



diversity
dynamism
distinction

Burnham
Grammar School

Specialist Science and Maths College
and Specialist Languages College



diversity



dynamism



distinction

photos

Above (left to right):
Dances through the decades:
the Spice Girls; Sports Day;
Lonza scientists of the year.

Right:
Fifty years of teaching at
Burnham Grammar School.

production team

Emily Sable, Abby Whyte, Joe Harris,
Jaydeep Ugra, Dr Shirley Foster and
Mrs Judy Trinder.

headteacher

Dr Andrew Gillespie



headteacher's message

I hope that you will find our prospectus both interesting and informative and that it reflects the pursuit of excellence that Burnham Grammar has vigorously sustained since its establishment in 1960. It is fitting that the prospectus has been designed by a team of our students as this clearly reflects our ethos of developing maturity in our students through the many and varied opportunities for responsibility that we provide.

Burnham Grammar School is a stimulating and diverse learning community where the teamwork of staff and students develops their confidence and maturity, ensuring high aspirations and providing support and direction for students to fulfil their potential.

We provide the widest range of academic, sporting and artistic opportunities for our students to discover, identify and hone their talents. We actively seek to observe, capture and recognise our students' successes, using this experience to develop and raise their personal aspirations and goals.

- Our students learn to value life and work and to respect themselves and others.
- Our students are extended and supported to develop a passion for learning and to achieve their personal best.
- Our students learn to take risks in their learning and excel through the challenge and excitement of discovery.
- Our students develop the skills necessary to succeed in a diverse and ever changing world of work.

The whole school has greatly benefited from our Science and Mathematics College status and it has allowed us to create a challenging and demanding learning environment and to tailor the curriculum to the needs of individual students. Our exceptional results have resulted in the school being designated a *High Performing School* and we have taken on an additional specialism, Modern Languages.

All Year 7 students embark on a two year Key Stage 3 curriculum in science and maths, taking their science (80% taking separate sciences), geography and, in the future, maths GCSEs by the end of Year 10. The majority of students have completed at least one AS level by the end of Year 11.

Resources at Burnham Grammar are exceptional: from our maths block and state of the art ICT suites to our revolutionary third generation all weather rugby and football pitch. Our outstanding team of teachers use these facilities to their full advantage.

Quite simply Burnham Grammar School is an idyllic learning community where the relationships and teamwork between staff and students is exceptional and provides the support and reassurance for our students to strive to be their very best.

*"Lessons on
'thinking skills'
greatly enhance
the personal
development and
academic progress
of students."*

Ofsted October 2007

learning

learning

unlocking potential by
developing a passion for learning

At Burnham Grammar we work hard to develop our students' learning skills to enable them to take advantage of our broad and personalised curriculum and their life long learning opportunities. The confidence this generates develops our students' passion for learning.

At Key Stage 3, students extend their learning through project days that ensure their skills are tested, developed and challenged in a variety of settings.

We endeavour to get to know our students as individuals and our curriculum enables them all to excel and fulfil their potential through personalised and challenging activities. This is underpinned by exceptional relationships between students and staff that ensure they feel supported as they strive for personal excellence.

Our emphasis is on students as individuals and personalised programmes of study allow them to take many GCSE and AS courses early. Our GCSE and A Level options process also ensures that we give students an open guided choice so that we meet their individual interests and aspirations and develop their talents.

positive aims

At each step of the way students know what they are aiming to achieve in order to fulfil their potential, how they are doing at that moment and, more importantly, the support to identify how to bridge the gap.

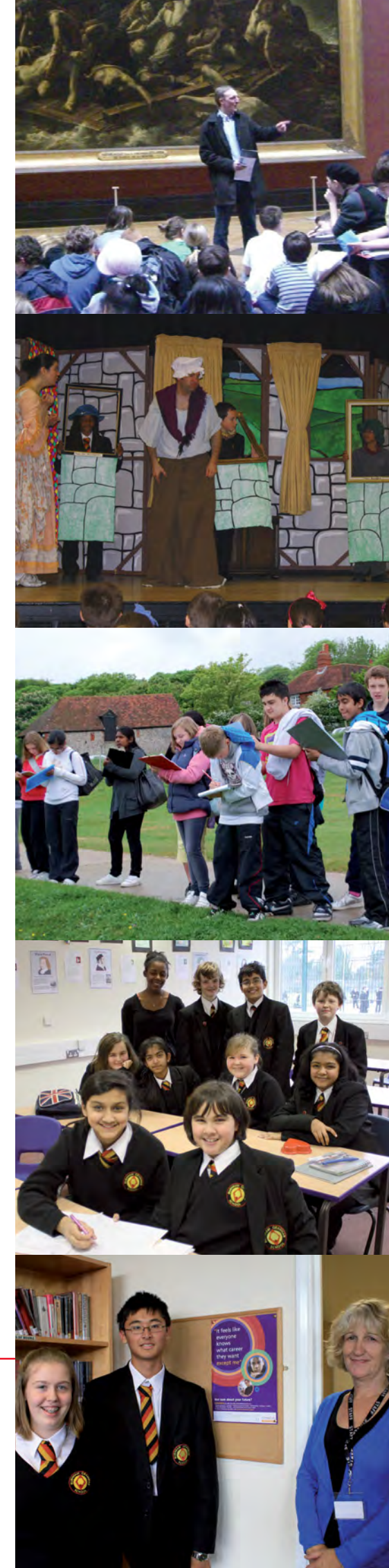
At Burnham Grammar School our exceptional ICT facilities support rather than drive our learning. Every classroom has a data projector which can be linked to the internet via the wireless network and lessons also take advantage of our ICT suites with over 200 computers.

We are incredibly proud of our students and our curriculum which provides opportunities for them to discover their gifts and talents and to flourish.

photos

Left: ICI competition team.

Right (top to bottom): Art & French studies combined at Le Louvre; Foreign language theatre group; Geography fieldwork in Seven Sisters, Sussex; School council – Year 7; 'Connexions' advisor and office.





"The curriculum focuses well on the needs of individual students and is good. It is built around the choices made by the students themselves."

Ofsted October 2007

curriculum

KS3 and KS4 curriculum

Our Key Stage 3 and 4 curriculum is carefully designed to foster a love of learning and motivate the students to fulfil their potential.

The broad curriculum in Years 7 and 8 is supported by the *Enrichment Programme* and *Project Days* that develop our students' study and teamwork skills and provides them with the confidence and attributes to start their GCSE and AS courses early.

breadth of study

All students start their GCSE science, maths and geography courses in Year 9 and take their first GCSE exams in Year 10. This spreads the exam burden across two years and allows greater breadth of study as the students can take additional accelerated GCSE courses or AS courses including Science in Society. Whilst this may seem daunting, our Assessment for Learning Programme and sophisticated tracking procedures ensure that students are given personalised support.

Many start an AS Level in Critical Thinking in Year 10, providing the ideal preparation for the step up to full A Level study.

student centred approach

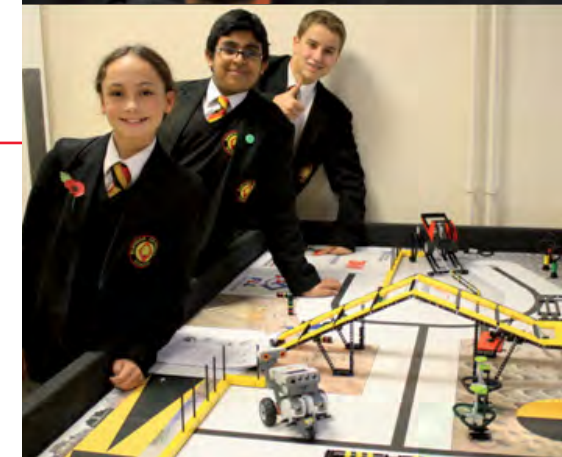
We have developed our curriculum to meet the needs of the students and our regular dialogue with them and their parents ensures that it is fine-tuned to meet their requirements.

In the competitive university application process, the applications of Burnham Grammar students stand out as all have taken many of their GCSEs and AS Levels early.

photos

Left: Each student receives map of local area.

Right (top to bottom): Teikyo Japanese school cultural visit; Baking for charity; Senior Prefect team; Lord Howe talking politics; Science club work on reprogramming robots.





specialist college

"...their knowledge and understanding of the scientific material will have generated great aspirations for a future career in science."

Comment from Scientist of the Year competition

specialist science and maths college status

As a Science and Maths College we use our specialist status to create a challenging environment which raises standards of achievement and the quality of teaching and learning in science and mathematics for all our students, leading to whole school improvement in performance.

We are active partners in a learning society with our local schools and our community, sharing resources and disseminating good practice.

We are also an active contributor to local and national developments within science and mathematics and encourage our young people to pursue science and mathematics beyond sixteen, according to their individual abilities, aptitudes and ambitions.

We use a rich repertoire of teaching and learning strategies including:

- the imaginative use of ICT
- involvement in subject associations, industry, local and national developments
- initiatives and competitions relevant to science and mathematics.

photos

Left: Radio 4 record 'Home Planet' from Burnham Grammar School; answering students questions.

Right (top to bottom): Cambridge University project brings Enigma machine to school; Flame testing in the laboratories; Lonza Scientist of the Year finalists; Science club win regional competition; Students help in science show.

Overleaf left: Interform netball.

Overleaf right (top to bottom): Will Greenwood encourages; Making friends at Space Camp; More fun at Space Camp; D&T's laser cutter used for making craft items for sale; Healthy lifestyles at local gym.



student care

"The quality of care, guidance and support is good with some outstanding features."

Ofsted October 2007

care and support

pastoral care

One of the key ways that we care for and support our students is by listening to them. Through our Student Voice Programme and our elected Student Council we gain the views and opinions of our students whenever we develop practice within the school.

In most cases, tutors stay with their forms as they move up the school. This relationship, the sense of community that our house system generates, the roles of sixth form mentors, tutor assistants and our Year 10 Companions ensure that issues are picked up before they develop into problems. Sometimes students will need some extra support and the school employs a counsellor to whom students can be referred. Any student can also independently book to see our counsellor if they feel our matron is unable to help.

Our anti-bullying strategies were developed by our students working with senior members of staff and governors. This policy and its practice are reviewed annually by the students, including those who have used it to ensure it is continually improved and has the confidence of all students.

academic support

Teaching staff, tutors, Heads of Key Stage and our full time Deputy Heads of Key Stage ensure that any barriers to students' progress are quickly identified and negotiated or removed.

Every student has an individual and independently determined aspirational target level or grade for each subject and our progress grades ensure that pupils and parents know exactly how they are doing at any time. All students reflect on their progress and in their interviews with their tutors on Academic Review Days they identify key areas and strategies for improvement. Classroom teachers will then support the students in these key areas. This also allows us to celebrate the personal successes of our students as well as the excellence.

At times students will need extra support and our tracking systems ensure that this happens as soon as it is needed and not at the end of the year after the exams when it may be too late.

The Special Educational Needs department ensures that students receive individually tailored support and provision where required. The school has a Special Educational Needs policy which is available to parents on request through the Special Educational Needs co-ordinator or Heads of Key Stage.



"Students' personal development and spiritual, moral, social and cultural development are good. They work together harmoniously, respect the views of others and have a clear sense of fairness."

Ofsted October 2007

personal development

personal development

In addition to developing study skills, all students at Burnham Grammar School follow a *Personal, Social, Health and Citizenship* programme whose themes are also embedded and highlighted in the wider curriculum. It is through this programme of study that sex and relationships and drugs education are delivered.

This programme is supported by outside speakers, project days and theme weeks such as Sustainability Week where students learn about environmental issues at a personal, school, community, national and global level. This work also links into the Eco Award work where students are involved in making decisions to improve the environmental impact of the school.

Our broad programme of health related fitness, excellent dining room facilities and personal health education has also gained recognition through the *Healthy Schools Award*.

In this way our students develop as thinking young people and active citizens ready to take positions of leadership and respect on leaving the school.



photos

Left: Team working on an outward bound activity day.

Right (top to bottom): Orchard planting; Careers professionals speed-dating; Sports Day; Open Day tours; Dances through the decades; the Spice Girls.

sixth form

*"Students enjoy a wide range
of enrichment activities"*

Ofsted October 2007

sixth form

The sixth form at Burnham Grammar provides the perfect environment for academic success and excellence, as well as ensuring the wider personal development that allows our students to stand out when applying to university and in the wider world. We build on the study skills that are developed lower down the school to ensure that our students can fulfil their potential as independent learners.

Alongside three or four academic A Level courses, most students pursue an AS qualification in Critical Thinking, thereby enhancing and refining their ability to evaluate argument and develop skills in reasoning and debate.

All sixth form students are actively involved in the Contribution to the Community programme and are given a variety of roles of increased responsibility in which to demonstrate their leadership skills. These roles include mentoring younger students, assisting gifted and talented lower school pupils, running extra-curricular activities for younger students (often as part of the Community Sports Leadership Award programme), or less physical ones such as Homework Clubs and Stage Crew. Equally students working towards careers in medicine, dentistry, law or veterinary science are supported in incorporating essential work experience into their programmes of study.

A carefully designed programme, which starts in Year 10 for many, supports the students in making the right individual decisions about their next steps into higher education. This programme is supported along the way by an experienced team of form tutors who guide and support each individual, ensuring that the sixth form experience is enriching and inspirational.

The quality of learning at Burnham Grammar School has been recognised nationally in The Good Schools Guide with multiple awards for our students' A Level results.

photos

Left: Geography trip to Iceland.

Right (top to bottom): Frank Engelman from Royal Holloway, University of London, language week extension activity; Sixth Form organisers of Café-Sci; Sixth Form help with video-making of manifesto for Bucks Youth Parliament; Rugby tour to South Africa; Netball tour to South Africa.



*"Students enjoy
coming to school
and taking part in
stimulating activities"*

Ofsted October 2007

beyond the
classroom

beyond the classroom

sport

The opportunities for extra-curricular sport are exceptional at Burnham Grammar School. In addition to the more traditional sports of rowing, rugby, netball, basketball, football, cricket, athletics, hockey, rounders and tennis, we also provide opportunities for boxercise, yoga, golf, table tennis, cheerleading, martial arts and even belly dancing. All Year 7 students take part in at least one extra-curricular sporting activity.

Students passionately grab these opportunities to take part either for enjoyment and health or at a representative level. Burnham Grammar School teams are successful at district, county and national level.

Our world class third generation artificial pitch ensures that sport can continue throughout the year and students directly benefit from the links that this has enabled us to establish with both local and professional clubs.

There is no greater illustration of the central place sport has at Burnham Grammar School than the biennial sports tour to South Africa. This life-changing experience is open to all of our committed senior students, and provides a wider school focus through our link with a township orphanage.

music

All students are encouraged to participate in the school's musical life and the increasing variety of opportunities caters for a diversity of tastes. Students enjoy planning and performing in musical recitals, often presenting their own compositions.

Many of our students are talented singers and perform as soloists or members of the choir. In addition to performances in school, the choir also perform in the local community and on the London Stage.

photos

Left: Individual music lessons.

Right (top to bottom): Dance routine; Christmas cards to Amnesty International; James Cracknell and BGS Science Club promote 2nd Olympic Sternnet Challenge; Bobsleigh in Cologne museum; Celebrations of 50th Anniversary with Attorney General Right Honourable Dominic Grieve QC MP.





beyond the classroom



Instrumentalists play in a range of ensembles covering a wide range of pieces from classical to contemporary music. The music department's professional-standard recording studio allows students to record their own performances.

Outside of their timetabled music lessons a high number of our students have lessons in guitar, piano, singing, woodwind, brass and strings, providing an enjoyable way to develop and consolidate their skills.



dance

With a dedicated professional dance studio, dance has become a recognised strength of the school. From street dance to ballet and bangra, students of both genders from every year, including the first XV rugby team, perform in our dance showcases. The energy and creativity of our dancers and choreographers is boundless and each term an increasing number of students want to display their skills. There are several dance evenings throughout the year as well as regular performances to other students during assemblies.



The diverse cultures represented in our school community are celebrated in both music and dance. Our students are very proud of themselves as individuals and are also eager to give praise and credit to each other. The creative side of the school is a powerful way of expressing our school's identity and ethos.

drama

Drama is rapidly developing with students performing as part of their curriculum lessons. Drama also forms a part of our Project Days and productions.



photos

Left (top to bottom): Slough tournament cricket success; Dance show; Dance routine; Whole form take up their recorders; Raising funds for South Africa tour.





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manufacture of the pulp
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timber is treated as a crop
and is managed by replanting
programmes which exceed
the quantity of felled trees.

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headteacher

Dr Andrew Gillespie BSc, PhD

Welcome to our school

Burnham Grammar School is a co-educational grammar school fully maintained by Buckinghamshire County Council. The present roll is about 836 boys and girls, aged eleven to eighteen, including over 200 in the sixth form.

open evening

Parents and children are warmly invited to attend an Open Evening at the school. This will provide an informal opportunity to tour the buildings and to see all our subject departments in action. Many present students will be here to talk to visitors and there will be a short address from the Headteacher in the hall.

Tuesday 14 September 2010

5.40pm – 9.00pm

Tours of the school 6.00pm – 8.30pm

Headteacher's address 5.40pm, 6.40pm, 7.40pm and 8.40pm

school in action

Tours of the school in action offer the additional opportunity to observe lessons in practice. These tours will be available on:

Wednesday 15 September 2010

9.30am – 3.00pm

sixth form open evening

There is a second Open Evening specifically for prospective sixth form students, which will take place on **Thursday 25 November 2010**, from **6.30pm to 9.00pm** and a separate sixth form prospectus will be available later from the school.



*Sixth form students on South Africa tour
Courtesy Jenni Meredith © 2008*

Attendance, admissions and SEN

Attendance statistics

Total students (7 – 11) on roll: **601**

Authorised absences: **6.2%**

Unauthorised absences: **0.2%**

Number of students with at least one unauthorised absence: **14**



Students in Food Technology: Ban the Junk – an initiative from The British Heart Foundation

LEA admissions criteria for grammar schools

Admission to the school is wholly administered by Buckinghamshire County Council.

Students need to reach the required standard in the allocation procedure. Then places are allocated on the following basis:

If there are more preferences for a particular school than can be met, places are allocated as follows (in order of priority):

1. Younger brothers or sisters of older students who will still be attending the school at the time of admission.
2. Students with exceptional medical or social needs supported by written evidence, from a doctor, social worker, education welfare officer or other appropriate person.
3. Students with exceptional educational needs, supported by written evidence from an appropriate professional.
4. Students whose parents have given the particular school as their first preference. If there are more students in this category than there are places available, the remaining places will be awarded according to the proximity of the student's home to the school as measured by the nearest available route. This is from the front door of the student's home to the school's nearest entrance gate.

This list of criteria for admission to a grammar school is applied firstly to those qualified pupils who live in the reserved area of the school and then to those pupils living out of area who have stated the school as a first preference.

Parents seeking a place for their children at Year 10 should, in the first instance, apply with a letter to the headteacher. Entry to the sixth form is not dependent on passing the 11+. Please see separate sixth form prospectus.

Special educational needs

The aim of the Special Educational Needs (SEN) policy is to ensure that all pupils who potentially require special needs provision are identified and targeted with appropriate support. This is achieved by ensuring the well-being of all students in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

The progress of SEN students is reviewed at least bi-annually and resources are allocated balancing individual students' needs against those of the whole school. Parents are regularly involved in discussion of their children's needs. All students have access to the school curriculum and public examinations, with special arrangements as necessary.

SEN policy is reviewed annually by our SEN team and governors, following the SEN Code of Practice.

Examination results

Key Stage 3 results 2009

These tables show detailed results for Year 9 students achieving each level at the school at the end of Key Stage 3. Figures may not total 100% because of rounding.

Teacher assessment: percentage at each level

	D	A	W	1	2	3	4	5	6	7	8	E
English	0	0	0	0	0	0	0	6	52	42	0	0
Maths	0	0	0	0	0	0	0	0	11	55	34	0
Science	0	0	0	0	0	0	0	7	41	52	0	0



Year 10 geography results

Key

- D** Disapplied under sections 92/93 of the Education Act 2002
- A** Failed to register a level due to absence
- W** Working towards level 1, but have not yet achieved the standards needed for level 1
- E** Exceptional performance

A2 level results summary 2009

	Entries	A	B	C	D	E	U	X	Av Sc	% A - C
Biology Human	5	0	2	2	0	1	0	0	80.0	80.0
Biology	17	7	5	3	1	1	0	0	98.8	88.2
Business Studies	25	15	6	1	1	2	0	0	104.8	88.0
Chemistry	30	15	6	8	0	1	0	0	102.7	96.7
Critical Thinking	37	1	6	10	8	9	3	0	63.8	45.9
D&T Product Design	11	3	3	4	1	0	0	0	94.5	90.9
English Literature	28	7	11	7	2	1	0	0	95.0	89.3
Fine Art	5	3	2	0	0	0	0	0	112.0	100
Geography	34	14	12	6	2	0	0	0	102.4	94.1
History	12	5	6	1	0	0	0	0	106.7	100
Information Technology	19	3	9	4	2	1	0	0	91.6	84.2
Logic / Philosophy	9	0	2	1	2	4	0	0	62.2	33.3
Mathematics Further	2	2	0	0	0	0	0	0	120.0	100
Mathematics	49	18	15	10	4	2	0	0	97.6	87.8
Media Film & TV Studies	25	10	11	4	0	0	0	0	104.8	100
Physics	11	5	4	1	1	0	0	0	103.6	90.9
Psychology	27	7	8	8	2	2	0	0	91.9	85.2
Sport / PE Studies	14	2	5	5	1	1	0	0	88.6	85.7
Number of entries	360	117	113	75	27	25	3	0		
Percentage		32.5	31.4	20.8	7.5	6.9	0.8	0		
Cumulative %		32.5	63.9	84.7	92.2	99.2	100	100		

Key

Av Sc = Average Score

Average points score per pupil = 356

Art competition award



Examination results

GCSE results summary 2009

Percentage of students with 5 A* – C = 98.3%

Percentage of examination grades at A* or A = 50.2%

Average points score (APS) = 602

Number of pupils in school aged 15 on 31 August 2008 118

% of 15 year old pupils achieving 5 or more grades A* – C (GCSE/GNVQ) 98.3%

% of 15 year old pupils achieving 5 or more grades A* – G (GCSE/GNVQ) 100%

% of 15 year old pupils achieving no passes (GCSE/GNVQ) 0%

Average GCSE/GNVQ point score per 15 year old pupil – capped 407

GCSE results by subject 2009

	Entries	A*	A	B	C	D	E	F	G	U
Biology	66	18	17	19	12	0	0	0	0	0
Chemistry	66	18	18	23	5	2	0	0	0	0
Physics	66	21	21	17	7	0	0	0	0	0
Science: Single Award	52	3	16	27	5	1	0	0	0	0
Science: Additional	52	3	4	24	18	3	0	0	0	0
Mathematics	118	10	42	50	15	1	0	0	0	0
Statistics	61	14	24	21	2	0	0	0	0	0
Information Technology	59	2	15	22	15	4	1	0	0	0
Business Studies	49	7	12	17	8	4	1	0	0	0
Fine Art	22	0	3	12	6	1	0	0	0	0
Geography	84	21	30	21	10	1	0	0	0	1
History	37	9	8	20	0	0	0	0	0	0
Religious Studies	23	10	5	7	1	0	0	0	0	0
English Lang & Lit	118	23	49	35	11	0	0	0	0	0
English Lit	118	11	63	39	4	1	0	0	0	0
French	24	8	7	7	2	0	0	0	0	0
German	28	3	6	12	5	2	0	0	0	0
Spanish	23	4	14	3	1	0	1	0	0	0
Chinese	2	2	0	0	0	0	0	0	0	0
Sport / PE Studies	43	6	11	19	6	1	0	0	0	0
Graphic Products	6	3	1	2	0	0	0	0	0	0
Resistant Materials	18	1	7	7	2	1	0	0	0	0
Totals	1136	197	373	404	135	22	3	0	0	1
% of totals		17.3	32.8	35.6	11.9	1.9	0.3	0.0	0.0	0.1
% of totals		10.0	29.6	36.9	17.6	3.9	0.7	0.1	0.4	0.6



Members of staff

Chair of Governors

Mrs L Main

Headteacher

Dr A Gillespie, BSc PhD

Staff

Mrs N Adamson, BA
Assistant Headteacher

Mrs M Appleyard, BA
History

Mr J Ashwin, BA
Cover Supervisor

Mrs A Ayanlar, BA (Maitrise)
Modern Foreign Languages

Miss S Bahra
Learning Support Assistant

Mr P Bainbridge, BSc
Head of Geography

Mrs E Baker, BA
Head of Modern Language
College Partnerships

Mr I Blazey, BSc MBA
Science

Mrs S Blow
School Display
and Art Technician

Mrs L Bola, BA
Head of Religious Studies
and Critical Thinking

Dr A Branfield, BSc PhD
Chemistry

Miss E Brooks, BA
Assistant Head of English

Mrs J Brown, SRN
School Counsellor

Mr J Cardiff, BA
Examinations Officer

Mr W Cariven, BA
Health and Safety (including
EVC) and Finance Assistant

Mr J Cathcart, BSc
Head of Physical Education

Ms J Childs, BSc
Head of Psychology

Mr S Conway, BA
Physical Education

Mr F Cook, BA
Mathematics

Mrs A M Christensen
Food Studies

Ms J Davatwal
Administration
Assistant, Finance

Ms K Donnelly, BEd
Physical Education

Mr M Doughty,
C&G Mech Tech,
Design and
Technology Technician

Ms C Dovey, BA MA
English

Mrs M Farsch, BA MA
Information Technology

Mrs M Fleet, BA MA
Deputy Head

Dr S Foster, MA DPhil
Assistant Head

Miss M Gagnon
Modern Foreign Languages

Mrs M Garner, BEd
Head of Technology

Mr M Giffin, BA
Religious Studies

Mr D Gray, BSc MA NPQH
Deputy Head

Mr T Griffin, BA
Business Studies

Ms W Goodier, BSc
Geography

Mrs J Hack-Adams, BA
Modern Foreign Languages

Mrs B Hall, BSc
Physical Education

Mr A Henley, MA
Head of Mathematics

Mrs L Hicks
Reporting and
Assessment Coordinator

Mr A Holt, BA
Head of Art

Mrs J Hopkins, NNEB
Bursar and Site Manager

Mr J Hudson, MA
Joint Assistant
Head of Science

Mrs L Hughes, Cert Ed
English

Mrs K Hussain
Student Development

Mrs K Ive, BEd
Physical Education

Ms K James
Trips Co-ordinator

Dr S Judge, BSc PhD
Biology

Mr J Kasidhi, MA
Mathematics

Miss G Kaur
Learning Support Assistant

Mr D Kelly, BA
Geography,
Head of Key Stage 4

Mrs J Keys, BA
Assistant Head of Modern
Foreign Languages

Mr A King, BSc
Head of Science

Mr R Kramer, BA
Business Studies

Mr M Larner, BA
Information Technology
Technician

Miss M Lavallee
Modern Foreign languages

Mr A Lennon, BA
Director of Language College

Mrs R Leonard, BA
English

Mrs M Mania, MSc
Physics Technician

Mr N McKeegan, C&G
Caretaker

Mrs R Meech, LRSC
Science

Mrs L Miles, LRSC
Chemistry Technician

Mr R Miles, BSc
Physics

Mrs J Morris
Food Studies Technician

Mrs A O'Sullivan, MA
Head of Business Studies

Mrs D Park, MBiol
Joint Assistant
Head of Science

Mr R Pasha
Cover Supervisor

Mrs K Paterson, BSc
Head of Information
Technology



Staff leading exciting fieldwork trips – Year 7 at River Chess

Ms T Payne
Science Technician

Mrs J Penman
Administration Manager

Mr R Phillips, AIM
Senior Science Technician

Mrs A Price, BA
Deputy Head of Key Stage 3

Mrs P Pollard
Receptionist

Mrs U Renardson, BSc
Assistant Head of
Mathematics

Mrs M Rivett, BSc
Mathematics

Mrs J Saunders, BSc
Science AST

Mr K Spence, BA
Head of Music

Mrs A Stevens, Cert Ed
Art, Head of Sixth Form

Mr P Stone, BA
Head of English

Mrs M Swain
Learning Support Assistant

Mr C Talbot
Assistant Caretaker

Mr D Thomas, BSc
Information Technology

Ms T Torr
PA to the Headteacher

Mr A Trehya, BA
History,
Head of Key Stage 3

Mrs J Trinder, BA
Communications and
Specialist College

Mrs N Whitaker
Attendance Officer

Mr I Williamson, BSc
Assistant Head
Director of Specialism

Mrs S Wood, MBA
Assistant SENCO

Mrs J Worth, HND
Technology

Mr R Worthington, BA
Media Studies

School uniform

Girls

Blazer

Black with school badge

Jumper

Plain 'V' neck with school badge

Trousers

Black

Only in approved styles

John Lewis, Reading:

Trutex JWT 460

School Days Direct:

Style number 3824

Skirt

Charcoal grey

Only in approved styles

John Lewis, Reading:

Style number 307435

Sizes available: 22/19, 24/19, 24/22, 26/19, 26/22, 28/19, 28/22, 30/22, 30/24, 32/24, 32/26, 34/26

School Days Direct:

Girls' grey skirt – inverted pleats.

Same sizes as John Lewis with additional sizes: 36/22, 36/24, 38/22, 38/24

Shirt

Fitted white poly-cotton school shirt with long or short sleeves.

Summer term option – V-Neck fitted

John Lewis, Reading

Winter – 052 Summer – 050

School Days Direct

Winter – Cheltenham 3325

Summer – Gloucester 3327

Tie

School colours

Shoes

Black, flat (no boots or leisure shoes)

Socks/Tights

White, grey or black socks

White opaque, grey opaque, black opaque or natural tights

Coat

Plain and in a dark colour. Discreet logo or lettering is permitted.

Scarf

Plain dark

Boys

Blazer

Black with school badge

Jumper

Plain 'V' neck with school badge

Trousers

Charcoal grey or black

Only in approved styles

John Lewis, Reading:

Style number 104

School Days Direct:

Style – Senior Boys

Black Trousers

Shirt

White poly-cotton school shirt with long or short sleeves.

Summer term option: black polo shirt with embroidered school badge

Tie

School colours

Shoes

Black (no boots or leisure shoes)

Socks

Charcoal grey, black or white

Coat

Plain and in a dark colour. Discreet logo or lettering is permitted.

Scarf

Plain dark

PE Kit

*The following items are compulsory for PE lessons and are available from **School Days Direct** or **John Lewis, Reading**.*

Girls

Black games skirt

Style: 532307

(school badge optional)

Black knee length games socks

White polo shirt

Black shorts

White socks

Trainers (*non-marking sole*)

Shin pads

Hockey shoes

Large towel

(to be brought to every lesson)

Boys

Reversible black/yellow rugby shirt

Black shorts/NZ rugby shorts

White polo shirt

Black knee length games socks

White ankle length socks

Trainers (*non-marking sole*)

Football boots

Shin pads

Large towel

(to be brought to every lesson)

Optional items for girls and boys

Cotton drill top and/or bottoms

Fleece

Sweatshirt

Other items

for girls and boys

Jewellery

Watches, one short, discreet necklace and/or one discreet bracelet may be worn. One stud earring per lobe may be worn

Bag

Plastic carrier bags are not suitable for everyday use. Acceptable bags are sports holdalls, backpack, briefcase or document case.

Hair accessories

White, grey or one of the school's colours.

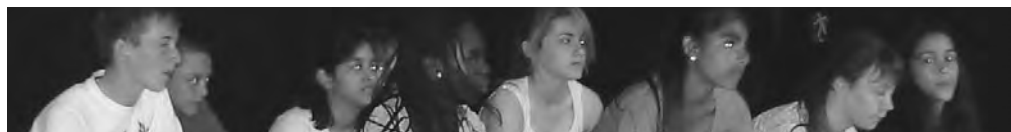


Netball

For clarification on the wearing of religious dress/symbols, please contact the Head Teacher's PA

School term and holiday dates

2010 – 2011



Autumn Term 2010

Wednesday 1 September

Training Day

Thursday 2 September

Training Day

Friday 3 September

Start of Autumn Term

Friday 8 October

Training Day

Friday 22 October

End of 1st half of Autumn Term

Monday 1 November

Start of 2nd half of Autumn Term

Friday 17 December

End of Autumn Term

Spring Term 2011

Tuesday 4 January

Training day

Wednesday 5 January

Start of Spring Term

Friday 18 February

End of 1st half of Spring Term

Monday 28 February

Start of 2nd half of Spring Term

Friday 8 April

End of Spring Term

Summer Term 2011

Tuesday 26 April

Training day

Wednesday 27 April

Start of Summer Term

Monday 2 May

Bank Holiday

Friday 27 May

End of 1st half of Summer Term

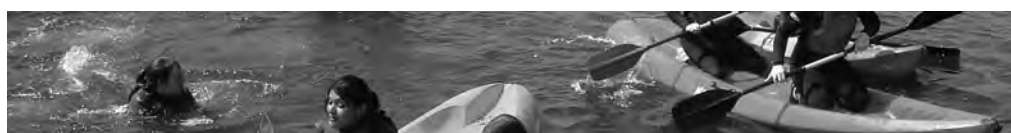
Monday 6 June

Start of 2nd half of Summer Term

Friday 22 July

End of Summer Term

2011 – 2012



Autumn Term 2011

Monday 5 September

Training Day

Tuesday 6 September

Training Day

Wednesday 7 September

Start of Autumn Term

Friday 21 October

End of 1st half of Autumn Term

Monday 31 October

Start of 2nd half of Autumn Term

Friday 16 December

End of Autumn Term

Spring Term 2012

Tuesday 3 January

Training day

Wednesday 4 January

Start of Spring Term

Friday 10 February

End of 1st half of Spring Term

Monday 20 February

Start of 2nd half of Spring Term

Friday 30 March

End of Spring Term

Summer Term 2012

Monday 16 April

Start of Summer Term

Monday 7 May

Bank Holiday

Friday 1 June

End of 1st half of Summer Term

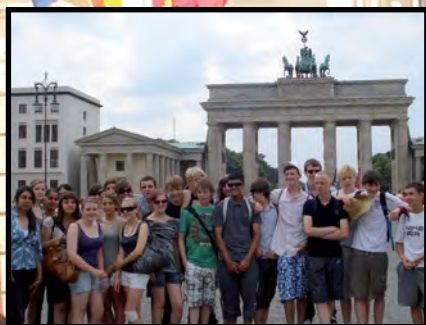
Monday 11 June

Start of 2nd half of Summer Term

Monday 23 July

End of Summer Term

*Two more **Training Days** are still to be arranged by the school Governors and the dates of these will be available later.*



Languages
Specialist College



Languages Specialist College

high performing school

As a high performing school, we have now taken on Languages as a second specialism. We will be working to improve the provision and range of language experiences within the school and we will also be working to support local primary and secondary schools. Another exciting part of this specialist status is to provide the local community-individuals as well as businesses -with language tuition or support that suits their needs.

education and discovery

With 27 different languages being spoken by pupils in the school, this is a wonderful opportunity not only to celebrate these diverse languages, but also to investigate and learn about cultural differences. It is through education and discovery that barriers between groups can be broken down and more understanding relationships can be formed. In a world that is becoming smaller by the day, preparation for our pupils to be global citizens is an exciting challenge and opportunity for us.

making a difference

What tangible differences will there be for my child?

- Classroom teaching resources are brand new, modern and linked to real-life situations
- Native speakers compliment our whole class teaching with smaller group conversation and culture sessions
- Our trips abroad are overtly linked with other subjects, leading to students transferring key skills more easily from one subject to another
- An increasing choice of enrichment opportunities will be available, for example: theatre visits, conversation clubs, study visits to London, Language Leader Award, BA Flag Award, e-pals, links to universities and language qualifications for all.



Above:
Year 7 visit Teikyo School
Overleaf (main image):
Field trip to Spain
Overleaf (insets left to right):
Brandenburg Gate, Berlin
Year 7 Visit Teikyo School
Le Louvre, Paris