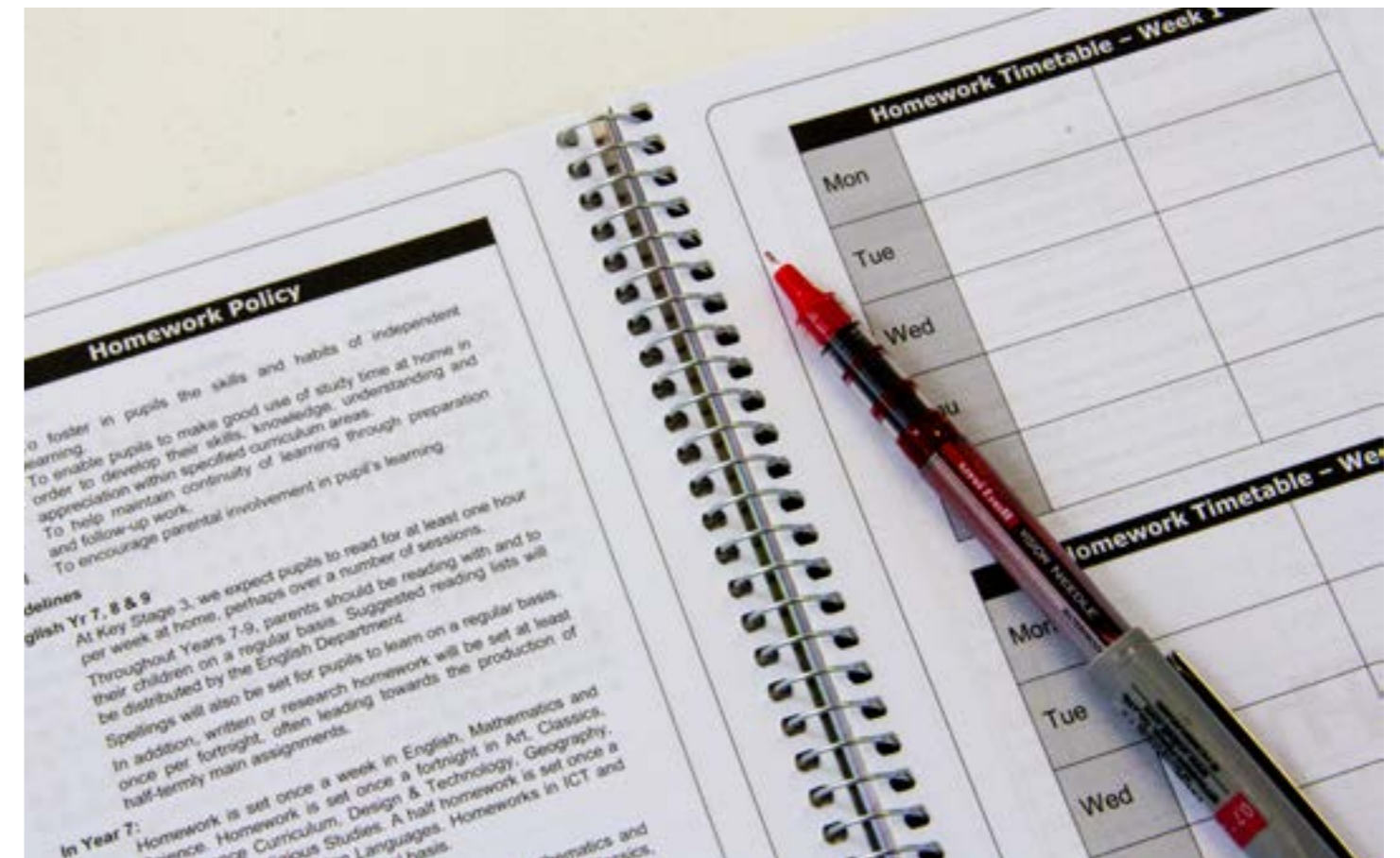
LOWER SCHOOL: KEY STAGE 3 YEARS 7-9

- Art
- Citizenship
- Design and Technology (including Textiles, Graphics, Resistant Materials and Food Technology)
- Drama (year 7)
- English
- Modern Foreign Languages (French, Spanish, German)
- Geography
- History
- Information and Communication Technology
- Mathematics
- Music
- Physical Education
- Religious Education
- Science

	Current Criteria	Applied	No. Offered (March 2018)
	CHILDREN WITH AN EHCP/ STATEMENT OF SPECIAL EDUCATIONAL NEED	4	5
1	Baptised Catholic children who are looked after and Baptised Catholic children who were previously looked after. Only evidence of Baptism will be required (see notes a and b)	1	1
2	Baptised Catholic children who are considered to have an Exceptional and Compelling need to attend the school. Evidence of Baptism and Exceptional and Compelling needs will be required (see notes b and c)	0	0
3	Baptised Catholic children with a sibling at the school in Years 8-13 at the time of admission. Evidence of Baptism will be required (see notes b and d)	52	46
4	Baptised Catholic children living in the Cathedral deanery without a sibling at the school at the time of admission. Evidence of Baptism will be required (see note b)	63	57
5	Baptised Catholic children living outside the Cathedral deanery without a sibling at the school at the time of admission. Evidence of Baptism will be required (see note b)	20	18
6	Other children who are looked after and previously looked after (see note a)	4	2

7	Other children with a sibling at the school in Years 8-13 at the time of admission (see note d)	3	1
8	Other children who are considered to have Exceptional and Compelling needs. Evidence will be required (see note c)	1	1
9	Children who are members of Eastern Orthodox Churches. Evidence of Baptism will be required (see note b)	26	13
10	Children of families who are members of other Christian denominations that are part of Churches Together in Britain & Ireland. Evidence of Baptism (or dedication) provided by a priest or minister of a designated place of worship will be required (see note b)	67	37
11	Children who are members of other faiths. Evidence of membership of the faith provided by a priest, minister or religious leader of a designated place of worship will be required (see note b)	1	0
12	Any other children	346	0
	LATE Local Authority Applications	2	0
	Total	590	181*

*over the published admission number (PAN) due to late EHCP/ Statemented application



UPPER SCHOOL: KEY STAGE 4 YEARS 10-11

The core GCSE subjects studied by all pupils are:

- English Language
- English Literature
- Mathematics
- Religious Education
- Combined Science

*GCSE options offered are:

- Art and Design
- Business Studies
- Computer Science
- D & T Food Technology
- D & T Graphics Products Technology
- D & T Resistant Materials Technology
- D & T Textiles Technology
- Drama
- French
- Geography
- German
- History
- ICT
- Media
- Music

- Performing Arts: Dance
- Physical Education
- Science (Biology, Chemistry and Physics)
- Spanish
- Study Skills (non-examination)
- Btech PE/GCSE

* SIXTH FORM: YEARS 12-13

GCE A/AS level courses offered are:

- Art and Design
- Biology
- Btech PE
- Btech Business
- Business Studies
- Chemistry
- D & T Product Design
- Dance
- Drama and Theatre Studies
- English Language
- English Literature
- French
- Geography
- German
- Government and Politics

- History
- Mathematics
- Mathematics – Further
- Media Studies
- Music
- Photography
- Physics
- Psychology
- Religious Studies
- Sociology
- Spanish
- Sport and Physical Education

All year 12 and 13 students must follow a general course in Religious Education and Citizenship.

** Courses are offered subject to staffing and viability.*

Groupings

Year 7: Pupils are primarily taught in mixed ability tutor groups. They are set for mathematics during the first term once baseline assessments have been undertaken.

Years 8 and 9: Pupils continue to be taught in mixed ability groups for a number of subjects. In some subjects pupils are banded or set.

Years 10 and 11: Pupils follow a core curriculum, together with a selection of optional subjects detailed above. For their options, pupils choose four subjects, or one/two subject(s) and a vocational course. Banding or setting takes place in the core subjects and in optional subjects where there is more than one group.

Information and Communication Technology (ICT)

The school has five main computer suites. IT rooms are resourced to allow pupils in all classes to work at individual workstations. All

computers are linked through the school's own network. Students can also access a range of netbooks and laptops. All other departments use a wide range of hardware and software in their own curriculum areas, with an innovative use in several areas of interactive electronic whiteboards. A virtual learning environment (Gateway) exists for parents, students and staff use.

PROVISION FOR ADDITIONAL EDUCATIONAL NEEDS

Class or subject teachers remain responsible for assessing children, modifying and differentiating the curriculum, teaching and devising appropriate strategies to meet the needs of all pupils. Pupils will not all progress at the same rate.

Gifted and Talented Pupils

Gifted and talented pupils are identified through their primary schools, by their Key Stage 2 test results or by Cognitive Ability Tests undertaken in year 7. Provision for gifted and talented pupils is made departmentally. The school co-ordinator provides information to and between departments about the pupils' progress and about extra-curricular extension activities provided by the school and the Local Authority.

Pupils with Additional Needs

The school follows the Department for Education's Code of Practice for the identification and assessment of Special Education Needs.

Pupils with special educational needs are identified through contact with the primary schools and with parents prior to the pupils' entry to the school. In addition, all students have reading comprehension and spelling assessed on intake. Students in year 7 are



also assessed by means of Cognitive Ability Tests. A pupil deemed to be in need of additional support will be in receipt of an 'Individual Education Plan' (IEP) composed by our Inclusion Co-ordinator in collaboration with the pupil and his or her teachers.

Additional assessments may be undertaken for some students.

IEPs may be group education plans or individual education plans. These are reviewed twice in each academic year. One of these reviews will take place at the parent consultation evening.

Reassessment usually takes place prior to one of the IEP reviews and includes information from school interim assessments and any external assessments.

The school maintains an additional educational needs register which includes a summary of the strengths and difficulties experienced by each pupil with additional educational needs including the gifted and talented, EAL students and our looked after children.

Our provision for pupils with additional educational needs includes assessment and identification, in-class support, withdrawal for specific short-term support or regular long-term withdrawal. In-class support and withdrawal teaching is allocated on the basis of need and staff availability. Students deemed most in need will receive the highest level of support. Local Authority support services are involved as and when necessary.



Statutory Assessment (Education Health Care Plans)

An EHCP provides a precise educational prescription for the child, based on accurate and detailed assessment of needs. An EHCP is requested by parents, the school or another agency eg the health authority. EHCPs are only issued for a very small percentage of the population after extensive assessment involving a range of agencies. It must be demonstrated that a child has significant learning difficulties which cannot be met through the resources ordinarily available to a school. A EHCP will be issued when the Local Authority is satisfied that the child's needs are significant and/or complex; have not been met by measures taken by the school; or may call for resources which cannot be 'reasonably provided' within the budget.

Parental views are taken into account and arrangements are made for reviews. An EHCP will specify the learning objectives for the child and the provision a school must make.



RELATIONSHIPS EDUCATION

The aim of the 'relationships education' programme at St Philip Howard Catholic School is to enable our young people to be at ease with their own sexuality through informing their minds and consciences at the difficult time of maturing. We would like them to see sexuality as one of God's gifts, to be used in accordance with His teaching, and to be aware that it is only one of the many gifts which they have been given to enable them to realise their human and spiritual potential to the full.

A copy of the school's full Relationship Education Policy, together with its teaching programme, is available to parents on request.

HOMEWORK

We believe that homework is very important in fostering in all pupils the skills and habits of independent learning. Homework is set regularly for every pupil and will incorporate aspects of the personal learning and thinking skills. A homework timetable is issued to all pupils. It is expected that pupils

in years 7-11 should complete 45 minutes per subject, as well as private study. Pupils are able to benefit from an after-school club. In years 12 and 13 students should aim for a minimum of 6 hours per subject per week, together with private study. The school's Reading Hub is available after school for any pupil who wishes to carry out research or complete homework using the school's facilities. Pupils are issued with a student planner to help them to organise their studies, record their progress and set targets for improvement. All homework is set through our online portal - mySPH.



patterns of employment and further/higher education.

Key elements of the programme:

Our Vocational Education Co-ordinator works with an outside Careers Adviser, the School Leadership Team, Heads of Year, Citizenship Co-ordinator and Form Tutors to:

- Provide impartial guidance.
- Allow students to discuss and investigate the implications of option choices.
- Develop personal qualities and skills relevant to the world of work.
- Prepare and develop an action plan to lead them beyond school.

Provision is also made for:

- A one-week work experience placement for each Year 10 student.
- A one-week work experience placement for each Year 12 student.
- Group or personal interviews run by the impartial outside Careers Adviser.
- The opportunity to use Careers Resource Material located in the Reading Hub or Sixth Form Centre and online programs,

accessible both in school and at home, designed to support action planning and careers investigation.

Working with Parents

All parents are invited to Year Group Parents' Evenings where students' progress and achievements can be reviewed. The Vocational Education Co-ordinator and outside Careers Adviser are in attendance for some year groups and available for individual consultations with parents. Parents are additionally invited to attend the individual guidance interview of their son/daughter and receive a summary of that interview.

PASTORAL SYSTEM

Discipline

The Pupil Code of Conduct – an important part of the Home-School Agreement – sets out in a positive and supportive manner the principles that all pupils should seek to observe in their work and behaviour, and this is further exemplified in our anti-bullying policy and procedures.

We value the co-operation of parents in ensuring that their children contribute to the high standard of discipline which we enjoy in the school, and parental involvement is always sought if problems arise.

The school has firmly established policies on all issues of behaviour and discipline. Sanctions are imposed for poor behaviour, lack of work (when not related to special educational needs) and other infringements of rules and expectations. Sanctions include detentions at lunchtime, after school, post-school time schooling and fixed term and permanent exclusions. The latter can be imposed for persistent poor behaviour or one-off incidents such as acts of extreme

violence towards others, behaviour involving illegal substances and weaponry.

UNIFORM

Our policy in this respect is that pupils are required to wear full uniform in order to symbolise their membership of our school community. We believe that school uniform gives to pupils a sense of belonging and of security, enabling them to take a greater pride in themselves and in their school. Parents are earnestly requested to co-operate in this important matter, which gives all pupils equality with regard to appearance and excludes the possibility of undesirable distinction. All pupils, apart from those in Years 12 and 13 (Sixth Formers), are required to wear school uniform and to come to school neatly dressed.

A complete list of school uniform requirements is supplied, together with the names and addresses of the official stockists.

UNIFORM LIST

Girls

- Maroon blazer with school crest
- Pleated Black skirt: between knee-length/mid-calf
- OR Black trousers (eg Trutex): formal, tailored style. Full length with straight leg and flat or pleated front
- White shirt (worn tucked in) and buttoned at the collar
- School tie (worn full length); these are only available from the school
- Maroon v-necked pullover (optional, though no alternatives permitted)
- Black shoes with flat or low heels and covered toe. Boots and trainers are **NOT** permitted
- Socks worn with trousers should be dark in colour



Boys

- Black blazer with school crest
- Black trousers: formal, tailored style. Full length with straight leg and flat or pleated front
- White shirt long or short-sleeved (worn tucked in) and buttoned at the collar
- School tie (worn full length); these are only available from the school
- Black v-necked pullover (optional, though no alternatives permitted)
- Black shoes. Boots and trainers are **NOT** permitted
- Socks should be dark in colour

- White socks

Compulsory Footwear:

- Sports trainers
- Studded boots

Safety Equipment (strongly advised):

- Gum shield
- Shin pads

Optional Items:

- SPH tracksuit bottoms
- SPH maroon sweatshirt (not to be worn with normal uniform)
- SPH maroon games jersey
- Black thermal under layer (available from SPH)

PLEASE NOTE THAT THE WEARING OF MAKE-UP IN SCHOOL IS NOT PERMITTED

PE KIT

Girls

Compulsory Clothing:

- Maroon SPH polo shirt
- Black SPH shorts
- Maroon socks

Boys

Compulsory Clothing:

- Maroon SPH polo shirt
- Black SPH shorts
- Maroon socks
- White socks

Compulsory Footwear:

- Sports trainers
- Studded boots

Safety Equipment (strongly advised):

- Gum shield
- Shin pads

Optional Items:

- SPH tracksuit bottoms
- SPH maroon sweatshirt (not to be worn with normal uniform)
- SPH maroon games jersey
- Black thermal under layer (available from SPH)

The school's PE kit represents an extension of the St Philip Howard Catholic School uniform. To this end, only items outlined above are acceptable for wear in PE lessons. Students will need to have access to the compulsory items of clothing throughout their time at school. PE staff will advise students as to the most appropriate clothing to wear for each activity. It is 'strongly advised' that students wear shin pads for all hockey and football lessons and a gum shield for all hockey and rugby lessons.

In accordance with Health and Safety guidelines no jewellery may be worn during PE lessons. It is not permitted to cover recently pierced ears with tape. Long hair must be tied back so as not to obscure a student's vision. It is essential that all PE kit is clearly named.

SCHOOL UNIFORM & PE KIT STOCKISTS

- **Felix Dance & Leisure Wear:** Littlehampton. 01903 721375
- **My School Stuff:** Chichester, 01243 816557
- **Ricara:** Littlehampton, 01903 723843

Please note that the school tie is only available from the school. From time to

time second-hand blazers become available. Contact the school welfare assistant for information.

TRANSPORT FACILITIES

Our school is situated in pleasant rural surroundings in the village of Barnham, which is easily accessible by train and bus from the main catchment areas around Bognor Regis, Chichester, Littlehampton and Arundel. It is within a few minutes walk of Barnham railway station and the school campus has rear access so that pupils travelling from the station do not need to cross the main road. Train services are frequent.

PARENTAL LINKS

Home-School Agreement

All pupils and parents are invited to join the headteacher in signing this important document, which communicates the fundamental philosophy of the school, identifies the key principles on which our work is founded and clarifies expectations on all sides.

Parental Involvement

We value the close links between parents, pupils and teachers in our school community. In addition to parents' and pupil consultation evenings and open evenings, there are many other occasions when parents may visit the school, such as presentations and performances.

The school has an active Parent-Teacher Association, called the 'Friends of SPH'. All parents are automatically members of the Association. As well as arranging social events, which offer an excellent opportunity for parents and teachers to meet each other, the Association is very active in raising funds to provide equipment for the benefit of our pupils.

Gift Aid Scheme

St Philip Howard is a Catholic academy and part of the Bosco Catholic Education Trust. The Bosco Catholic Education Trust is one of two Catholic multi-academy trusts in the diocese of Arundel and Brighton. Bosco CET works with Catholic schools across Sussex. The governors have two sources of income from which to meet our capital building targets, parental contributions and bids for government funding.

This capital money represents the only money the school has with which to undertake major maintenance items such as roofing works and major security improvements. It also funds the major refurbishment of facilities.

Where parents are able to help the school meet these costs, we ask that money is sent in to school under the Gift Aid Scheme. This means that if you are a tax payer we can reclaim the tax paid on every £1 contributed to the school via the scheme. This turns every £1 you contribute into £1.25 for a basic rate tax payer. Gift Aid contributions can be made to the governors' funds in a variety of ways, including standing orders. Contributions can be made as frequently as you wish, or as one off donation.

A Gift Aid form and standing order form are available from the school office or website for those parents who wish to help the school in his way.

CHARGING POLICY

Children learn so much from real experiences that we try to incorporate as many of these as possible into our school's curriculum. These may involve visits to historical, geographical or religious sites or may involve a visit to the school by a theatre or dance company.

Occasionally the school may invite financial contributions from parents and carers for aspects of the students' work and curricular experience. To cover the cost of materials in design and technology, for example, parents/carers are asked to contribute funds for practical project work. The school also offers a range of extra-curricular activities such as educational visits or guest educational companies coming into school. When these occur within the school day we request that a voluntary contribution is made to cover the costs, without this financial support the events cannot take place. Unfortunately the school is unable to stand the full cost of these out of its budget and we are not allowed to "charge" for these activities.

Families who are unable to contribute financially are invited to contact the headteacher in confidence. No child would be excluded from taking part in such an activity because of difficult financial circumstances.

ATTENDANCE INFORMATION

Parents are legally required to ensure that their children attend school and that they are punctual. Persistent absence or lateness will affect their progress. If a child is absent for any reason the school should be informed everyday for the duration of the absence and confirmed in writing when the child returns to school.

The school also needs to know in advance if a child is likely to be away for a medical or dental appointment. If it is necessary to collect a child for any reason during school hours parents should report to student reception before collecting their child where they will be signed out. Children returning to school after an appointment should be signed back in.

We are required by government legislation to treat all unexplained absences as unauthorised. Unexplained absences or those for trivial reasons will be followed up by our Attendance Officer. Unauthorised absences of more than 5 days may result in a fixed penalty notice (FPN) being issued.

Students should not be taken out of school for the purpose of holidaying or other non-essential activities. Parents/carers can request time out of school for personal reasons by writing to the headteacher. Such absence may be sanctioned at the discretion of the headteacher.

SCHOOL SECURITY STATEMENT OF INTENT

The Governing Body of this school recognises the need to ensure the safety of every pupil, member of staff (permanent and temporary) and visitors to our school. We also recognise the importance of protecting the school buildings and contents.

The policy will not only apply to those working on the school premises but to those engaged in off-site activities, sporting events and home visits. The Governing Body wish to make it clear that violence is unacceptable, in whatever form and for whatever reasons.

We are committed to reducing the risk of violence and improving security on school sites by the implementation of this policy. We are also committed to taking all reasonable cost-effective measures to protect the building and its contents against the intruder and arsonist. The school is currently protected by intruder alarms, smoke alarms and CCTV cameras. Risk assessments are undertaken to identify areas of concern and the appropriate control and preventative measures are taken. These controls include training, guidance and advice, codes of

practice, physical, measures and legal guidance.

A copy of the full policy document is available for inspection at the school.

HEALTH AND SAFETY

Contact Details

It is our responsibility to look after your child in school. There are some things we are able to do and some we are not. The contact form is our way of locating you at home or at work. Please make sure you update this information if you change address, telephone number or job. It is vital we are able to contact you or a named friend or relative in the event of an emergency or should your child become ill. An annual update will be requested in the spring term. You should notify us immediately of any changes made throughout the year.

First Aid

The school has a dedicated medical room and welfare assistant. We are able to perform first aid, treat cuts and bruises, but for more serious illnesses, we will seek professional assistance. We have a number of staff members who are qualified in first aid. If your child has an accident, one of our first aiders will attend to them, and we will telephone you if it is deemed necessary. A standard letter is sent home with the child if they have bumped their head, alerting parents and providing information.

If your child needs emergency treatment, we will always try to contact you in the first instance. If that is not possible, we may ring for an ambulance to ensure your child is taken to the casualty department of the nearest hospital. A member of staff will stay with your child.

We need to know if your child has a medical condition. You will then be sent a healthcare plan to complete. If your child's needs are complex the school welfare assistant may request that you meet with her and other relevant staff members. We keep all medicines and drugs in a safe place. If your child needs regular medication during the day, please contact us to discuss the situation further. Before any medication is administered in school, parents must complete a consent form giving all details of the illness or condition, medication and dosage. Arrangements will then be made with the school welfare assistant.

The school nurse visits on a frequent basis. If you have any concerns about your child's health or welfare and would like to see the nurse, please contact the school welfare assistant.

EQUAL OPPORTUNITIES

Race

School procedures on racial equality are rooted not only in statutory requirement, but also our commitment to Gospel values and the principle that every human being is made in the image and likeness of God.

The school's home-school agreement and anti-bullying policy make specific reference to the importance of avoiding racially biased behaviour. Any degree of racial harassment is regarded as a serious betrayal of these important principles and dealt with accordingly. All incidents are carefully recorded.

Disability

For many years, we have been committed to the principle of ease of access to and use of our school by pupils with disabilities. Ramped approaches to doorways, provision of toilet

facilities for the disabled and the installation of a lift in the south block are three ways in which we have been developing an open access site.

Copies of the full policy documents are available for inspection at the school.

Accessibility

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the following ways:

Increase the extent to which disabled pupils can participate in the school curriculum;

- Provide a caring and practical environment in which disabled pupils can enjoy all aspects of the school environment and activities.

The plan also seeks to ensure that the access needs of all people using the site are met.

DESTINATION OF YEAR 11 LEAVERS (2017)

Actual Destination	Total
Apprenticeship	1
Current situation not known	1
Employment without training	1
Further Education	53
NEET Not Available	1
Other Training eg Private Training	1
School Sixth Form	91
Grand Total	149

RATES OF AUTHORISED AND UNAUTHORISED ABSENCE

The following data relates to the academic year 2017/18 (years 7 - 11)

The percentage of half-days (sessions) missed through authorised absence 3.7%

The percentage of half-days (sessions) missed through unauthorised absence 0.3%

(Authorised absences are defined as excluded for fixed or indefinite period, annual family holiday for which leave has been granted, attending interview for prospective employment or education, medical or dental appointment, traveller on migration, day of religious observance, sickness or other circumstances approved by the headteacher).



GCSE RESULTS ACHIEVED BY PUPILS AGED 15+ BY SUBJECT 2018

Number of pupils in Year 11 150
Number not entered for GCSEs 0

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	A*-C	%A*-C	A*-G	%A*-G
Business Studies	51	0	10	10	12	11	6	2	0	0	0	32	62.7	51	100.0
Classics	19	0	5	3	2	4	2	2	1	0	0	10	52.6	19	100.0
DT Graphics	33	0	3	7	5	7	8	3	0	0	0	15	45.5	33	100.0
DT Product Design	16	1	2	5	3	4	1	0	0	0	0	11	68.8	16	100.0
DT Textiles	6	1	1	3	0	0	1	0	0	0	0	5	83.3	6	100.0
ICT	42	0	8	9	10	9	5	1	0	0	0	27	64.3	42	100.0
Portuguese	2	0	1	0	1	0	0	0	0	0	0	2	100.0	2	100.0
Psychology SC	1	0	0	1	0	0	0	0	0	0	0	1	100.0	1	100.0
Totals	170	2	30	38	33	35	23	8	1	0	0	103		170	

Subject	Entries	9	8	7	6	5	4	3	2	1	U	A*-C	%A*-C	A*-G	%A*-G
Art	31	3	3	3	8	5	4	4	1	0	0	26	83.9	31	100.0
Biology	57	9	5	4	14	11	7	7	0	0	0	50	87.7	57	100.0
Chemistry	57	7	9	5	7	11	8	10	0	0	0	47	82.5	57	100.0
Computer Science	18	1	2	2	3	2	4	1	1	2	0	14	77.8	18	100.0
Dance	10	0	0	1	0	3	1	5	0	0	0	5	50.0	10	100.0
Drama	28	1	2	3	6	3	10	3	0	0	0	25	89.3	28	100.0
DT Food	14	0	2	2	1	3	2	2	1	1	0	10	71.4	14	100.0
English Language	149	6	14	19	22	40	22	21	3	1	1	123	82.6	148	99.3
English Literature	146	8	10	26	29	28	25	16	4	0	0	126	86.3	146	100.0
French	24	4	3	0	6	5	1	4	1	0	0	19	79.2	24	100.0
Geography	40	0	1	4	4	8	9	11	3	0	0	26	65.0	40	100.0
German	9	1	1	2	1	2	0	1	1	0	0	7	77.8	9	100.0
History	85	9	9	9	16	14	10	10	6	2	0	67	78.8	85	100.0
Maths	150	10	12	11	20	26	35	19	11	2	4	114	76.0	146	97.3
Music	8	1	4	1	0	1	0	1	0	0	0	7	87.5	8	100.0
Physical Education	18	0	1	1	6	7	3	0	0	0	0	18	100.0	18	100.0
Physics	57	9	7	8	6	10	13	4	0	0	0	53	93.0	57	100.0
Religious Studies	144	9	13	17	23	19	18	28	14	3	0	99	68.8	144	100.0
Spanish	26	3	4	6	4	5	3	1	0	0	0	25	96.2	26	100.0
Totals	1071	81	102	124	176	203	175	148	46	11	5	861		1066	

SUMMARY OF YEAR 11 GCSE RESULTS 2018

	%
Entered for 5+ GCSE	98.0%
Entered for 1+ GCSE	100.0%
5+ A*-C (9-4)	75.3%
5+ A*-C (9-4) including English & Maths	71.3%
1+ A*-G (9-1)	100.0%
Achieving no passes	0.0%
Achieving the English Baccalaureate	24.7%
Achieving the English Baccalaureate	32.5



SUMMARY OF GCSE RESULTS ACHIEVED BY PUPILS AGED 15

On roll on the third Thursday in January, having reached the age of 15 in the 12 months preceding the start of the reporting school year

	School 2017	County 2017	National 2017
Achieving 9-4 in English & Maths	78.8%	65.4%	64.5%
Achieving 9-5 in English & Maths	52.3%	44.8%	43.0%
Average Attainment 8 Score (per pupil)	52	46.5	46.9
Achieving no passes	0.7%		0.8%

**GCE ADVANCED LEVEL RESULTS ACHIEVED BY PUPILS AGED 17 & 18
COMPLETING THEIR SIXTH FORM STUDIES BY SUBJECT 2018**

Subject	Entries	A*	A	B	C	D	E	U	A*-A	%A*-A	*A*-B	%A*-B	A*-C	%A*-C	A*-E	%A*-E
Ancient History	9	0	0	2	4	3	0	0	0	0.0	2	22.2	6	66.7	9	100.0
Art	3	0	0	1	2	0	0	0	0	0.0	1	33.3	3	100.0	3	100.0
Biology	25	2	4	5	6	5	2	1	6	24.0	11	44.0	17	68.0	24	96.0
Business Studies	5	0	0	2	2	1	0	0	0	0.0	2	40.0	4	80.0	5	100.0
Chemistry	11	2	4	4	0	1	0	0	6	54.5	10	90.9	10	90.9	11	100.0
Creative Writing	7	0	0	2	5	0	0	0	0	0.0	2	28.6	7	100.0	7	100.0
D&T Product Design	6	0	0	4	2	0	0	0	0	0.0	4	66.7	6	100.0	6	100.0
Dance	1	0	0	0	1	0	0	0	0	0.0	0	0.0	1	100.0	1	100.0
Drama	2	0	0	1	1	0	0	0	0	0.0	1	50.0	2	100.0	2	100.0
English Language	22	0	4	11	7	0	0	0	4	18.2	15	68.2	22	100.0	22	100.0
English Literature	17	0	5	5	3	4	0	0	5	29.4	10	58.8	13	76.5	17	100.0
French	4	1	1	0	1	1	0	0	2	50.0	2	50.0	3	75.0	4	100.0
Geography	11	0	3	3	4	1	0	0	3	27.3	6	54.5	10	90.9	11	100.0
German	1	0	0	0	1	0	0	0	0	0.0	0	0.0	1	100.0	1	100.0
History	21	0	5	7	6	3	0	0	5	23.8	12	57.1	18	85.7	21	100.0
Japanese	1	0	0	1	0	0	0	0	0	0.0	1	100.0	1	100.0	1	100.0
Mathematics: Further	7	2	4	1	0	0	0	0	6	85.7	7	100.0	7	100.0	7	100.0
Mathematics	32	8	8	8	4	1	2	1	16	50.0	24	75.0	28	87.5	31	96.9
Media Studies	10	0	0	6	4	0	0	0	0	0.0	6	60.0	10	100.0	10	100.0
Music	3	0	2	1	0	0	0	0	2	66.7	3	100.0	3	100.0	3	100.0
Photography	4	0	0	1	2	0	1	0	0	0.0	1	25.0	3	75.0	4	100.0
Physical Education	6	0	0	3	3	0	0	0	0	0.0	3	50.0	6	100.0	6	100.0
Physics	14	1	3	3	5	2	0	0	4	28.6	7	50.0	12	85.7	14	100.0
Polish	1	0	0	1	0	0	0	0	0	0.0	1	100.0	1	100.0	1	100.0
Politics	7	0	1	4	1	0	1	0	1	14.3	5	71.4	6	85.7	7	100.0
Psychology	26	0	6	8	7	3	2	0	6	23.1	14	53.8	21	80.8	26	100.0
Religious Studies	11	0	2	6	1	1	1	0	2	18.2	8	72.7	9	81.8	11	100.0
Sociology	6	0	3	2	1	0	0	0	3	50.0	5	83.3	6	100.0	6	100.0
Spanish	2	0	0	1	1	0	0	0	0	0.0	1	50.0	2	100.0	2	100.0
Totals	275	16	55	93	74	26	9	2	71	25.8	164	59.6	238	86.5	273	99.3

GCE AS LEVEL RESULTS ACHIEVED BY YEAR 12 2018

Subject	Entries	A	B	C	D	E	U	A-B	% A-B	A-C	% A-C	A-E	% A-E
Art	4	1	3	0	0	0	0	4	100.0	4	100.0	4	100.0
Biology	36	2	4	3	6	11	10	6	16.7	9	25.0	26	72.2
Business Studies	12	1	2	2	1	5	1	3	25.0	5	41.7	11	91.7
Chemistry	17	7	3	4	0	1	2	10	58.8	14	82.4	15	88.2
Creative Writing	1	0	1	0	0	0	0	1	100.0	1	100.0	1	100.0
D&T Product Design	8	1	0	1	4	1	1	1	12.5	2	25.0	7	87.5
Dance	6	0	1	0	4	1	0	1	16.7	1	16.7	6	100.0
Drama	4	1	2	0	1	0	0	3	75.0	3	75.0	4	100.0
English Language	17	2	4	5	5	1	0	6	35.3	11	64.7	17	100.0
English Literature	14	1	4	4	3	2	0	5	35.7	9	64.3	14	100.0
French	4	2	0	1	1	0	0	2	50.0	3	75.0	4	100.0
Geography	12	2	1	0	3	4	2	3	25.0	3	25.0	10	83.3
History	30	3	4	5	13	5	0	7	23.3	12	40.0	30	100.0
Mathematics: Further	6	4	0	1	1	0	0	4	66.7	5	83.3	6	100.0
Mathematics	30	9	5	5	4	4	3	14	46.7	19	63.3	27	90.0
Media Studies	6	0	2	3	1	0	0	2	33.3	5	83.3	6	100.0
Music	3	0	1	0	1	1	0	1	33.3	1	33.3	3	100.0
Photography	7	1	1	2	2	1	0	2	28.6	4	57.1	7	100.0
Physical Education	8	0	0	5	2	1	0	0	0.0	5	62.5	8	100.0
Physics	31	6	2	4	4	7	8	8	25.8	12	38.7	23	74.2
Politics	17	1	2	4	4	3	3	3	17.6	7	41.2	14	82.4
Psychology	40	1	4	7	13	7	8	5	12.5	12	30.0	32	80.0
Religious Studies	16	1	2	5	4	1	3	3	18.8	8	50.0	13	81.3
Sociology	22	3	8	4	6	1	0	11	50.0	15	68.2	22	100.0
Spanish	5	1	1	2	0	1	0	2	40.0	4	80.0	5	100.0
Totals	356	50	57	67	83	58	41	107	30.1	174	48.9	315	88.5

