

King James's School Knaresborough

INFORMATION BOOKLET

2012 - 2013



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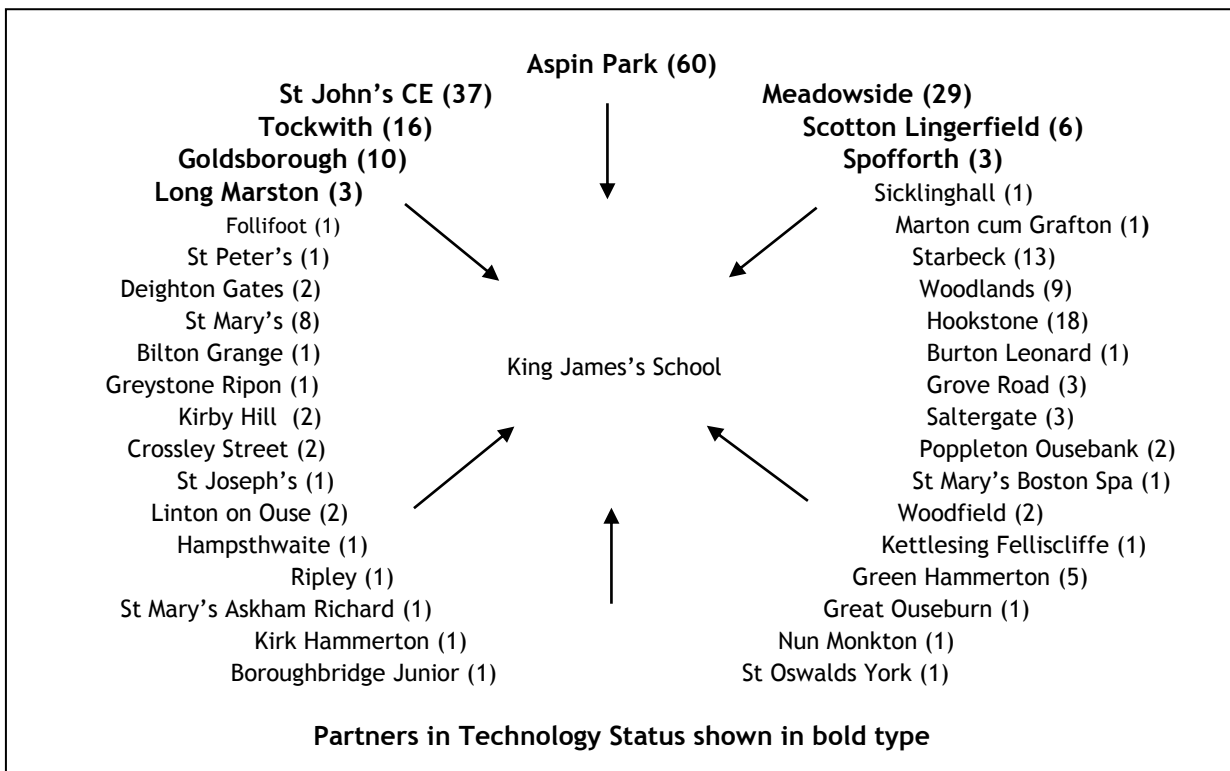
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Applications for School Entry as at September 2011

King James's School is a co-educational, comprehensive school which normally provides places for children aged 11-18 who live in the parishes of Knaresborough, Allerton Mauleverer with Hopperton, Brearton, Coneythorpe with Clareton, Farnham, Flaxby, Goldsborough, Kirk Deighton, Knaresborough Outer, Little Ribston, Nidd, North Deighton, Scotton, and Scriven. Places are also provided for children living in the areas normally served by Tockwith CE and Long Marston CE primary schools. The intake year is currently organised into 12 form groups and 10 teaching groups.

Students currently attend KJS from all of the primary schools illustrated on the diagram below. As an example, the figures in parenthesis indicate the number of children accepted from these schools for September 2011.



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Visiting the School

In view of the large number of primary schools sending students here, Mrs Sue Midgley, our Key Stage 3 Manager, liaises between the Local Authority, the primary schools, parents and students to ensure that the procedures for application run smoothly.

Students in their final year of primary school, and their parents, are invited to visit the school on our **Open Evening held each year in early October (see our website for further information)**. On this evening, the Head and Senior Staff will talk about the academic, extra-curricular and social experiences available to students at King James's School.

Parents who wish to view the school during a working day are most welcome to do so. Please contact the school in order to make an appointment. Tel: 01423 866061.



Parental Preference

Admission to the school is administered by the Area Education Office, Ainsty Road, Harrogate, HG1 4XU. Tel: 0845 034 9467.

Parents are asked to express a preference for a secondary school on a form sent out through the primary schools. These forms are returned to the Area Education Office who handles all admissions at this stage. Parents considering moving into the area who have a child due to transfer to secondary school should therefore contact the Area Education Office as soon as possible. If a school is over-subscribed, the Area Office allocates places according to published criteria. Parents are referred to the information issued by the Area Office which sets out all details. Prospective parents should note that King James's School is consistently over-subscribed each year by first preference applications for places.

Transport

Free transport is provided for students who live in area but more than three miles from the school. Parents who reside out of area will be responsible for the cost of their child's transport. Further details can be obtained from the Area Education Office at the above address.

Appeals

Parents whose children are refused a place by the Area Education Office at the school of first choice may appeal against the decision. A form for this purpose is provided by the local Area Education Office at the above address.

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Out of Area Students

Parents who live outside the areas listed above may also apply for entry to King James's School. These applications will be considered after all in-area applications have been allocated.

Students in Year 8 and above

The Area Education Office handles admission for these students and parents should write to them at the address given above. Please contact Mrs Midgley if you wish to arrange a visit to look round the school.



Facilities for Learning

The school occupies an extensive site on the York Road into Knaresborough. Over the years we have invested heavily in providing the best quality facilities for learning and teaching.

Multi-media resources, Internet access and suites of computers are well spread throughout the whole school in keeping with facilities that one would expect of a Technology College.

A purpose-built Design block caters for all aspects of Technology as well as the Creative Arts.

The school's sporting facilities are plentiful. There are extensive playing fields at school and at Hay-A-Park, a sports hall, two gymnasia, a pavilion, an all-weather pitch and nine excellent tennis and netball courts. The school regularly hosts area and county competitions in all sports and we have a strong partnership with Knaresborough Tennis Club which is based on the school site in newly refurbished floodlit courts.

Over the last six years the school has:

- refurbished the drama tower to include stalls, circle and balcony classrooms
- opened a new all-weather pitch and a high-tech hospitality and catering room
- built a new art block consisting of five impressive studios
- refurbished the Design & Technology, SEN, English and Maths departments at a cost of £1 million
- refurbished all of our science laboratories in the last five years
- completed a £400,000 refurbishment of PE changing facilities In the summer of 2011, with the addition of a 90m² fitness suite.

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All students have access to a personal locker and water bottles may be replenished at water-cooling stations situated throughout the school.

Planned maintenance of our facilities which are heavily used by the school during the daytime and extensively by the community in the evenings are a challenge; however we are well aware of the importance of providing a stimulating learning environment that is conducive to learning.

Student Guidance

Student Guidance is delivered as part of the PSHCEE (Personal, Social, Health, Citizenship and Economic Education) programme. Students in Years 7, 10 and 11 receive a one hour lesson in PSHCEE per week; Year 8 receive two one hour sessions and Year nine receive 5 drop down days. PSHCEE studies culminate in a short course GCSE in Citizenship and preparation for working life.

PSHCEE aims to support the 5 outcomes of 'Every Child Matters': to be healthy, stay safe, enjoy and achieve, make a positive contribution and ultimately achieve economic well being.

Education in PSHCEE equips young people with the knowledge, understanding and skills to play an effective role in society. It encourages them to take an interest in topical and controversial citizenship issues and to engage in discussion and debate. Students learn about democratic institutions and values, laws and the economy. They are encouraged to participate in decision-making which enables them to play an active part in the life of their school, neighbourhoods, communities and wider society. Citizenship Education encourages respect for different national, religious and ethnic identities. It provides students with an understanding of the concepts of social justice, human



rights and global community. It enables them to challenge injustice and discrimination. It helps them to become informed, thoughtful and responsible citizens who are aware of rights, responsibilities and implications of actions, and who are prepared to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Citizenship knowledge, understanding and skills develop literacy and promote personal learning and thinking skills, especially for effective participation. It encourages students to become successful learners, confident individuals and active, responsible citizens who are equipped, willing and able to contribute towards making their communities better, more cohesive, places to live.

Careers Education and Guidance

King James's School is committed to providing a high quality planned programme of careers education and guidance for all students from Years 7 to 13. We work closely with Connexions Careers Advisers (North Yorkshire) to keep parents and carers informed about the process.

Our aims support those of the National Curriculum and in particular prepare students for the opportunities, responsibilities and experiences of adult life.

Key themes running through the programme are:-

Self Awareness - helping young people assess their own interests, skills, strengths and weaknesses, recording their experiences and developing their capabilities

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Careers Research - using resources, accessing specialist knowledge, investigating and weighing up the opportunities in learning and work

Career Decisions - helping young people make realistic but ambitious careers decisions and manage the transition from one stage to another e.g. from Year 9 to Year 10, sixth form to Higher Education

We have a very active programme which includes:-

- The Real Game - a work simulation programme in Years 7 & 8
- Visiting speakers from local employers, colleges, universities, etc
- Careers Events - Year 9 Options, Careers Fair
- Careers Interviews - all parents are invited to attend meetings
- Job Shops support individual applications
- 5 careers focus weeks which include a specialist assembly and activities that are then done as part of tutor time

Our service includes:-

- Access to advice and guidance from professional Careers Advisers throughout the week
- Advice which is impartial and which promotes equal opportunity
- Access to up-to-date information on all career options via a variety of resources, both online and book based
- Careers Software programmes to help students with career matching, job information and ideas for Higher Education
- Attending many functions in school, including parents evenings

Work Experience - all students in Year 11 have the opportunity to spend a week in a local workplace. We have excellent support from our local businesses which makes this scheme a great success.

In Year 11 emphasis is placed on students having individual guidance to help them make decisions post-16. Careers Advice in Years 12 and 13 builds on earlier work with students taking more responsibility for their own research.



Parents & School

Involving parents

The level of parental involvement in the wider life of King James's School is high. Throughout the year parents are invited to attend musical and dramatic performances and to support sporting fixtures, as well as formal events such as Prizegivings. We keep in touch with parents by regular newsletters and other publications, text messaging and, of course, the school website.

The Friends of King James's School organise a number of social and educational events throughout the year. An important function has been the raising of money to supplement school funds. Our main fund-raising venture is the annual Knaresborough Fun Run and by means of this and several other events, generous financial support has been given to the school to provide additional facilities and opportunities for our students.

Praise, Reward and Sanctions

At all times the school expects good discipline and high standards of behaviour. Visitors to the school, including Inspectors, frequently comment on students' good behaviour in lessons and their co-operative, civilised and responsible manner.

The school rules are embodied in a Code of Conduct that Form Tutors discuss with all students throughout the school year. In order to reinforce the Code of Conduct, we ask all students and parents to sign a home-school agreement with us. This makes clear how we can all support the aims of the school in a spirit of partnership.

Our focus is very much on rewarding and praising students appropriately and consistently. Poor behaviour which breaks the school code of conduct is dealt with by appropriate sanctions such as a daily report card and/or detentions (at break, lunchtime and after school). For more serious offences, students are placed in isolation (internal exclusion) or they are excluded to home. We endeavour to inform parents of all behaviour that affects the climate for learning in the school.

Our rewards in school are generated through teacher assessments of students' attitudes to learning in lessons and teachers demonstrate praise by giving students stamps in their planner and clean slates on our E-portal tracking system. This leads to students receiving "Well Done" postcards, certificates and being entered for an end of year monetary prize draw in the final assembly

At the end of each academic year we hold a formal Prizegiving Ceremony which parents are encouraged to attend.

Parents' Evenings, Reports and Homework

Every student is expected to do homework to supplement work done in school. Homework set is recorded in a printed Student Planner which parents are asked to sign once a week. The amount of time spent on homework increases through the school but in Year 7 it can be up to one hour per night. In Years 7, 8 and 9 students undertake a number of extended learning projects which encourage the development of independent study skills. These are completed over a longer period of time and details can be found in the student planner. Full details of each individual department home work policy are available on the school website.

Parents are kept informed of their child's progress in several ways. For each Year group there is an annual Parents' Evening. Additionally, early in the autumn term, Year 7 parents have an opportunity to discuss their child's welfare with the Form Tutor. Reports are sent home at the end of each Learning Cycle (every seven weeks). These reports can also be viewed electronically using e-portal. Details for e-portal access are available on the school's website.

We attach great importance to close co-operation between parents and teachers, and we hope to develop a productive relationship between home and school over the years at King James's.



School Routine

The School Day

8.40	Student warning bell	
8.45 - 9.05	Registration/Assembly	20 minutes
9.05 - 10.10	Lesson 1	65 minutes
10.10 - 11.10	Lesson 2	60 minutes
11.10 - 11.30	Break	20 minutes
11.30 - 12.35	Lesson 3	65 minutes
12.35 - 1.25	Lunch	50 minutes
1.25 - 2.25	Lesson 4	60 minutes
2.25 - 3.25	Lesson 5	60 minutes

School Calendar Dates 2012-2013

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Autumn Term	3rd September 2012
	21 st December 2012
<i>Half Term</i>	<i>29th October - - 2nd Nov 2012</i>
Spring Term	7 th January 2013
	28 th March 2013
<i>Half Term</i>	<i>18th February - 22nd February 2013</i>
Summer Term	15 th April 2013
	23 rd July 2013
<i>Half Term</i>	<i>27th - 31st May 2013</i>

The dates and times of school examinations, parents' evenings, staff training days and other events and functions will be circulated to all parents in a school calendar at the start of the academic year and are also available from the website.

Academic Year

Our school year does not run, as traditionally, from September to August. Instead we begin a new academic year in mid June. This allows us to maximise our teaching time for our GCSE and A Level courses in our innovative curriculum structure.

All students begin their new courses in June to give them a head start in September, but they do not change form tutors or go into their new uniform until after the usual summer break.





Who to contact at King James's

Parents are encouraged to contact school if there is anything that concerns them. The school reception is open from 8.15 am to 4.45 pm, although we request that non-urgent phone calls should be made after 9.00 am. Tel: 01423 866061. There is a dedicated number for reporting student absence, which is 01423 798728.

Key staff contacts for enquiries on particular issues are as follows:

Student Services (Pastoral) - Mr Simpson, Mr Bolger (KS4) or Mrs Midgley (KS3)

Special Educational Needs - Miss Jones

Admissions procedures - Mrs Midgley

Curriculum and reports - the relevant Head of Year or Learning Manager

Enquiries regarding your child - the relevant Head of Year, Learning Manager, Pastoral Officer or Tutor

Attendance

Regular and punctual attendance is essential. No student should be absent from school without permission in advance, except through illness. A maximum of five school days absence is allowed for children to accompany their parents on holiday, but only with the prior approval of the school. This approval will be subject to an otherwise strong record of attendance and punctuality. Holiday Forms are available from Student Services reception and on the school website. It is to be stressed that such absence is undesirable because it severely disrupts the student's programme of learning and assessment.

If students are unfortunate enough to be ill, parents are asked to ring the school Attendance Line on 01423 798728 and leave a message. After all absences parents are requested to send a signed note of explanation to the Form Tutor, and if a student has been away for three days, parents are asked to contact the school at that point. Students should copy up work on return. In the event of possible long illness, parents are asked to contact the school as soon as possible and, where appropriate, work will be set for the student to complete at home.

Students who arrive late (after 8.45 am and 1.25 pm) should report to the student services reception and sign in. Failure to do so will result in an absent mark being recorded. Where students are persistently late, parents will be informed. Under DfCFS regulations, students who miss registration are regarded as 'absent'.

Attendance and punctuality information is recorded on reports and sent home each learning cycle.

Security

It is emphasised to students that the responsibility for their belongings is very much theirs. Loss or misplacement of belongings usually arises from carelessness or thoughtlessness on the part of the student. All personal belongings must be clearly named and when not in use either carried or left in the cloakroom or student's locker. Any items left in locker rooms overnight or at the weekend will be collected and placed in lost property where it is retained for collection. Items which are not named and left for more than a half term are donated to local charities.

Parents are asked to discourage their children from bringing valuable property and excess money onto the premises. If students bring personal music systems to school they should not be used/worn inside the building except under the direction of a teacher in lessons where we encourage the use of mobile technology for learning (e.g. lesson podcasts). If you wish your son/daughter to carry a mobile phone, it should not be used or on display during the school day and it must be switched off and kept in a secure place such as a locker or bag. Misuse of the phone by a student will result in the phone being confiscated and parents asked to come in to collect it.

Where absolutely necessary, valuables or money may be handed in to the Year Office for safekeeping, or to the Physical Education staff whilst taking part in Physical Education activities. The school cannot take responsibility for the loss of expensive personal belongings and we recommend that parents add such items to their home insurance policies.

All visitors to the school must report to the main office on arrival, sign in and collect a badge. CCTV is used to monitor the site.



School Lunch

All students in Year 7 - 10 will eat lunch at school or go home. Students who go home are asked to carry a pass. Facilities are provided at school for students either to buy a cafeteria style lunch or to eat their own packed lunch in specific areas. Our school meals are excellent, with a good choice of hot and cold food. The school also operates a simple to use cashless catering system. If you think your child may be entitled to free meals, please contact the Local Area Education Office.

Lockers

All students have the opportunity to rent a locker from the school to keep their possessions safe. Students are asked to look after their locker as they will keep the same locker potentially for five years. If a student loses their key they should fill in a locker query form available from the student services reception and there will be a small charge for replacement keys. The school will not take responsibility for any items that may go missing from a cloakroom if they could have been secured in a locker. The cost of a locker is £5 per year rental and £5 refundable deposit on the return of the key.

Sample Daily Menu

Salad Bar
Quiche
Chinese Chicken & Rice
Fish
Chicken and Broccoli lasagne
Jacket Potatoes - selection of fillings
Selection of filled Baguettes
Selection of Sandwiches
Cheese & Potato Pasty
Chicken & Mushroom Pie
Healthy Pizza
Fruit Salad
Fresh Fruit
Yoghurt

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Parents are asked to make a donation to the school at the beginning of the academic year. A letter will be sent out explaining how the funds are collected and how they are used to benefit all students by allowing us to extend the range of activities on offer.

Medical Arrangements

King James's has two School Nurses who are fully qualified to attend to students who may require medical attention during the course of the school day.

The school is not authorised to provide any non-prescribed medication (including Paracetamol).

Students should not carry medication with them around school, the exception being inhalers and epipens. If your child requires any other form of medication prescribed by a GP it should be given to the school nurse with a letter stating:

- Who it is for
- The name of the medication
- The dose to be taken
- When it should be taken

The nurses also make arrangements for all emergency medical appointments. If a child needs to be sent to a doctor or hospital during school hours every effort is made to inform parents as soon as possible. Parents should ensure that the school and their sons/daughters have their current telephone numbers or an address where they can be contacted during the school day.

Visits to the nurse should be kept to a minimum. The service the nurses provide is intended to treat injury and illness that occurs during the school day and not as an alternative to seeing your GP or going to the A&E department. All visits to the nurse are recorded in the student's planner.



Library

The Library is open from 8.30 a.m. - 4.00 p.m. Monday to Friday for student and staff use. Librarians are available to assist with enquiries. Many students enjoy spending time in the pleasant, stimulating, caring environment during the day.

The computerised borrowing system uses biometric fingerprint recognition. The students place their thumb on a small touch pad. This date is encrypted for security and cannot be used for any other purpose - the fingerprint itself is not stored. The data is deleted when the student leaves the school.

Resources include a wide variety of books, magazines, newspapers and ICT facilities, which support the whole curriculum and encourage independent research and reading for pleasure.

Aerosols

No form of aerosol or pressurised canister is allowed on the school site, in the interests of safety and possible misuse.

Assemblies

There is an established pattern of school assemblies for each year group every week. They are entirely secular in nature. These are used to celebrate achievement, to promote the values that the school stands for, and to encourage a sense of responsibility to others. Assemblies usually take the form of a talk but are supported by audio/visual technology, followed by an opportunity to reflect. All students are expected to attend both Religious Studies lessons and morning assemblies. Parents wishing to discuss this involvement should contact the school.

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Access, Inclusion, Disabilities and Special Educational Needs

The school has a highly regarded SEN Department and we are an Enhanced Mainstream School with specialist provision for autism. Under our accessibility plan the school has been adopted to accommodate students with disabilities. Our whole school policy for inclusion and SEN is available on our website and it outlines the steps taken to ensure that students with SEN are given equality of opportunity and access.



Curriculum (as at September 2011)

Key Stage 3 - Years 7, 8 and 9			
Currently all students study:			
Activ-8 (Year 7)	English	History*	Personal, Social, Health and Citizenship Education
Art	French (<i>with a more limited programme of German and/or Spanish in Yrs 7-9</i>)	Information & Communication Technology†	
Design & Technology† (<i>with choice of GCSE Option in Yr 9</i>)		Mathematics†	Physical Education
Drama	Geography*	Music	Religious Studies*
* In Year 7, Geography, History and Religious Education are taught through a theme-based approach. † In Year 9, most students complete their GCSE-equivalent qualification in ICT, and start their studies towards the core GCSE courses in Design Technology, Mathematics, Languages and Science.			

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Key Stage 4 - Years 10 and 11		
All students study these subjects at GCSE level:		
Citizenship Education (short course) (½ GCSE). <i>This course also covers aspects of personal, social and health education and the statutory elements of Religious Education.</i>	Mathematics. <i>Most students complete their GCSE by the end of Year 10. There is the opportunity to resit exams in Year 11 or go on to study GCSE statistics or more advanced mathematics.</i>	
English. <i>Most students complete English Language by November in Year 11 and go on to sit exams in Literature at the end of the year.</i>	Science (Dual Award) (worth 2 GCSEs) or Science (Triple Award) or Science (BTec)	
All students choose a package of up to FOUR additional optional GCSE subjects in addition to D&T and Languages. <i>Students complete one of these courses in Year 10, with two additional courses in Year 11. The final choice is made up of either two half-GCSE courses (one in each year) or a full course taken over two years. Subjects on offer for GCSE:</i>		
Art (GCSE or BTec)	Food Technology	Sociology (½ GCSE)
ASDAN	French	Spanish
Astronomy	Geography	Sport (BTec)
Business Studies (GCSE or BTec)	German	Textiles Technology
Award in Digital Applications	Graphics	Travel and Tourism (2 GCSEs)
Certificate in Digital Applications (2 GCSEs)	History	Art Enrichment (non-examined)
	Hospitality & Catering (2 GCSEs)	Passport to AS Languages (non-examined)
Digital Photography (½ GCSE)	Music	Practical Manufacture (non-examined)
Drama	Performing Arts (Acting) (2 GCSEs)	Study Plus English (non-examined)
Economics (½ GCSE)	Physical Education	Study Plus Mathematics (non-examined)
Engineering Diploma	Physical Education (½ GCSE)	Private Study (non-examined)
Ethics, Religion and Life	Product Design	Work Skills (BTEC)
Ethics, Religion and Life (½ GCSE)	Resistant Materials	



Curriculum (as at September 2011) - continued

Sixth Form		
Advanced level Options		
Archaeology	English Language	i-Media
Art	English Literature	Information & Communication Technology
Biology	Extended project	Music
Business - Applied	French	Music Technology
Chemistry	Further Mathematics	Performing Arts
Design & Technology - Product Design (3D Design)	General Studies	Philosophy
	Geography	Physical Education
Design & Technology - Product Design (Textiles)	German	Physics
	Government & Politics	Psychology
Drama & Theatre Studies	History	Sociology
Economics	Health and Social Care	Spanish
Vocational One Year Courses		
Creative i-media (L2)/BTEC First Certificate in Business/BTEC Science/Resit English & Maths		



Art

The Department aims to create an environment in which students gain a sense of achievement and are encouraged to become involved in the cultural life of both school and community. The Department has a tradition of underpinning all practical work with a critical understanding of both European and World Art. We organize workshops with professionals and at art galleries and museums. Sixth form trips are organized to London, Liverpool, Paris, Amsterdam, Venice, Florence, Barcelona and New York and we run a Year 10 Arts residential trip to London. We hold a Key Stage 3 exhibition bi-annually where every student has a piece of Art on display.

The Art courses are structured to develop students' understanding of the language of Art and Design through a range of media such as printmaking, painting and ceramics. We stress the importance of homework as a means whereby students may express their ideas and practise skills. In addition the department offers a short course and AS level in Digital Photography. Many students are involved in events such as the Arts Festival or African Arts event organized for Year 8 students. Examination results at GCSE, A/S and A Level are well above the national average. Many A level students progress either to a Foundation Course in Art or to University courses in History of Art or Combined Arts.

Business and Social Studies

The department is committed to providing quality academic and vocational courses that are appropriate to students' future choices and are relevant to everyday life. Emphasis is placed upon the students adopting responsibility for their work and active involvement through enterprise activities, investigations and visits.

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There is a wide range of subjects and courses within the department. At Key Stage 4 the students can opt for GCSE Business Studies, Sociology, Economics or BTEC Business (Single or Double). These courses can be complemented through a range of accredited Work Skills qualifications.

For students who need to enhance their skills prior to further education or employment we offer a BTEC First Certificate in Business course that operates in conjunction with similar courses in ICT and Science. These qualifications are achieved through continuous assessment and help the students develop a wide range of skills.

Advanced qualifications to A2 level are available in Business, Economics, Politics, Psychology, Health & Social Care and Sociology, and to AS level in Law. These subjects open up a range of possibilities from higher education on academic or vocational degrees to training and employment. The courses complement scientific, humanities, languages and arts based studies as well as being fascinating in their own right. Learning is enhanced by visits to Law courts, Parliament, conferences, and local service providers and businesses.

Outside the classroom students from any subject can get involved in our enterprise activities including our very popular, well-established and highly successful Young Enterprise programme. The students get the opportunity to run their own business for a year in competition against teams from other schools and gain a great deal of commercial experience - some even make a profit!

Drama

Drama plays a valuable role in the life of King James's School. It encourages a deeper understanding of social, spiritual and moral values; develops creativity, sensitivity and confidence. It affords students the opportunity for leadership, to work as part of a team and to create performances. Most importantly though, students have the chance to experience the enjoyment that learning about drama and theatre can bring.

Our Key Stage 3 curriculum encompasses a range of skills, conventions and theatre styles and students are assessed regularly via the Arts Council levels criteria. These skills are then further developed during Key Stage 4 where students may opt to take either the GCSE Drama course or the BTEC Certificate which is equivalent to two GCSEs. Students pursue a demanding and highly practical curriculum regardless of course choice. At Key Stage 5 students can continue their craft of theatre by selecting either AS/A2 Theatre Studies or BTEC National Diploma, also worth two A levels. The perception of the subject is very strong, and there is a strong sense of ethos. All of the courses offered within the department are highly popular choices at both GCSE and A level entry.



Design and Technology

The individual specialisms found within the Faculty share a common philosophy in the delivery of the Key Stage 3 Design and Technology Curriculum, with special emphasis placed upon students creating high quality outcomes in a variety of materials.

At KS4 all students follow a full course in Design and Technology (options offered are Resistant Materials Technology, Food Technology, Textiles Technology, Graphic Products, Product Design and Catering.) These courses begin at the start of Year 9. At post-16, courses in Product Design and Textiles Technology are offered at both AS and A2 level. A wide and varied input of ICT is integral to all courses at KS3, KS4 and post-16.

The Faculty enjoys an excellent reputation for being at the forefront of developments in delivering courses appropriate to the needs of students entering a world of technological advancement. From Year 7 onwards students are actively encouraged to solve real problems through the process of designing and making.

Students regularly gain success in competitions including the prestigious County-held YORTEK Award, Young Engineers for Britain, Greenpower Challenge, CITB Airport Challenge and the Greenpower Challenge.

English

The English Faculty is staffed by a team of energetic, creative teachers who share a strong commitment to the development of literacy and communication skills of students at the school. Through a carefully articulated sequence of units at each Key Stage, students experience and respond to a diversity of different types of reading material. As well as enjoying literary fiction from a range of cultural and historical periods, students study the many forms and varieties of non-fiction and media texts. In English lessons, students are taught how to use texts studied as models for their own writing and students focus on developing the skills required in all aspects of the English curriculum. It is our aim that students will become increasingly precise, technically accurate, stylistically adventurous, confident writers. Discussion tasks and drama-related activities are used as a way of engaging with and enlivening texts, developing analytical skills and preparing for written work.

The activities of English lessons are extended beyond the classroom in a variety of ways. The school's Book Weeks often encompass literary events such as National Poetry Day, and provide an environment for reading on a grand scale. In the past, events held during Book Weeks have included sponsored poetry performances, readings by visiting authors, creative writing competitions and creative poetry work.

The level of students' enjoyment of English lessons is reflected in the popularity of sixth form courses offered by the Faculty. Each year, large numbers of students choose to pursue English Language, English Literature or Media Studies at Advanced Level and the Faculty has a strong record of success with students who have taken these courses.

Geography

We are fortunate to have five dedicated and experienced Geographers enabling us to staff all lessons with specialists in the subject. We aim to stimulate students' interest in their surroundings, inspire a sense of responsibility for the environment, and increase their knowledge of the world in which we live. We also value the development of students' personal learning and thinking skills, encouraging team work, creativity, independence and self reflection in our lessons. Assessment for and of learning is also key to learning at all Key stages.

At GCSE the examination syllabus encourages the development of fieldwork and decision-making skills. The department also runs a BTEC Travel and Tourism course. At AS and A2 level, students follow a stimulating, issue-based course. The department organises fieldwork outside school in Years 7 10, 11, 12 & 13.



History

The fundamental aim of the History Department is to instill in our students a genuine curiosity about historical events, characters and periods. Students work on a range of reading and writing tasks supported by a wide variety of activities and stimulus material including drama, video, computer simulations, craft projects and fieldwork. These activities all play an important part in creating inventive and highly enjoyable lessons.

In Years 7, 8 and 9 we study a number of topics ranging from the Sioux Indians to the First World War. History is a popular option choice at key Stage 4, with many students choosing to continue studying History at GCSE. Our A/S and A2 level course concentrates on Tudor England, with Modern Russia and Germany a popular option. Many students go on to study History or a related subject at university and several have gained entrance to Oxford and Cambridge in recent years.

Information and Communications Technology

We encourage all students at King James's to make full use of our wide range of ICT facilities. Subject departments have timetabled access to computer rooms. We have nine fully equipped suites that offer multimedia resources and support a range of leading software applications. We have also invested in a range of state of the art mobile equipment for classroom use. LCD projectors are a common feature and we are making increasing use of Smartboard technology to enhance our lessons and presentations. Our curriculum network extends throughout the school allowing users to share resources and work from different locations. We subscribe to a filtered Internet service and all of our workstations provide access to Internet sites using the latest broadband technology, enabling students and staff to benefit from a new, information-rich learning environment.

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In addition to the lessons given by specialist teachers, ICT is taught across the curriculum and forms an integral part of most subjects. During years 7, 8 and 9 students develop advanced skills and are taught by ICT specialists. The course is varied, but particular emphasis is placed on databases, data logging and Internet skills - including students designing their own web site. All students in Year 9 undertake a GCSE equivalent qualification. Students at KS4 have the option to take further GCSE-equivalent single award, or a double award equivalent to two GCSEs. Students are given opportunities to acquire relevant skills by gaining practical experience in different areas of IT.

The four-module Information Technology A level course allows post-16 students to develop their ICT skills further. This enjoyable course uses a task driven approach to problem solving and decision making, which relies on the effective use of ICT systems. By following the A level course, students will be involved in a variety of activities designed to enhance their role as communicator and advisor, and to extend their concept of the effects and limitations of Information Technology. The new Creative i-media course offered at post-16 gives students the chance to experience cutting-edge IT applications by using the latest web-authorising, graphic, animation and video editing software. The course is designed to prepare students for the modern media-intensive IT environment.

These exciting and stimulating IT courses are designed to provide and enhance the essential computer skills that are vital for both higher education and future professions. The courses are challenging, creative and interesting and we expect students to develop their own styles of system design and presentation in a professional and enjoyable environment.



Languages

The Languages Faculty has eight specialist language teachers, supported by French, Spanish and German language assistants. Our aim is to give a feeling of enjoyment and success in using languages. Some of our students won first place in a national languages competition by creating a French radio programme for Radio 5 and staff were selected to appear in a Channel 4 programme that trains teachers in the best methods of teaching languages.

The main languages in the curriculum are French, Spanish and German. Students also have the opportunity to study twelve different languages, including Japanese, Swedish, Portuguese, Italian, Arabic, Russian, Danish, Croatian etc, as part of Languages Week! We aim to introduce students to other ways of life within Europe and worldwide and to develop imaginative as well as creative talents through drama, cross-curricular projects and song. In Years 10 and 11 students can opt for one, two or more languages to GCSE. Year 12 linguists won the prestigious National Languages for Export Award following their highly successful exchange with Privas in France. Our Euro 2004 Project, which was showcased nationally, won the European Languages Award. We have also featured on Teachers TV!

In the Sixth Form AS/A2 courses are available in French, German and Spanish and are popular options, not only for future students of languages in Higher Education but, increasingly, for those wanting a language to enhance their career prospects in other fields.

Mathematics

One of the primary aims of the Mathematics Department is to stimulate interest and enthusiasm for the subject. At all Key Stages, standards of attainment are consistently well in excess of national averages. We endeavour to develop, in all our students, confidence and accuracy in handling everyday mathematical ideas and techniques. A variety of teaching and learning methods, incorporating both individual and group activities, develop each student's written, oral and practical skills.

KS3 Mathematics is delivered in line with the National KS3 Framework and builds on work undertaken in Years 5 and 6. At Key Stage 4 as well as GCSE Mathematics, we also offer the chance to gain a further GCSE in Statistics. Interest in studying mathematics at post-16 is very strong. The MEI structured AS/A2 Mathematics course provides a stimulating and interesting base for further study. In addition we also offer AS/A2 Further Mathematics.

Careful monitoring of all students' performance throughout their time at King James's School enables us to set high and clear targets for each student and give them effective feedback to maximise their potential in the subject.

Music

Music is part of the Expressive Arts Faculty (Art, Music & Drama). This Faculty aims to develop realistic and workable links between each area whilst maintaining the strengths of these discrete subjects. There is opportunity to join with Art and Drama in ventures such as Arts Festivals like 'Arts on a Summer's Evening', joint residential trips, combined Arts projects such as the 'Time, Space and Communication' event held in March 2010, in ventures undertaken by the Expressive Arts Club, or in musicals of which the most recent was "Jesus Christ Superstar" in February 2010. The faculty also offers an Expressive Arts GCSE as a twilight option, and we hold the Artsmark Silver Award.

The Music Department offers a tremendous variety of musical experiences, both inside the classroom and through an extensive extra-curricular programme. "Music For All" is our catchphrase and we encourage students to develop their performing skills on an instrument taught by one of our thirteen peripatetic staff, join in one of the junior ensembles, or sing in one of the choirs. During the first three years all students undertake a course that is based upon National Curriculum guidelines with work being topic-centred. Students learn about composing and appraising through listening and performing as well as music technology. In Years 10 and 11 students can opt for a one year GCSE course with sixth-form courses offered at AS and A level in Music and Music Technology.

A wide range of instruments is available for class work including seventeen computers and numerous keyboards. There are opportunities for formal and informal concerts, workshops and trips and we are often asked to provide music for charity and social events. Our reputation for quality music-making is known county-wide. Senior musicians are invited to participate in a European tour (four tours since 2000) and exam candidates benefit from weekend courses. Further detail of extra-curricular activities available to all youngsters is issued at the start of the year.



Physical Education

Lower School Physical Education consists of a broad and balanced programme, which includes dance, gymnastics, health related exercise, athletics, along with a variety of team games. Within the programme students improve their skills, learn how to adapt and apply skills to different activities, gain the ability to evaluate and improve performances, understand about health and fitness as well as developing their tactics & composition ideas.

In Years 10 and 11, the emphasis is placed on physical activity and students adopting responsibilities within a sporting setting. This equips them with the skills and confidence to lead active and healthy lifestyles after they leave school. Students actively take on the role as fitness coaches, tacticians, skills coaches, officials and organisers in a number of games, fitness and athletics activities. Activities such as touch ball, swimming, golf, world games and cheerleading are introduced to maintain motivation levels and interest. There is also the opportunity to obtain the Junior Sports Leaders Award and to follow one of the highly popular courses such as GCSE Physical Education, Short Course GCSE Physical Education or BTEC Sport.

The department runs a successful A/S and A level Physical Education course, which involves theoretical aspects from Anatomy and Physiology, Psychology, Historical and Practical sport. We also run the CSLA leadership course for Year 12s.

The Department's extra-curricular programme at lunchtime, after school and weekends is extensive and includes recreational clubs and activities as well as competitive sports. These are extremely well attended at all ages and operate very successfully with support from parents, students and staff.

17 Religious Studies and Philosophy

Throughout the school we seek to help students develop a sensitive, reflective and informed approach to the religious dimensions of life, and to instill a genuine, open-minded curiosity in the diversity of religious beliefs. There are many opportunities offered both inside and outside the classroom for students to see that Religious Studies matter.

Our Key Stage 3 course includes themes such as Community, Origins of Religions, Founders and Leaders, Symbols, and Good and Evil. The Six world religions are covered in varying depths. Progress is assessed against the Local Authority's Agreed Syllabus Attainment Targets and emphasis is given to acquiring skills as well as knowledge and learning from the religions we study.

At Key Stage 4 students may opt to take either full or short course GCSE Ethics, Religion and Life. The topics are studied from the viewpoint of Christianity and Islam and a non-religious viewpoint. Students are encouraged to give good reasoning in their answers and to build up an argument supported by evidence - whatever their personal view on the religious or moral issue. Students are also encouraged to express their own opinions and to look at ethical questions from both sides of an argument. The course explores a range of ethical issues and various ways of expressing the Christian faith. At Key Stage 5 students may opt to take A Level Philosophy. At AS Level students explore themes including the Theory of Knowledge; Philosophy of Religion; Philosophy of Ethics. At A2 Level students explore themes including Philosophy of the Mind and extracts from Descartes' Meditations.

The Department is well-resourced, and the staff have a wealth of experience, expertise, commitment and enthusiasm. Guest speakers and visits to the various religious communities, provide students with a wider experience and perspective. We welcome contact with parents and many have enjoyed accompanying us on our outings.



Science

King James's enjoys an established reputation for the quality of its Science teaching. We aim to foster a scientific understanding and interest in the world around us. Strong emphasis is placed on the applications of Science, and investigations into 'real world' problems are carried out alongside a wide range of other classroom activities. Members of the Faculty have set up innovative link projects with our family of primary schools and we have strong links with both York and Leeds University Education Departments.

Key Stage 3 Science is delivered using resources adapted from the Exploring Science course. The course is designed to develop the strengths of the Key Stage 2 Science curriculum and ensure progression through to Key Stage 4. The course emphasises 'How Science Works' and is therefore skills based. Knowledge and content is used as a basis for teaching the skills of scientific enquiry as well as the ideas behind the development of scientific theories. The topics covered are chosen to make Science interesting and inspiring for students. ICT is a common feature of Science lessons at King James's.

At Key Stage 4 students follow the "21st Century Science" course. About 60% of our students complete a GCSE in Science in Year 10 and may go on to study "Additional Science" in Year 11. This new course allows students to study relevant aspects of Science based on contemporary issues. About 40% of our students study the separate sciences in Biology, Chemistry and Physics. Students are taught by well-qualified specialists in Chemistry, Physics and Biology. These courses provide a broad knowledge of Science, whilst providing effective preparation for the many students who choose to study one or more of the separate Sciences at AS/A2 level.

We also offer a BTEC First Level 2 Extended Certificate in Applied Science which gives a two GCSE equivalent qualification and is assignment-based with no formal examinations. Students study aspects of all three Sciences with a vocational emphasis and the course allows students to progress to level 3 BTEC courses in the sciences and engineering.

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ASDAN

Some students in Years 10 and 11 can follow, as an option, a programme of study of key skills leading to the ASDAN award, which develops the students' personal organizational skills through varied project work. Progress on to this course will be discussed at options time in Year 9.

Activ-8

In keeping with the current drive towards learning to learn and the research undertaken on teaching and learning styles we introduced Activ-8 into the curriculum to promote wider learning.

Activ-8 is taught to all students in Years 7. The purpose of it is to afford students the opportunity to acquire skills beyond those of the 'ordinary' curriculum. They are encouraged to begin to take responsibility for their own learning and to be able to assess their own learning. This is done through six modules, all of which are practical, and devised by the members of staff. Each student tackles each module for approximately six weeks and then moves on to the next. A range of skills is included and in the past the modules have covered tasks such as robotics, memory skills and using digital cameras.

The modules help to develop group working skills, creativity, thinking skills and raise students' self esteem and motivation for learning. Through accessing and developing students' individual learning styles it is hoped that they will become more independent learners and that this will have a positive effect upon their other curriculum subjects.



Learning Support Department

The Learning Support Department works to identify, assess and meet the special needs of students at King James's. We have established strong links with primary schools so that we can make full use of the information provided by Year 6 teachers. Once at King James's, students may be referred by subject teachers or the Head of Year/Learning Manager whenever a difficulty is identified. Student progress is regularly monitored and assessments are carried out throughout the school year.

Our policy is to provide appropriate support whilst allowing all students to follow a full broad and balanced curriculum, which can be personalised to meet individual need. Support assistants work alongside subject teachers in the classroom. Students may also be withdrawn from some lessons to follow an intensive literacy and/or numeracy programme in our Learning Support Centre.

Gifted and Talented

At King James's we recognise that many students have special needs, not just those with learning difficulties. All our students are given the opportunity to receive a broad and balanced education which provides them with a challenging curriculum. We foster a learning community in which achievements and talents are recognised, respected and celebrated. In line with national guidelines we seek to identify those students with outstanding academic ability or exceptional talents in the Arts, Sport or Music. The school's policy is to ensure that we recognise and support the needs of such students. The school's Gifted and Talented co-ordinators are Catherine Rees (Key Stage 3) and Emma Stickland (Key Stages 4 and 5). Together they aim to co-ordinate appropriate opportunities through the subject leaders and liaise with students to discuss their needs and aspirations. A review was completed in July 2010 and the feedback from students and parents was used to develop future programmes.

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Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

The Personal, Social, Health, Citizenship and Economic Education programme is delivered in timetabled weekly sessions. Students in Years 7, 10 and 11 receive a one hour lesson in PSHCEE per week; Year 8 receive two one hour sessions and Year nine receive 5 drop down days. PSHCEE studies culminate in a short course GCSE in Citizenship and preparation for working life. It seeks to address topics and issues relevant to students' moral and social development and to integrate cross-curricular themes such as Health, Environmental Education and Religious Studies.

In lessons emphasis is placed upon discussion and group activities. However, it is recognised that teacher-led lessons have a place in such a programme. Students are encouraged to develop their viewpoints and learn to share these in a constructive manner. The use of presentations by outside agencies for whole and part year groups is an important part of the programme and the students' curriculum is supported in relevant year groups by focus days, i.e. Sex and Relationships Education Day and Living Dangerously Day.

Citizenship helps students become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes spiritual, moral, social and cultural development, making them more self confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of the school, the local community and the wider world. They also find out about our economy, democratic institutions and values. The PSHCEE curriculum is designed for each age-group leading to a coherent coverage of important issues such as personal relationships, social responsibility, health, diversity, economic well-being from Year 7 to Year 13. Controversial and sensitive subjects are delivered with the assistance of approved published materials, selected and adapted by staff with requisite expertise. Specialist subject teachers also cover several aspects of PSHCEE work in other areas of the curriculum and there is substantial prevocational careers input.



ADDITIONAL INFORMATION

Anti-Bullying Policy

Our policy is to promote an ethos where all students, parents and staff treat each other with respect. We insist on polite and civilised relationships. Our aims are incompatible with bullying. Hence all forms of bullying are unacceptable whether physical, verbal, emotional or cyber-based phobias such as homophobia.

The school believes that the way in which students behave in school is influenced more by the atmosphere and expectations of the school than through rigid school rules and severe sanctions.

The first aspect of our policy is therefore pro-active - to foster a tolerant, friendly and purposeful atmosphere in which bullying is less likely to occur or to flourish. Adults should reinforce the aims and values of the school in the standards they set in their relationships with children and other adults, as well as in their expectations of the behaviour of students.

The second aspect of our policy is to be active in observing and recognising forms and patterns of behaviour which may be bullying. We will take seriously all reported cases of bullying and act upon them.

Student mentoring and emotional support

The school employs a fully qualified student mentor. The mentor is in school on Tuesdays and Thursdays and runs both scheduled appointments and drop-in sessions if required. Students will not be given formal appointments without prior parental consent. Dialogue between child and parent/s is encouraged however discussions with the mentor are confidential and information will not be divulged to the parent/s unless the child is at risk (as stated in the guidelines for counselling for schools laid down by the British Association for Counselling and Psychotherapy).

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For more information on accessing the counselling support service, parents are requested to contact Student Services.

Sex and Relationship Education (SRE)

Sex and relationship education is delivered in an integrated way through several areas of the curriculum across Key Stages 3 and 4. We aim to offer balanced, factual information and to acknowledge the moral and ethical issues involved.

Within Science in Year 7 we teach students the biological basis of human reproduction. In later years we cover other aspects of sex education in the Personal Social and Health Education programme, and in Science and Religious Studies lessons. This includes work on human development, sexually transmitted diseases, contraception, relationships and sexual behaviour. In Year 9 all students take part in a full day of SRE delivered by specialist staff.

As part of the Science National Curriculum it is a requirement for all students to be taught the factual material on human reproduction. Parents do have a right, however, to withdraw their children from lessons dealing with the following topics: Acquired Immune Deficiency Syndrome (AIDS); any other sexually transmitted disease; aspects of human sexual behaviour apart from biological information.

Extra support and guidance is provided to individual students and parents by our school nursing team if required.

Exam Entry Policy

It is our policy to enter all students for public examinations in the courses they have been following. In exceptional circumstances, such as failure to complete a significant amount of coursework, we may withdraw a student's entry for examination.

At Key Stage 4 the school may recommend that a student repeats an examination. The school will meet the cost of this "re-sit". Where a student requests to resit an examination against the advice of his/her subject teachers, then the cost of this examination entry, including associated administration costs will be met by the candidate at the time of entry.

Costs of entry for re-sit examinations or units for sixth-form students (except those students following a formal course of tuition leading directly to a repeat examination), including associated administration costs, will be met by the candidate at the time of entry.



Internet Access

Access to the internet is an integral part of the curriculum at King James's School and is now incorporated into planned lessons as well as being used for research purposes outside lessons. As a matter of course all students are given access to the internet at the beginning of Year 7 but only after appropriate advice, information and guidance regarding safety online have been issued.

Internet provision is currently via a broadband connection through North Yorkshire County Council. The content allowed via this connection is filtered and regular checks are carried out by the school IT staff. However it must be emphasized that no filtering can be 100% effective. Improper use by any student of the Internet at school will result in their access being denied for a period of time.

Unless parents specifically request that their child be denied access, then they will be given internet access as outlined above when they start at King James's School.

School Documents

A number of documents are available to parents on the website, or on request. These include key school policies and other statutory documents, North Yorkshire curriculum information, Parent & Pupil Surveys and the Ofsted report on the 2006 inspection.

Charging for School Activities

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The school organises a variety of educational and social visits in and out of school hours. In order to cater for some of the costs incurred it may be necessary to ask parents for a contribution. A parent's inability to contribute will not prevent a child from taking part in a curriculum activity. If parents find themselves in a financial position which threatens to compromise their children's welfare in school by not being able to provide the correct uniform or afford a curriculum trip they should contact either the appropriate Year Team or Head of Student Services, Mr. Simpson.

The Head may ask a parent to pay for any damage caused willfully by a student.

Complaints Procedure

The Governors have approved a complaints procedure which is available on request at the school. In the first instance any parent who has a complaint which has not been resolved by the appropriate member of staff should contact the Head. The Local Authority has established a procedure for dealing with complaints where a matter has not been resolved at the school. Copies of this policy are available at the school.

Child Protection

King James's School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools follow the North Yorkshire Area Child Protection procedures and the Local Authority procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents.



SCHOOL UNIFORM - A Basic Standard

Students are expected to arrive and leave school every day in the FULL uniform. All coats and outdoor clothing should not be worn inside the school building.

Parents - If you are unsure of what style of uniform is allowed please check with Mr Simpson before purchase.

YEARS 7 & 8

Boys

- Plain black trousers (belts should be plain black, no combat pockets)
- White shirt (top buttons fastened and should be tucked in)
- Official bottle green blazer with school badge
- Royal Stewart tie
- Plain dark socks
- Plain black shoes (not boots or trainers).

NOTE: Black trainers and leisure shoes of any kind are not allowed.

Girls

- Royal Stewart tartan kilt (worn level to the knee - skirts that are too short should be replaced with a new one)
- Plain white blouse with collar
- Bottle green v-necked pullover with KJS logo (not compulsory in summer term)
- Bottle green tights
- **Plain black SHOES - any heels should be low and no more than 3 cm high. We do not allow boots, stiletto, kitten heels, backless or open-toe shoes, or any styles we deem unsafe/unsuitable.**

OR

- Official KJS trousers with Royal Stewart Tartan trim
- Official bottle green blazer with school badge
- White shirt with collar
- Royal Stewart tie
- Plain dark socks
- **Plain black SHOES with a low heel, no more than 3 cm high, see above for details**

YEARS 9, 10 & 11

Boys

- Plain black trousers (belts should be plain black, no combat pockets)
- White shirt (top buttons fastened and should be tucked in)
- Official KJS bottle green blazer with school badge
- Hunting Stewart tie
- Plain dark socks
- Plain black shoes (not boots or trainers)

NOTE: Black trainers and leisure shoes of any kind are not allowed.

Girls

- Hunting Stewart tartan kilt (worn level to the knee - skirts that are too short should be replaced with a new one)
- Plain white blouse with collar
- Bottle green V-necked pullover with KJS logo (not compulsory in summer term)
- Bottle green tights
- **Plain black SHOES - any heels should be low and no more than 3 cm high. We do not allow boots, stiletto, kitten heels, backless or open-toe shoes, or any styles we deem unsafe/unsuitable.**

OR

- Official KJS trousers with Hunting Stewart Tartan trim
- Official KJS bottle green blazer with school badge
- White shirt with collar
- Hunting Stewart tie
- Plain dark socks
- **Plain black SHOES with a low heel, no more than 3 cm high, see above for details**

Summer Uniform

Students are allowed to wear summer uniform after the May Day Bank Holiday. Boys summer uniform is as above without blazers and girls summer uniform is as above without pullovers.



VALUABLE ITEMS, JEWELLERY, MAKE-UP & HAIRSTYLES RULES

- Jewellery and make-up are discouraged throughout the school. In Years 7 and 8 makeup is not permitted. In years 9 - 13 if worn it should be discreet.
- Parents should seek advice from school before allowing their children to embark on any form of piercing that is not a traditional ear piercing. Students who have pierced ears may wear a discreet stud or sleeper in each ear. NB Nose studs, tongue studs, and other similar forms of facial jewellery are not permitted.
- A fine necklace/chain and one flat ring may be worn, but this must be in keeping with the school uniform.
- Students should not wear bracelets/wrist chains except for the anti-bullying/memory pen bands that the school provides and other recognised charity bands. These should be removed for practical subjects and no more than two worn at the same time.
- Extremes in hairstyle are to be avoided. Students should not have hair cut shorter than grade 3 or have patterns shaved in their hair. Hair should not be dyed any non-natural colour, i.e. orange, blue, etc.
- Once in school mobile phones, i-pods/music systems should be turned off and not taken out unless they are being used as part of a lesson or organised school activity - this includes before and after school, break and lunchtime.
- If phones or i-pods are seen or being used on the school grounds they will be removed from the student and kept safe at reception until parents come to collect them.
- Aerosols are not to be brought into school
- **It should be pointed out that the school is not liable for any loss of jewellery or other valuables. We discourage students from bringing in valuable items or large sums of money to school. In the event of loss we will accept no responsibility for replacement.**

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OUTDOOR CLOTHING - (not to be worn inside the building please!)

- Both boys and girls should wear outdoor clothing which is in keeping with school uniform. Coats should be worn that protect against the variable British weather! All coats should be worn over the blazer, not under.
- We discourage expensive fashion jackets that are not practical.

SPECIALIST CLOTHING

In order to protect their ordinary school clothing, it is essential that all students wear an apron when they are attending Design activities, and we strongly recommend that this applies to Science lessons as well. Suitable aprons may be purchased at the school stockists.

It is the parents' responsibility to ensure that students have the necessary equipment and clothing for all activities. This would include correct waterproof clothing and also effective sun-screening and hats for summer activities.





PHYSICAL EDUCATION EQUIPMENT

Boys

- One pair of trainers
- Two pairs of white shorts
- Fully reversible games shirt, maroon and green
- Knee length socks - maroon
- Ankle length socks - white
- One pair of football boots
- Athletics T-shirt - maroon
- Kit bag
- Optional winter extras like waterproof jackets, tracksuit bottoms are sold throughout the year.

Girls

- One pair of trainers
- One pair of green football shorts
- One white aertex polo shirt
- Knee length football socks - bottle green
- Ankle length socks - white
- White sweatshirt
- Kit bag
- Optional winter extras like waterproof jackets, tracksuit bottoms are sold throughout the year.

The school's policy on the health and safety of all students taking part in Physical Education and sport within school during lessons, at lunchtime clubs and in practices and matches after school follows the recommendations set out by the various sporting governing bodies and the guidelines of the BAALPE (British Association of Advisers and Lecturers in Physical Education) handbook.

Rugby	Football	Hockey
Compulsory	Compulsory	Compulsory
Rugby safety studs in boots when taking part. (These are available at a small cost from all sports shops). 'Moulded' studs or 'blades' are fine to wear	Shin pads	Shinpads
Recommended	Recommended	Recommended
Gumshield	-	Gumshield

If students want shoulder pads and other protective clothing it MUST be clearly labelled with an 'IRB' (International Rugby Board) approved label sewn into the clothing.





STAFF LIST 2011/2012

Leadership Group

	Mr C A Sugden Headteacher	
Dr C Walton Deputy Head	Mr A Walker Deputy Head <i>On 1yr secondment to Australian school</i>	Mr I Simpson Deputy Head Student Services
Mr S Giles Acting Deputy Head Curriculum	Mr R Wood Acting Director of Sixth Form	Mrs S Midgley Assistant Head Key Stage 3 Manager
Mr A Bolger Acting Assistant Head Key Stage 4 Manager	Mr N Issatt Assistant Head Data Manager	Mr M Laycock Business Manager

Student Services

Mr I Simpson Deputy Head
 Mr R Wood Acting Director of Sixth Form
 Mr A Bolger Acting Key Stage 4 Manager
 Mrs S Midgley Key Stage 3 Manager
 Mr B McMillan Behaviour Manager
 Mr R Myers Behaviour Support
 Miss A Jones Head of Learning Support

Year Teams

Mrs T Burt Head of Year - Sixth Form
 Mr E Churchill Head of Year - Sixth Form
 Ms J Watson Head of Year - Sixth Form
 Mr S Keeble Learning Manager - Year 11
 Miss L Baker Learning Manager - Year 10
 Miss J Keighley Learning Manager - Year 9
 Mr A Parker Head of Year 7
 Mr T Gausden Head of Year 7
 Mr S Bentley Pastoral Officer - Year 11
 Mrs R Roberts Pastoral Officer - Year 10
 Mr D Berry Pastoral Officer - Year 9

Post 16 Foundation Team

Mr A Lumley
 Mrs C Lumley
 Mrs B Treloar

Cover Supervisors

Mrs S Ashman
 Mrs G Bachelierie
 Mrs E Beaumont
 Mrs T Exley

Learning Support Teachers

Miss A Jones
 Mrs J Keogh
 Miss J Pottage
 Mrs M Staines
 Mrs A Vaux
 Mrs A Yardley

Learning Support Teaching Assistants

Mrs L Abeyawardene Miss S Kent
 Mrs C Astley Mrs D Lawrence Boyle
 Mrs P Beastall Mrs L Limbert
 Mrs W Braid Miss J Lumley
 Mrs S Divers Mrs P Metcalfe
 Mrs J Dumbleton Ms A Milnes
 Mrs J Falconer Miss J Parker
 Mr M Finan Mrs C Ramsay
 Mr G Gordon Mrs S Recchia
 Mr P Gormley Mrs T Smith
 Mrs J Hargrave Miss L Smithson
 Mrs L Hewick Mrs J Stobbs
 Mrs K Holman Mrs D Stoker

1:1 Tutors

Mrs G Earnshaw
 Mr B Simmons

Curriculum

Mr S Giles Acting Deputy Head
 Mr N Issatt Data Manager

Alternative Curriculum Coordinator

Mrs L Hazelton



Teaching Staff

(First name is Head of Faculty/Department) ** Denotes Advanced Skills Teacher

Business and Social Studies

Mr J Blane
Mrs T Burt
Miss E Clarke
Mr S Giles
Mr P Grist
Miss H Hare
Mrs V Holt
Mrs G Kerridge
Ms J Watson
Mr R Wood

Design & Technology

Mrs R Sellers
Mrs N Armstrong
Mr A Bolger **
Dr N Brodie
Mrs C Buckland
Miss S Freeman
Mr S Hutchinson
Mr E Lyell
Mrs M Newsome **
Mrs C Rees
Mrs A Roberts

Expressive Arts

Art
Mr S Crawford
Mrs J Brake
Ms L Clitheroe
Mrs S Hodgson
Mr M Sloan

Drama

Mrs J Davies
Miss J Dunsmuir
Mr P Haughton
Mrs J Sharp

Music

Mr M Barker
Mrs R Derbyshire
Mrs S Jackson
Mrs S MacCallum

English

Mr M Birch
Ms L Bauman-Milner
Ms B Belbin-McCaul
Miss M Bowley
Miss S Cunningham **

English (continued)

Mr R Feltham
Mrs C Flatley
Miss S Howell **
Mr G Kaye
Mrs N Lawrence
Mrs C Middleyard
Ms A Rose
Mrs M Sanghera
Mrs J Sharp
Mr B Simmonds
Miss F Thompson
Mr J Warren
Mrs D Whiteman

Geography

Mrs P Eastaugh
Mr R Cloughton
Mr S Keeble
Mrs L Westerman

History

Mr P M Finan
Miss E Allenby
Miss S Beedel
Mr G Ibbotson **
Mr R Snow
Mr C Sugden
Mrs L Turner

Information Technology

Mr J Hamer
Mrs S Blythe
Mrs A Dean
Mr R Heyes
Mr G Preston
Mr G Smith
Mr P Walters

Languages

Mrs J Allison
Miss N Bourré
Ms J Copperthwaite
Mr J Hooper
Mrs J Hopps
Mrs G Ingham
Mr P Keogh **
Ms L Lane
Mrs S Thompson
Miss S Bigot (Foreign Language Assistant)

Mathematics

Mr P Muskett
Mrs L Akitt **
Mr N Atton
Miss E Bowe
Miss R Fell
Miss J Keighley
Mr J Penn
Miss H Radcliffe
Mr A Salim
Mrs S Snow
Mrs M Staines
Mr A Stubbs

PSHCEE

Miss S Jefferson
Mr I Simpson
Mr R Snow

Physical Education

Miss L Woodward
Mr A Atkinson
Miss L Baker
Mr R Bradshaw
Mr E Churchill
Mrs L Cooper
Mr K Hall
Miss S Jefferson
Mrs S Midgley
Mr K Wilson

Religious Studies

Miss E Stickland
Miss M Bowley
Mrs J Tarr

Science

Mr N Mastin
Mrs G Boyle
Mr S Brownlee
Miss J Crawford **
Mrs E Gilhooly
Mrs L Herbert **
Mr N Issatt
Dr M Jackson
Mr A Lumley
Mrs K May
Miss J Mumford
Mrs J Seymour
Mrs L Sibley
Mrs S Smith
Ms K Stewart
Mrs S Thurman
Dr C Walton
Mr A Wray



Associate Staff

Administration

Mrs J Benn	Finance Assistant
Mrs C Bothamley	Receptionist
Mrs K Cassells	Curriculum Administrator
Mrs H Craddock	Data Administrator
Mrs M Darley	Personal Assistant to the Head
Mrs S Dobson	Sixth Form Administrator
Mrs K Foster	Information Officer
Mrs A Hussey	Librarian
Mrs A Kennerley	Assistant Librarian
Mrs C Leach	Finance Clerk
Mr D Lloyd	Examinations Officer
Mrs B Marcroft	Finance Officer
Mr M Newsome	Facilities Officer
Ms B Oestreicher	Sixth Form Student Support Officer
Mrs M Pace	Student Services Administrator
Mrs A Rhodes	School Nurse
Mrs A Stark	School Nurse
Mrs J Swales	Reprographics Assistant
Mrs H Taylor	Pastoral Services Administrator
Ms L Tiso	Receptionist
Mrs H Weatherill	Personnel Administrator
Mrs S White	PA to Deputy Heads
Mrs A Zenner	School Nurse (SEAL)

Technicians

Mrs J Akroyd	Food Technician
Mr A Atkinson	PE Technician
Mr R Marriott	D&T Technician
Mrs T Middleton	IT Technician
Mr P Millard	IT Technician
Mrs L Revill	Science Technician
Mrs M Somerville	Art/Textiles Technician
Mr S Stonebank	Senior IT Technician
Mr M Taylor	Senior Science Technician
Mr M Wilkinson	Science Technician
Mrs C Willoughby	ICT Technician
Vacancy	ICT Technician

Maintenance and Caretaking

Mr A Kaye
Mr A Penn
Mr G Thackwray
Mr N Whitehead

Catering

Main School Kitchen

Mr C Boyle
Mr K Gould
Mrs J Davey
Mrs P Dawson
Mrs J Hattersley
Mrs A Hebron
Mrs M Simpson
Mrs R Waller

Sixth Form Cafeteria

Mrs A Atkin
Mrs C Fox

Cleaning

Mrs J Fowler
Mrs S Alder
Mr S Bell
Mr M Brown
Mr P Brown
Miss J Bullock
Miss L Bullock
Mrs S Bullock
Mr S Carter
Mr A Dean
Mrs K Donnelly
Mrs L Evans
Mrs D Halls
Mrs L Keen
Mr G Lennox
Mrs J Lofthouse
Mr T Metcalfe
Mr M Pigg
Mrs P Selkirk
Mr G Webb
Mrs T Whincup
Mr R Whorley



SCHOOL GOVERNORS AS AT SEPTEMBER 2011

Chairman of the Governors

Mr D B James

Local Authority Appointed Governors

Mrs M Dixon

Mrs P M Dunnill

Mr D B James

Mr S Johnson

Staff Governors

Mr R Cloughton

Mr R Snow

Mr C A Sugden (Head)

Mrs C Willoughby

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Community Governors

Mr A Dickson

Mrs G Hadley

Mr J Heap (Vice Chair)

Mr G Richardson

Ms B Sarmiento

Parent Governors

Mr H Ella

Mrs R Evans

Mrs G Gentle

Mr A Knight

Mrs S Morris

Mr T North

Mr R Whitehead

Sponsor Governors

Mrs B Dixon

Rev E Sewell

Clerk to Governors

Mrs D Howard

The School is maintained by North Yorkshire County Council



EXAMINATION RESULTS 2011

KEY STAGE 3 RESULTS

PERCENTAGE ACHIEVING LEVEL 5+ (279 students on roll)

Subject	English (Test)	Maths (Test)	Science (Test)	D&T (TA)	ICT (TA)
2002	86	80	77	83	82
2003	83	84	89	86	89
2004	84	86	77	94	92
2005	85 (74)	88 (74)	87 (70)	91	90
2006	87 (73)	87 (77)	88 (72)	91	93
2007	92 (74)	86 (76)	87 (73)	89	92
2008	81 (74)	89 (77)	86 (74)	96	93
2009	92 TA	90 TA	94 TA	92	96
2010	90 TA	92 TA	92 TA	94	96
2011	91 TA	90 TA	93	95	99

(national data); TA= Teacher Assessment

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Subject	W	1	2	3	4	5	6	7	8	Students Disapplied	Students Absent	Level 5+ School
Art	0	0	0	0	3	17	66	14	0	0	0	97
Design & Technology	0	0	0	0	5	30	51	13	0	0	0	95
Geography	0	0	0	0	4	25	45	24	2	0	0	96
History	0	0	0	0	5	27	49	18	1	0	0	95
Information Technology	0	0	0	0	1	25	49	25	0	0	0	99
Modern Foreign Languages	0	0	0	0	5	38	47	9	0	0	0	95
Music	0	0	0	0	0	9	69	23	0	0	0	100
Physical Education	0	0	0	0	3	26	60	11	1	0	0	97
Religious Education	0	0	0	0	1	21	54	19	4	0	0	99

Teacher Assessment, core subjects - percentage at each level

Subject	W	1	2	3	4	5	6	7	8	Students Disapplied	Students Absent
English	0	0	0	1	8	35	44	12	0	0	0
Maths	0	0	0	1	9	20	38	27	5	0	0
Science	0	0	0	0	7	23	55	14	0	0	0



KEY STAGE 4 RESULTS - GCSE & EQUIVALENT

	% pupils achieving 5 or more A*-C grades		Average point score
	Result	Result inc En & Ma	Result (old system)
2002	71		(53.5)
2003	72	54	(53.0)
2004	73	57	(52.4)
2005	78	67	(54.0)
2006	69	61	419 (52.2)
2007	75	59	439
2008	72	63	453
2009	73	59	461
2010	79	68	480
2011	84	68	495

GCSE QUALIFICATIONS - PERCENTAGE OF ENTRIES AT EACH GRADE

Subject	Entry	%A*	%A	%B	%C	%D	%E	%F	%G	%U	%A*-A	%A*-C
Art	69	25	19	25	20	4	3	1	1	0	44	89
Astronomy	9	0	0	22	22	33	0	11	11	0	0	44
Business Studies	74	4	19	30	23	18	3	3	0	1	23	76
D&T: Food Technology	45	4	27	22	27	16	4	0	0	0	31	80
D&T: Graphic products	44	16	36	20	23	2	2	0	0	0	52	95
D&T: Product Design	47	11	38	17	19	9	0	4	2	0	49	85
D&T: Resistant Materials	15	0	7	53	33	0	7	0	0	0	7	93
D&T: Textiles Technology	55	16	29	20	18	11	4	2	0	0	45	83
Drama	20	5	20	25	45	0	5	0	0	0	25	95
English Language	276	8	17	26	31	9	5	4	0	0	25	82
English Literature	257	7	16	27	21	8	13	6	1	1	23	71
Expressive Arts	32	0	6	50	16	16	9	3	0	0	6	72
French	80	11	21	28	19	15	6	0	0	0	33	79
Geography	77	10	29	23	22	12	4	0	0	0	39	84
German	5	0	20	60	0	0	0	20	0	0	20	80
History	127	14	21	20	25	9	6	3	2	1	35	80
Hospitality & Catering	14	0	0	29	50	0	14	0	7	0	0	79
Information Technology	16	0	0	38	31	19	6	6	0	0	0	69
Mathematics	276	11	17	20	27	11	9	3	3	0	27	74
Music	26	8	31	31	23	0	4	4	0	0	39	93
Physical Education	56	4	20	23	27	21	2	2	0	2	24	74
Religious Studies	64	8	17	13	39	14	5	3	0	0	25	77
Russian	1	1	0	0	0	0	0	0	0	0	100	100
Science (Additional)	159	13	15	33	21	16	1	0	0	0	28	82
Science (Core)	216	6	19	26	20	13	11	4	2	0	25	71
Science: Biology	59	10	37	32	15	5	0	0	0	0	47	95
Science: Chemistry	59	19	20	32	22	5	2	0	0	0	39	93
Science: Physics	59	14	25	34	22	5	0	0	0	0	39	95
Spanish	30	13	17	7	10	23	20	7	3	0	30	47
Digital Photography (short)	56	18	11	25	30	4	7	4	0	2	29	84
Economics (short)	10	0	20	20	50	10	0	0	0	0	20	90
Information Tech. (short)	6	0	0	33	0	17	33	0	0	17	0	33
Physical Education (short)	33	0	9	21	33	21	0	9	3	0	9	63
Religious Studies (short)	9	11	33	11	22	11	11	0	0	0	44	77
Sociology (short)	32	13	6	22	28	3	19	9	0	0	19	69



GCSE-EQUIVALENT QUALIFICATIONS - PERCENTAGE OF ENTRIES AT EACH GRADE

Subject	entry	%D*	%D	%M	%C	%P	%U
Digital Applications: Level 1 Award	5	0	0	0	20	80	0
Digital Applications: Level 2 Award	66	0	2	33	36	29	0
Digital Applications: Level 2 Certificate (double award)	15	0	0	33	33	33	0
Art: Btec (double award)	8	25	0	63	0	13	0
Performing Arts: Btec (double award)	25	8	60	16	0	16	0
Science Btec	3	0	0	0	0	100	0
Science Btec (double award)	37	0	0	0	0	100	0

OTHER KEY STAGE 4 QUALIFICATIONS - PERCENTAGE OF ENTRIES AT EACH GRADE

Entry Level Courses	entry	LEVEL 3	LEVEL 2	LEVEL 1
Adult Literacy	14		14	
Adult Numeracy	12		12	
Certificate of Personal Effectiveness	16		5	11
Work Skills Btec	6		6	
Mathematics Functional Skills			156	45
English Functional Skills	268		168	79





KEY STAGE 5 RESULTS - YEAR 13 ADVANCED LEVEL

	Average point score per student (A & AS)	Grades A-E pass rate %	Grades A-B pass rate %
2004	329	97	43
2005	349	100	46
2006	320	97	37
2007	332	99	36
2008	334	99	44
2009	326	100	40
2010	319	97	42
2011	315	97	38

ADVANCED LEVEL - PERCENTAGE OF ENTRIES AT EACH GRADE

Subject	Entry	A*	A	B	C	D	E	U/X	A*-B	A*-E
Art	23	26	22	22	22	9	0	0	70	100
Biology	16	19	13	13	38	13	0	6	45	94
Business Studies (Single)	16	6	6	31	31	25	0	0	43	100
Business Studies (Double)	11	18	27	18	36	0	0	0	45	100
Chemistry	13	15	23	23	8	23	8	0	61	100
Drama	6	0	50	33	17	0	0	0	83	100
Economics	22	9	14	36	18	14	9	0	59	100
English Language	31	10	20	35	15	20	0	0	65	100
English Literature	20	0	6	35	45	13	0	0	41	100
Extended Project (half A2)	5	0	20	0	20	20	40	0	20	100
French	8	0	0	13	38	38	13	0	13	100
Further Mathematics	6	0	0	50	33	0	17	0	50	100
General Studies	43	0	2	7	30	30	28	2	9	98
Geography	7	0	14	14	57	14	0	0	28	100
German	1	0	0	0	0	100	0	0	0	100
Government & Politics	11	9	18	27	27	9	0	9	54	91
Health & Social Care	8	0	0	13	25	50	0	13	13	87
History	29	0	0	21	34	28	17	0	21	100
Information Technology	14	7	7	0	29	29	14	14	14	86
Mathematics	25	12	12	32	24	12	8	0	56	100
Media Studies	12	0	0	17	50	25	0	8	17	92
Music	3	0	0	67	33	0	0	0	67	100
Music Technology	3	0	33	0	33	0	0	33	33	100
Philosophy	14	0	0	0	14	50	29	7	0	93
Physical Education	12	0	8	8	33	33	8	8	16	92
Physics	12	0	8	17	42	8	0	25	25	75
Product Design	13	8	46	15	15	15	0	0	69	100
Psychology	14	0	0	21	36	43	0	0	21	100
Sociology	19	0	5	26	21	16	11	21	31	79
Spanish	1	0	0	0	0	0	100	0	0	100
Textiles	7	0	0	57	14	14	14	0	57	100



OTHER YEAR 13 QUALIFICATIONS - PERCENTAGE OF ENTRIES AT EACH GRADE

Subject	Entry	Pass	%
i-Media Diploma (A level "D")	10	10	100
i-Media Certificate (A level "E")	8	8	100

KEY STAGE 5 RESULTS - YEAR 12 AS LEVEL

YEAR 12 AS LEVEL - PERCENTAGE OF ENTRIES AT EACH GRADE

Subject	Entry	A	B	C	D	E	U/X	A-B	A-E
Art	27	41	11	19	30	0	0	52	100
Biology	39	13	0	28	21	21	18	13	82
Business Studies (Single)	29	7	28	34	17	14	0	34	100
Business Studies (Double)	2	0	0	0	2	0	0	0	100
Chemistry	22	0	14	23	5	18	41	14	59
Drama	7	14	29	57	0	0	0	43	100
Economics	23	9	35	22	13	9	13	43	87
English Language	42	0	24	50	19	2	2	24	95
English Literature	23	13	35	17	13	17	4	48	96
French	9	0	11	33	11	33	11	11	89
Further Mathematics	5	40	40	0	0	20	0	80	100
General Studies	1	0	1	0	0	0	0	100	100
Geography	25	20	36	16	12	12	4	56	96
Government & Politics	16	0	13	13	13	6	50	13	44
Health & Social Care	12	0	8	33	42	17	0	8	100
History	55	4	20	33	27	7	9	24	91
Information Technology	7	0	14	0	14	43	29	14	71
Law	13	0	8	15	8	38	31	8	69
Mathematics	37	14	24	19	14	14	16	38	84
Media Studies	20	15	5	25	45	0	10	20	90
Music	4	25	50	25	0	0	0	75	100
Music Technology	9	0	22	33	33	11	0	22	100
Philosophy	22	9	9	9	18	23	27	18	68
Physical Education	28	21	21	36	7	11	4	43	96
Physics	28	4	18	14	18	11	36	21	64
Product Design	18	17	17	33	11	6	17	33	83
Psychology	55	9	13	18	11	13	36	22	64
Sociology	41	12	5	17	22	10	34	17	66
Spanish	2	0	0	100	0	0	0	0	100
Textiles	7	14	14	29	14	14	14	29	86



DESTINATION OF SCHOOL LEAVERS 2011

Year 13 Leavers

Adams	Matthew	University of Kent	Economics & Politics
Akroyd	Rebecca	Gap Year	
Alder	John-Reece	University of Huddersfield	Sociology
Allison	Eamonn	University of Hull	Media, Culture & Society
Alloway	Michael	Manchester Metropolitan University	Business Economics
Backhouse	Ellen	Leeds Metropolitan University	Language Studies
Bain	Hannah	Lancaster University	Criminology
Bain	Grant	Birmingham Conservatoire	Music Technology
Baker	Alexandra	York College	Art & Design Foundation Diploma
Balla	Bethany	Studying in the USA	
Banister	Andrew	Gap Year	
Barker	Kristina	University of Lincoln	Adult Nursing
Barnes	Peter	Lancaster University	Business Studies
Bell	Lilian	Swansea University	English
Bennett	Alice	University of Greenwich	Media & Communication
Bevan	Jamie	Started own business	
Bewell	Fiona	Gap Year	
Booth	Steven	Newcastle University	Chemistry
Bowe	Joseph	Employment	
Branton	Naomi	Modern Apprenticeship	
Buck	Sasha	Royal Veterinary College	Veterinary Medicine
Bulmer	Liam	Hull College	Business & Management
Burdett	James	York College	Business
Carroll	Nicola	York College of Art & Design	Art Foundation
Chadwick	Amy	University of Exeter	Biological Sciences
Chambers	Samuel	Employment	
Chapman	Mary	University of Huddersfield	Fashion Design with Marketing & Production
Clark	Christopher	Swansea University	History
Collinson	Matthew	University of Sheffield	Aerospace Engineering
Cooley	Anna	Cliff College	Theology
Cooper	Gabriella	University of Salford	Counselling Studies & Psychotherapy
Crofts	Hannah	To be confirmed	
Crossley	Zoe	Leeds College of Art	Art Foundation
Dalby	Eleanor	York College of Art & Design	Art Foundation
Dalby	Jessica	Edinburgh Napier University	Business Studies
Dawes	Philip	Leeds Trinity University College	History
De Jonge	Brandon	Employment	
De Vere	Craig	Northumbria University	Communication & Public Relations
Dean	Artem	Employment	
Dickinson	Sarah	Glyndwr University	Creative Writing & History



East	Matthew	Employment	
Fallow	James	York College	A Levels
Gaertner	Lorenzo	Gap Year	
Gair	Joshua	Leeds Metropolitan University	Global Development & Peace Studies
Gannaway	Charlotte	Leeds Trinity University College	Working with Children & Young People
Gentle	Marcus	Northumbria University	English Language Studies
Gilbert	Thomas	Leeds Trinity University College	Sports Journalism
Girling	David	Yorkshire County Cricket	
Gordon	Gareth	Gap Year	
Grant	Emily	Anglia Ruskin University	Psychology
Gray	Georgia	University of Bradford (deferred 2012)	Nursing
Gray	Molly	The Glasgow School of Art	Architecture
Hall	Mary	Teeside University	Business Management
Hamilton	Ryan	Leeds Metropolitan University	Business Studies
Harding	Rebecca	Leeds Metropolitan University	Business & Management
Hartley	Jessica	Royal Agricultural College	Food Production & Supply Management
Harvey	Keir	University of Sheffield	Civil & Structural Engineering
Hatch	Zoe	University of Leeds	Midwifery
Hewick	Gemma	King James's School	A Levels
Hewitt	James	To be confirmed	
Hindle	Matthew	Employment	
Hirst	Richard	To be confirmed	
Ing-Simmons	Alexander	University of Edinburgh	Applied Sports Science
Ingleby	Thomas	Teeside University	Computing
Jackson	Christopher	Leeds Academy	Personal Training
Jackson	Sophie	To be confirmed	
Jones	Matthew	Northumbria University	Business with Marketing
Jupp	Jack	Employment	
Kelshaw	Rowan	Leeds Metropolitan University	Sport Business Management
Kennerley	Ross	York College	Creative Media (Film & TV)
Kilmartin	James	Gap Year	
King	Thomas	Northumbria University	Drama
Larwood	Emily	University of Glamorgan	Film & Television Set Design
Leigh	Edward	Liverpool Institute for Performing Arts	Acting
Limb	Joseph	Gap Year	
Linfoot	Sarah	Leeds College	Production Hair, Make-Up & Costume
Lodge	Kirsty	The University of Huddersfield	Childhood Studies
Long	Francesca	York College of Art & Design	Art Foundation
Lucking	Oliver	Liverpool John Moore University	Business Studies
Macintosh	Philippa	Bishop Burton College	Equine Business Management
Mangion	Harry	University of Manchester	Mathematics
Martin	Jack	University of Lincoln	Business & Management
Mayer	Brandon	Employment	
McFarlane	Kieran	Sheffield Hallam University	History



McKenzie	Patrick	University of Salford	Popular Music & Recording
McMillan	Amy	Leeds Metropolitan University	Events Management
McVeigh	Alexander	Northumbria University	Product Design Technology
Miller	Lise	University of Lincoln	Business Studies
Minikin	Lawrence	Employment	
Mitchelson	Tammy	Sheffield College	Performing Arts
Moloney	James	Northumbria University	History & Politics
Moull	Louisa	University of Manchester	Medicine
Odle	Holly	University of Leeds	Economics
Palmer	Darren	University of Winchester	Accounting & Finance
Pearson	James	King James's School	A Levels
Petty	Benjamin	Gap Year	
Pickering	Lynette	Bird College	Dance & Theatre Performance
Pickles	Alix	Newcastle University	Politics & History
Plummer	Kerri	Modern Apprenticeship	
Powell	Brynmor	Sheffield Hallam University	Psychology
Pybus	Matthew	Oxford University	Engineering
Ramplin	Jessica	University of Hull	Economics
Renard	Harriette	Employment	
Richards	Ailsa	Leeds & Craven Aviation College	Ground & Air Staff
Riddell	Alistair	University of York	Philosophy/Linguistics
Risdhianto	Aurellio	University of Westminster	Biological Sciences
Roberts	Jasmine	Glyndwr University	Broadcasting, Journalism & Media
Rodgers	Clare	York St John University	Occupational Therapy
Rolph	Eleanor	Employment	
Rumbold	Anna	Bishop Burton	Equine Business Management
Russell	Benjamin	Employment	
Shewan	Adam	Employment	
Shutt	Benjamin	To be confirmed	
Smith	Alexander	To be confirmed	
Smith	Amy	University of Sheffield	Biological Chemistry
Smith	Katherine	York College of Art & Design	Art Foundation
Sonley	Daniel	Teeside University	Computer Games Art
Steele	Isaac	To be confirmed	
Stirling	Ruairi	Northumbria University	Business with Finance
Tait	Sophie	Loughborough University	Drama
Taylor	Georgina	Teeside University	Sociology
Taylor-Scaife	Rebecca	York St John University	Film Studies & Media
Thompson	Samantha	Liverpool Hope University	Primary Teaching with English Language
Tillett	Elizabeth	York College of Art & Design	Art Foundation
Topps	Maximilian	King James's School	A Levels
Triano	Thomas	Employment	
Triano	Jamie	Employment	
Umpleby	James	Leeds Trinity University College	Sports Journalism



Wainwright	Emma	Edge Hill University	Biology
Wakeham	James	Leeds City College	Business Management
Westerman	Katie	Northumbria University	Marketing Management
Whiteley	Joshua	York College of Art & Design	Foundation Art
Whitman	Samantha	To be confirmed	
Wilkinson	Isabel	York St John University	English Literature & History
Williams	Miles	Sheffield Hallam University	Marketing
Williamson	Rian	Hull College	Business & Management
Wills	Thomas	Northumbria University	History & Politics
Wood	Joseph	Employment	
Wood	Danny	Employment	
Woodlands-Mooney	Ryan	University of Huddersfield	Creative Music Technology
Wrigley	Hannah	The University of York	Sociology
Wynn	Robyn	Employment	
Yeadon	Gemma	York College of Art & Design	Art Foundation
Yeates	Emily	Modern Apprenticeship	

37 Year 12 Leavers

Surname	First Name	Institution	Course
Allan	Douglas	York College	Sport
Astley	Daniel	York College	A Levels
Baker	Lauren	Employment	
Baronovsky	Lee	College	ICT
Blackwood	Christopher	Leeds College	Music
Buonasorte	Sasha	York College	A Levels
Burgess	Pamela	Modern Apprenticeship	
Chapman	Mollie	York College	Business Administration
Clements	Emma	Harrogate College	Health & Social Care
Dean	Jack	To be confirmed	
Exley	Chantelle	Harrogate College	Childcare
Fennell	Jade	Employment	
Fleming	Tommy	To be confirmed	
Garner	Georgina	Intuitions	Hairdressing
Goodsall	Benjamin	Harrogate College	Mechanics
Greveson	Michael	York College	Electronic Engineering
Hammond	Jamie	Wetherby High School	A Levels
Hatfield	Joshua	To be confirmed	
Jackson	Nicola	York College	Uniformed Public Services
Kirk	Abigail	York College	NVQ Level 2 Beauty
McBride	Daisy	Employment	
McGovern	Sean	Harrogate College	Hospitality & Catering
Myers	Daniel	Leeds College of Music	Music Technology
Nagle	Luke	To be confirmed	
Naseem	Anees	York College	IT (Software Development)



Ogley	Miles	Employment	
Oxley	Emma-Joanne	Harrogate College	Health & Social Care
Pace	Natasha	York College	Travel & Tourism
Pawson	Jamie	To be confirmed	
Richards	Junior	To be confirmed	
Richardson	Kirsty	To be confirmed	
Richardson	Mathew	York College	Extended Diploma in Software Development
Roberts	Adam	York College	Animal Management
Ronaldson	Katie	To be confirmed	
Salt	Jordan	To be confirmed	
Seabela	Gregory	To be confirmed	
Shewan	Kirsty	To be confirmed	
Smith	Connor	Harrogate College	Business & Tourism
Spiers	Matthew	York College	Manufacturing Engineering - BTEC National
Spurr	Harry	Harrogate College	Art & Design - BTEC Extended Diploma
Steele	Kellie	Harrogate College	Business & Admin
Stringer	Rebecca	York College	Travel & Tourism
Sullivan-Cree	Jessica	Harrogate College	Childcare
Tallet	Paul	York College	Software Course
Taylor	Jack	York College	Business Administration & Finance Diploma
Tetlow	Mark	Askham Bryan	Land Based Engineering
Tiso	Olivia	York College	Dance Diploma
Washer	Lars	Leeds College	Extended Diploma in Music Performance
Weston	Emily	Modern Apprenticeship	
Whitaker	Aimee	Employment	
Whitaker	Mark	RAF	
Wilkenson	Benjamin	To be confirmed	
Williams	Joshua	To be confirmed	
Wox	Arron	York College	Level 2 Sport (Performance)
Youngson	Andrew	York College	Engineering

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Destinations of Year 11 Leavers - 2010 data

Destination	Male		Female		Total	
	No.	%	No.	%	No.	%
Education	128	93.4%	120	93.0%	248	93.2%
Employment with Training to NVQ2	4	2.9%	6	4.7%	10	3.8%
Employment with no Training to NVQ2	2	1.5%	0	0.0%	2	0.8%
Training	1	0.7%	2	1.6%	3	1.1%
NEET	2	1.5%	0	0.0%	2	0.8%
Moved out of the area	0	0.0%	1	0.8%	1	0.4%
Total	137	100%	129	100%	266	100%