



**CHELMER VALLEY HIGH SCHOOL
A Specialist Engineering College
with Academy Status
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Essex CM1 7ER**

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PROSPECTUS

ACADEMIC YEAR 2012 - 2013

Published in accordance with the requirements of the DfE and based on the latest information available at the time of publication (September 2011)

Head Teacher: David Franklin
Chair of Governors: Dr. Gill Sturman



INFORMATION ABOUT THE SCHOOL

Dates of school terms for 2012/2013 (to be confirmed):

Term:	From:	To:
Autumn	Monday 3 rd September 2012	Friday 21 st December 2012
Spring	Monday 7 th January 2013	Thursday 28 th March 2013
Summer	Monday 15 th April 2013	Friday 19 th July 2013

Dates of half-term holidays for 2012/2013:

Term:	From:	To:
Autumn	Monday 29 th October 2012	Friday 2 nd November 2012
Spring	Monday 18 th February 2013	Friday 22 nd February 2013
Summer	Monday 27 th May 2013	Friday 31 st May 2013

All dates are inclusive.

Students are not required to attend school on five staff training days during the year, to be arranged in due course by the Governing Body. Some staff training days could take place at the beginning and/or end of the term. The Department for Education has been allocating additional Training Days to schools. These are in addition to the five days. Parents will be kept informed of all these dates via the Head Teacher's newsletter.

The school day:

Each school day is organised as follows:

8.40 am	Arrival
8.45 – 9.00 am	Assembly/registration
9.00 – 11.00 am	Lessons 1 and 2
11.00 – 11.30 am	Break
11.30 – 1.30 pm	Lessons 3 and 4
1.30 – 2.10 pm	Lunch break
2.10 – 2.20 pm	Registration
2.20 – 3.20 pm	Lesson 5
3.20 – 3.25 pm	Transfer to buses/leave school

Charging and remissions policy:

The Governing Body is responsible for the management of the school's resources, particularly its finances. Therefore, to conform to the requirements of the Education Reform Act 1988, it is the policy of the Governing Body:

1. **To levy a charge**, except where students are entitled to statutory remission, for all board and lodging costs on residential visits.
2. **To levy a charge** for activities wholly or mainly outside school hours which are not part of the National Curriculum, statutory Religious Education or in preparation for a prescribed public examination.
3. **To levy no charge** in respect of books, materials, equipment, instruments or incidental transport provided in connection with the National Curriculum, statutory Religious Education or in preparation for prescribed public examinations or courses taught at the school, except where parents have indicated in advance their wish to purchase the products of the course.
4. **To request voluntary contributions** from parents for school activities in or out of school time for which compulsory charges cannot be levied but which can be provided only if there is sufficient voluntary funding, whilst ensuring that no student is excluded from such activity by reason of inability or unwillingness to make a voluntary contribution.

5. **To seek payment** from parents for damage to or loss of school property caused wilfully or negligently by their children.

Information about admissions

Approved admissions number: 196 Number on roll September 2011: 1165

In September 2011, 196 students from 25 appointed Primary Schools entered the school. A total of 593 applications for places were made to the school.

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order given, to determine which children to admit:

- In accordance with The Education (Admission of Looked After Children) (England) Regulations 2006, priority will be given to a looked after child
- Where the child has a sibling currently attending the school at the time of admission (Local Authority sibling definition applied)
- Where children live within the parishes of Good Easter, Mashbury, Pleshey, Chignal, Great and Little Waltham, Broomfield, Great and Little Leighs and Boreham which include the catchment areas of the following primary schools: Boreham County Primary, Broomfield Primary, Little Waltham C of E Primary, Great Waltham County Primary, Great Leighs County Primary, Ford End Primary, Melbourne Park County Primary and Newlands Spring Primary School
- Where there are medical grounds (supported by medical evidence) for admitting the child, provided that the child's needs can only be met by this school, or by additional provision agreed with the LEA
- Remaining Applicants

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given higher priority. For an explanation of how distance is measured, please see the Secondary Education in Essex booklet.

A waiting list is kept for all year groups. Children on the waiting list will be ranked in the same order as the published oversubscription criteria. The waiting lists are maintained for the full academic year.

Sixth Form

Students will be admitted into the Sixth Form at age 16 where the school agrees it is able to offer, and resource for, the student a programme of study from which he or she will benefit. Applicants will be interviewed by senior staff and offers of places will be made based upon the range of courses previously pursued and the levels achieved. As a general rule, applicants for A/AS level courses should have a minimum of 5 GCSE grades A*-C including English and Maths with at least a grade B in the subjects they wish to study. Applicants will sign an agreed working contract.

Over Subscription to Sixth Form

Where applications for admission exceed the 200 places available, the following criteria will be applied, in the order given, to determine which children to admit:

- Students currently attending the school
- Students living in the catchment areas (see above)
- Proximity of student's home to school, with those living nearer being accorded the higher priority (distance is measured in a straight line from home to school)

We welcome applications from students wishing to join our Sixth Form. Enquiries should be directed to the Head of Sixth Form, Miss V Lucas.

To find out more about the school you can:

1. Visit the School when it is in session. To arrange this please contact the school by telephone or in writing.
2. Visit on one of the more formal occasions available during September/October in the year before entry.
3. Ask the School Office for a brochure.
4. Visit the school website www.chelmervalleyhighschool.co.uk

Ethos and Values

The Aims of Chelmer Valley High School are:

1. To encourage young people to love learning by achieving personal excellence and regarding learning as a life long process.
2. To become a centre of excellence for Engineering by promoting an educational culture that is challenging, interesting and innovative.
3. To be a centre for developing leadership skills and potential, within the school and the local educational community.
4. To develop students' skills, talents and abilities to their maximum potential.
5. To provide opportunities for personal reflection and to encourage a deeper awareness of spiritual, cultural and social issues.
6. To provide a safe and secure environment.
7. To develop self-discipline and a sense of responsibility within our students for others and the environment.
8. To foster a considerate community based on goodwill and concern for others.
9. To promote equal opportunities and to deal with issues of prejudice and discrimination as they arise.

Chelmer Valley High School believes that in order to fulfil the school aims all members of its community must be involved in the development and implementation of policies which ensure a disciplined, ordered, secure and happy learning environment.

Specialist School Status: Engineering College

As a Special School for Engineering, Chelmer Valley High School will:

- be a centre of excellence in mid-Essex for the provision of high quality teaching and learning in Design Technology, Mathematics and Science, which raises standards of achievement for all students across the ability range
- develop innovative practice in the teaching and learning of engineering-related subjects, providing models of excellence within the school and across the educational community
- promote an educational culture which is technological, innovative, enterprising and vocational
- enable students to experience an exciting, creative climate for learning with an engineering focus as part of a broad and balanced curriculum, in partnership with other specialist institutes
- develop constructive learning partnerships with schools in the Mid-Essex ITT consortium, the River Chelmer Partnership and the Essex Consortium for School Improvement, where Chelmer Valley offers particular expertise in engineering-related subjects (Design Technology, Mathematics and Science)
- develop constructive learning partnerships with local businesses and industry to raise the profile of engineering and manufacturing
- raise the post-16 participation rate in engineering-related subjects and actively promote engineering-related career opportunities

Second Specialism: Leadership Partner School

In April 2009, we were delighted to be awarded our second specialism as a High Performing Specialist School (HPSS), focusing on excellence in leadership.

We are currently one of approximately 50 schools nationally to be designated a Leadership Partner School, working closely with the National College of School Leadership (NCSL) and the Youth Sport Trust (YST). Leadership Partner Schools are defined as “National hubs for the development of outstanding leadership and succession planning strategies”.

As a specialist school for Leadership and Management, Chelmer Valley High School is:

- at the forefront of developments delivering a new generation of world-class leaders
- reducing the gap in educational achievement through the creation of partnerships between HPSS schools, other specialist schools and primary networks. These partnerships focus on raising student achievement via effective leadership development and succession planning strategies
- developing leaders in the school workforce and local community
- developing leadership capabilities and skills within the student community at Chelmer Valley High School

Safeguarding and Child Protection

The physical and emotional wellbeing of Chelmer Valley students is the responsibility of our Governing Body and its sub-committees.

The Governing Body ensures that effective policies, practices and procedures are in place to promote and protect the healthy development of our students whilst they are at school. These include Health and Safety, including the appropriate maintenance of the fabric of the school (overseen by the Premises Committee) and also Child Protection procedures.

With regard to Child Protection, the school strictly adheres to procedures laid down by the Local Authority in its “Working together to Safeguard Children” and “What to do if you’re worried that a child is being abused” documents.

The school has in place a structure to deal effectively with concerns of a Child Protection nature namely:

1. Designated members of staff (Mrs G Gold, Mrs R. Walsh) responsible for concerns referred by members of the teaching and support staff and for liaising with outside agencies.
2. A Designated Governor (Mrs F. Luke) who liaises between the staff and the Governing Body.
3. The Governors’ Curriculum and Welfare Committee which reviews the Safeguarding procedures of the school to ensure their appropriateness and efficiency.
4. Child Protection and Safeguarding at Chelmer Valley.
This is the school’s own Child Protection Policy which outlines procedures for staff should they have concerns about a child. All Chelmer Valley staff receive Child Protection Training on a regular basis.

Chelmer Valley’s Child Protection Procedures were approved by OFSTED in the 2011 Inspection and are updated regularly in line with Government directives.

Our Expectations of Students

The school works hard to ensure consistent standards are applied at all times. Our expectations of students are clearly explained in the School Code of Conduct.

We firmly believe in rewarding students for their achievements and celebrating their success. This is done through several reward systems, some of which are used to recognise students that have met or exceeded our expectations. The school works hard to ensure that when students do not meet the school's expectations, whether academic or behaviour, its response is consistent and in proportion to the concerns raised. Almost certainly, sanctions will be applied when inappropriate behaviour is observed. All students need to realise that there are advantages in behaving well, so that it becomes part of their normal behaviour as they mature.

The school is often congratulated on student behaviour, especially on trips and educational visits. In the recent Ofsted inspection, behaviour was deemed as outstanding. 'Students take a very responsible approach to their behaviour in and out of class. They enjoy learning and maintain very positive relationships with adults' (Ofsted July 2011).

Our academic expectations are high and students who work hard and achieve their targets are congratulated. If students do not make the required effort or complete work set there will be consistent steps in place to prevent underachievement. Should this persist students may be required to attend targeted study sessions on Friday evenings and Saturday mornings.

Full details about our expectations, rewards and sanctions can be found in the Behaviour Management Policy, which is available on request.

Contact with the home

A good partnership between the school and the home is essential for students to be happy, be secure and to perform well academically. To assist with this the school provides a high quality planner for each student. For most concerns you may have, your child's form tutor is the main contact point. You may establish contact by:

1. Writing a note in your child's planner
2. Sending a letter with your child
3. Telephoning the school and leaving a message and contact number
4. Sending an e-mail to school@chelmer.essex.sch.uk

We will try to reply within 24 hours. Your child's tutor will direct the concern to the most appropriate person if he/she cannot help.

Home/School agreement

The home/school agreement contained within the Student Planner is a statement that sets out details of our expectations of the relationship between home and school. It is expected that parents choosing to send their child to the school sign the agreement and fully support the school.

Homework

The school views homework as an extension of the school day. It allows the student to develop perseverance and self-discipline and allows more ground to be covered, resulting in more rapid academic progress. Homework opens up other areas of study and allows students to practise skills learnt in the classroom. The involvement of parents in homework is considered crucial to contributing to a healthy partnership between the home and school, enabling students to fulfil their potential more easily.

Uniform

Uniform is worn by all students except members of the Sixth Form (Years 12/13) who have their own dress code. Parents sending their children to Chelmer Valley do so with the understanding that uniform is a requirement of the standards we expect and maintain. We insist on the full school uniform at all times.

A school is often judged by the appearance of its students in public. The reputation of the school is of importance and value to the individual both during school life and later when seeking to enter employment. A good standard of uniform helps to set the tone of our school. It also identifies the student with the school. Full uniform details are available from the School Office.

The Governors of Chelmer Valley High School wish to remind all staff, students and visitors that the school cannot take any responsibility for the loss of personal belongings that have been left unattended on the school site. If facilities are offered for belongings to be left unattended, it should be noted that persons availing themselves of this facility do so at their own risk. Personal belongings can normally be insured under household contents policies and individuals may wish to make their own arrangements in this respect.

Extra curricular provision

Our philosophy is one of encouraging as many of our students as possible to participate in extra-curricular activities and provision is made by numerous departments within the school. Students have the opportunity to be involved in the Duke of Edinburgh Award and the World Challenge Expedition. By taking part in such activities the students' spiritual, moral, cultural and social development is accelerated, contributing to the achievement of the school aims.

The Curriculum, organisation of education and teaching methods at the School

We aim to provide a balanced, broadly-based curriculum which satisfies the requirements of the National Curriculum, promotes the spiritual, moral, cultural, academic and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. We aim to teach children in ability groups in as many subjects as possible in Years 7 to 11. A 'Gifted and Talented' co-ordinator monitors the needs of our more able children and organises a programme of extension activities for them. At least 25 hours a week are spent on teaching, which is in line with the Department for Education's recommendations.

In Years 7, 8 and 9 the list of subjects currently studied includes:

The National Curriculum subjects:

Mathematics, English, Science, Information and Communications Technology, a Modern Foreign Language, Art, Music, Technology, Physical Education, Geography and History.

Other subjects which make up the whole curriculum:

Religious Studies, Drama, Citizenship/Personal Social and Health Education (PSHE).

Information and Communications Technology (ICT) is used across the curriculum, and students have access to computers in many areas of the school. In Year 9 students commence the OCR National in ICT, which leads to a qualification equivalent to between one and three GCSE grades by the end of KS4. Emphasis is placed upon the acquisition and assessment of ICT capability within discrete ICT lessons.

In Year 8 many students also take up a second Modern Foreign Language. Assessment of student's progress is ongoing throughout Key Stage 3 and a final National Curriculum level is reported to parents at the end of Year 9. In some areas of the curriculum some students will complete a shortened Key Stage 3 and begin their Key Stage 4 studies before the end of Year 9.

Tutors support students' learning in Key Stage 3 by reviewing their achievements and helping them with their target setting. Students are given guidance in order to ensure that they follow a broad and balanced curriculum during Key Stage 4. This guidance starts in the Spring Term of Year 9 and involves parents at every stage before the final decision about curriculum choices are made.

Our Key Stage 4 curriculum currently offers a range of GCSE and Vocational courses, which lead naturally into the courses offered post-16. Most students are entered for public examinations unless there are exceptional circumstances. A small number of students follow an alternative education programme, more appropriate to their needs, which does not lead to GCSE. All students have access to a Pathway leading to the English Baccalaureate.

In Years 10 and 11 the following subjects must be studied:

Mathematics, English, Science, a Technology subject (Electronics, Graphics, Resistant Materials, Textiles, Food Technology), OCR National in ICT and 'core' Physical Education.

Other subjects can be studied from each of these areas:

Humanities (History, Geography, Religious Studies)

Modern Foreign Languages (French, German, Spanish)

Creative (Art, Music, Drama,)

Physical Education

Dance

Vocational courses can be studied and currently we offer Child Development, Leisure & Tourism and Applied Business Studies.

BTEC Certificate (Applied Science, Art, Performing Arts-Acting)

To complete the curriculum, at the appropriate time, students have access to Careers, Citizenship, Health Education and Enterprise/work-related learning activities. Additional opportunities are provided across the curriculum for students to apply and improve their ICT skills.

Individual interviews and target setting take place throughout Key Stage 4. Progress is monitored through the completion of subject reviews and the preparation of estimated grades at regular intervals.

We aim to provide all post-16 students with the opportunity to enhance their education in order to access Higher or Further Education, a vocational career, or apprenticeships. Currently students are offered combinations of the following courses.

GCE AS/A Level courses:

English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Art and Design, Design & Technology (Graphics and Resistant Materials), Drama and Theatre Studies, French, General Studies, Geography, German, History, Media Studies, Music, Music Technology, Philosophy, Psychology, Sociology, Sport and Physical Education.

Applied GCE AS/A Level:

Business Studies (Single and Dual Award), Applied Information Communication Technology

BTEC Diploma:

Performing Arts

Students also have regular time with their tutor for assessing and reviewing progress and target setting. Subject teachers regularly prepare estimated grades for every student and these enable students, parents and tutors to monitor and measure progress.

Availability of information

Parents and the public can access a wide variety of information either from the school website or by contacting the school. Most information is free of charge but in particular circumstances the school reserves the right to charge for the cost of photocopying.

Examples of the publications available include:

- School examination results
- Admissions policy
- Charges and Remissions policy
- Curriculum policy
- Behaviour Management policy
- Health and Safety policy
- Health and Sex Education policy
- Religious Education policy
- Special Educational Needs policy
- Equal Opportunities policy
- Numeracy policy
- Code of Conduct document
- Literacy policy
- Careers guidance policy
- Head Teacher's newsletter
- Year 9 curriculum preferences
- Sixth Form prospectus
- School prospectus
- OFSTED report (July 2011)

The School's Special Educational Needs policy

Our Special Educational Needs policy encompasses current legislation and the Code of Practice as it applies to our School. The building conforms to the requirements of the Disability Discrimination Act. We follow the National Stages of Assessment procedure. Learning Support is an active element of the curriculum. Strategies are developed which enhance awareness and augment practical teaching and learning skills at all levels.

The School's Sex Education policy

Human reproduction is covered by the National Curriculum in Science. Materials in the Sex and Relationships Education (SRE) programme developed by Essex County Council are used across all year groups, ensuring continuity across the key stages. The teaching methods used encourage reflection and develop decision-making skills as well as providing factual information.

The Key Stage 3 (years 7, 8 & 9) programme emphasises relationships, human sexuality and assertiveness skills. Year 7 lessons focus exclusively on relationships and have little sexual content. The Key Stage 4 (years 10 & 11) programme covers sexually transmitted diseases, contraception and relationships. In Years 8 to 11 the Sex Education programme is taught by trained staff, supported by specialists from the Central Essex Primary Care Trust. Trained Sixth Form peer leaders, supported by teachers, deliver a part of the Year 9, 10 and 11 programmes. Lesson content is well structured and specified.

Parents who wish to do so can withdraw their children from all or part of the Sex Education programme provided, except that which is required as part of National Curriculum Science. This means that parents can request that their children do not take part in those aspects of Sex Education not covered by the Science National Curriculum. Parents are informed of this when their child first starts at the school. Parents may see and discuss the teaching materials used. More information is available from the Student Safety and Welfare Coordinator, Mr. Michael Hyde.

Religious Education and collective worship

In line with the statutory requirements contained in the Education Act 1996 all students at Key Stage 3 follow the Essex Agreed Syllabus for RE. There is also RE provision at Key Stage 4 in the form of an optional full course, Philosophy & Ethics, and compulsory Philosophy & Ethics study days drawn from AQA Specification B.

RE has equal standing in relation to national curriculum subjects within the school curriculum and RE is provided for all students. Parents can choose to withdraw their children on religious grounds from all or part of RE and Collective Worship.

We hold regular year group and house assemblies, these can be of a religious nature and often have a Christian focus.

Community Cohesion

Community Cohesion is an integral part of the life of the school. We have a varied programme of projects and activities which promote cohesion with the local, national and international communities.

The house system has been instrumental in building links with our local charities and over the past 2 years we have raised £3000 for these good causes.

Students are given the opportunity to mix with and learn from those with different backgrounds and to take part in multi cultural activities, charity work and the World Challenge.

Through the school ethos and curriculum we promote a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences.

Complaints about the curriculum

Information regarding the arrangements made by the Governing Body for the consideration of complaints about the curriculum is available on request from the School Office.

Careers education and guidance.

Chelmer Valley High School aims to ensure that every student achieves success through receiving the best careers education and guidance possible. We seek to produce well-rounded young adults ready either to take their place in the world of work, or to take advantage of the opportunities in further and higher education.

Careers Education and Guidance helps prepare young people for adult and working life and to contribute to the development of the whole person, preparing them for responsible citizenship. At Chelmer Valley High School we aim "To ensure that all students develop the relevant knowledge, skills and attitudes to enable them to make informed decisions about their future."

The Careers Programme is managed by a variety of people in the school and outside organisations including Higher Education Institutions.

The School's Careers Programme holds an "Essex Recognition of Quality Award".

Sport

We offer a broad and balanced programme of physical activities for all Key Stage 3 and 4 students during Physical Education lessons, including competitive team games, gymnastics, dance and athletic activities. All students participate in a fitness programme and are educated in maintaining a healthy lifestyle. There is a comprehensive programme of extra-curricular activities after school.

All students have an opportunity to participate in inter-house competitions, which are held regularly during the school year. The school participates in many inter-school fixtures and Area competitions, some of our students going on to compete at a higher level. Physical Education is taught to GCSE and 'A' Level and Dance is taught at GCSE Level.

Facilities at the school are excellent and include a sports hall, gymnasium, health suite, netball/tennis courts and extensive playing fields. These facilities may be hired by the public and are used by the community for badminton, football and fitness activities.

The School's Creative Arts Provision

The Arts curriculum provides breadth and balance and contributes to the spiritual, moral and cultural development of students. All students in Key Stage 3 study Art & Design, Drama and Music for one hour per subject each week. In Year 9 students study Art & Design for three hours over two weeks. In Key Stage 4 students may choose more than one Arts subject. All Art, Drama and Music teachers are specialists and take advantage of opportunities for further training whenever possible.

By the end of Key Stage 4 all students will have had the opportunity of visiting a major exhibition in a museum, art gallery or be involved in an extra curricular Art activity. These visits are arranged to complement studies in the classroom. Visiting artists regularly contribute to class work. Throughout their course, students experience work in a wide variety of art disciplines. Opportunities exist for students to continue with their artwork at lunchtime and after school.

Regular trips are made to the theatre. Visiting theatre groups enhance the Drama curriculum and many issues relating to personal development are addressed through Drama. Key Stage 4 and post 16 students are involved in delivering theatre to their peers and parents in the drama studio. There are regular drama clubs and the department produces a number of performances each year, both as a part of examination coursework and as an extra-curricular activity.

Many peripatetic music staff visit the school to give instrumental lessons. Students are given the opportunity to play a wide variety of instruments and regular lunchtime and after school clubs exist to allow them to practise. They perform regularly at school functions and represent the school on numerous occasions throughout the community.

The data that follows is published in compliance with the requirements of the Department for Education

Where ages are shown, students were on roll on the third Thursday in January 2011 and had reached the age in the twelve months before the start of the 2010/2011 school year.

Rates of authorised and unauthorised absence during 2010/11

The total number of students of compulsory school age on roll for at least one session between 1st September 2010 and 30th June 2011 was 975.

The percentage of half days missed through authorised absence was 5.5%

The percentage of half days missed through unauthorised absence (truancy) was 0.6%

Destinations of students aged 15 at the start of the 2009/2010 school year.

Percentage who have:	
• remained in education	89%
• entered employment with training	7%
• entered employment without training	1%
• any other category (including job seekers)	3%

RESULTS OF THE NATIONAL CURRICULUM ASSESSMENTS OF 14 YEAR OLDS 2010/2011

School Results:

These tables show the most recent statutory assessment results of Year 9 children at CVHS at each level in the 2010/2011 school year, together with the National Averages for 2010. Figures may not total 100% because of rounding.

Total Number of Students: 199

TEACHER ASSESSMENT: Percentage at each level

TEACHER ASSESSMENT													
Percentage at each level													
	W	1	2	3	4	5	6	7	8	EP	Dis-applied	Pupil absent	Level 5+
English													
Boys	0	0	0	4	17	42	33	4	0	0	0	0	79
Girls	0	0	0	0	6	44	29	15	5	0	0	1	92
All	0	0	0	2	12	43	31	9	2	0	0	1	85
Mathematics													
Boys	0	0	0	4	7	24	38	14	13	0	0	0	89
Girls	0	0	1	6	14	24	33	9	11	0	0	1	78
All	0	0	1	5	10	24	36	12	12	0	0	1	84
Science													
Boys	0	0	0	1	12	39	37	12	0	0	0	0	87
Girls	0	0	0	0	15	44	34	6	0	0	0	1	84
All	0	0	0	1	13	41	36	9	0	0	0	1	86

NATIONAL AVERAGES 2010: Percentage at each level

2010 teacher assessment results													
	W	1	2	3	4	5	6	7	8	EP	Dis-applied	Pupils absent	Level 5+
English	0	0	1	4	15	36	32	11	1	0	0	1	80
Mathematics	0	0	1	5	12	22	28	22	8	0	0	1	80
Science	0	0	1	4	14	32	31	16	1	0	0	1	80

TEACHER ASSESSMENT													
Percentage at each level													
	W	1	2	3	4	5	6	7	8	E P	Dis- applied	Pupil absent	Level 5+
Art and Design	0	0	0	0	2	27	62	7	1	0	0	1	98
Citizenship/PSHE	0	0	0	4	36	54	6	0	0	0	0	1	60
Design & Technology	0	0	0	0	4	62	27	7	0	0	0	1	95
Drama	0	0	0	0	7	32	58	1	0	0	1	1	90
Geography	0	0	0	6	23	34	30	8	0	0	0	1	71
History	0	0	0	0	7	46	42	5	1	0	0	1	93
I C T	0	0	0	1	16	61	22	0	0	0	0	1	83
Modern Foreign Languages	0	0	1	13	40	42	2	0	1	0	2	1	44
Music	0	0	0	0	6	48	45	0	0	0	0	1	93
Physical Education	0	0	0	0	10	57	27	4	1	0	1	1	88
Religious Education	0	0	0	0	6	36	48	10	1	0	1	1	93

Results of public examinations, 2010/2011

These results are the latest available and were correct at the time of publication. Pending the outcome of appeals procedures, it is possible that they may differ from those published by the DfE in November 2011.

Latest available GCSE results achieved by students in Year 11 at CVHS by subject:

Number of Pupils in Year 11: 185
(On roll 20th January 2011)

Number of Pupils in School in Year 11 not entered for any GCSEs: 0

FULL COURSE

Subject	Entries	A*	A	B	C	D	E	F	G	U	X
English											
Boys	83	1	4	13	33	22	9	1	0	0	0
Girls	94	4	26	21	29	12	2	0	0	0	0
Total	177	5	30	34	62	34	11	1	0	0	0
English Literature											
Boys	48	0	2	9	23	13	1	0	0	0	0
Girls	86	1	15	26	24	18	2	0	0	0	0
Total	134	1	17	35	47	31	3	0	0	0	0
Mathematics											
Boys	91	0	13	16	25	11	13	8	3	0	2
Girls	94	2	18	20	32	9	8	4	1	0	0
Total	185	2	31	36	57	20	21	12	4	0	2
Science											
Boys	49	1	4	13	23	5	1	2	0	0	0
Girls	51	2	9	19	18	2	1	0	0	0	0
Total	100	3	13	32	41	7	2	2	0	0	0
Additional Science											
Boys	49	2	5	9	18	12	0	2	1	0	0
Girls	51	3	8	18	15	5	1	1	0	0	0
Total	100	5	13	27	33	17	1	3	1	0	0

Subject	Entries	A*	A	B	C	D	E	F	G	U	X
Biology											
Boys	21	2	7	7	5	0	0	0	0	0	0
Girls	28	9	11	6	1	1	0	0	0	0	0
Total	49	11	18	13	6	1	0	0	0	0	0
Chemistry											
Boys	21	1	11	9	0	0	0	0	0	0	0
Girls	28	8	14	4	2	0	0	0	0	0	0
Total	49	9	25	13	2	0	0	0	0	0	0
Physics											
Boys	21	2	9	8	2	0	0	0	0	0	0
Girls	28	3	14	5	6	0	0	0	0	0	0
Total	49	5	23	13	8	0	0	0	0	0	0
Art & Design											
Boys	16	0	2	6	3	3	1	1	0	0	0
Girls	30	5	3	12	7	3	0	0	0	0	0
Total	46	5	5	18	10	6	1	1	0	0	0
Business Studies											
Boys	29	0	0	6	2	6	4	6	5	0	0
Girls	12	0	3	1	5	0	1	0	2	0	0
Total	41	0	3	7	7	6	5	6	7	0	0
Child Development											
Boys	0	0	0	0	0	0	0	0	0	0	0
Girls	31	0	4	10	6	3	6	1	0	1	0
Total	31	0	4	10	6	3	6	1	0	1	0
D&T Electronic Products											
Boys	14	1	1	4	4	2	2	0	0	0	0
Girls	4	1	1	1	0	1	0	0	0	0	0
Total	18	2	2	5	4	3	2	0	0	0	0
D&T Graphic Products											
Boys	19	1	2	4	5	1	2	0	3	1	0
Girls	27	6	4	11	2	2	0	1	0	1	0
Total	46	7	6	15	7	3	2	1	3	2	0
D&T Product Design											
Boys	8	0	3	4	0	1	0	0	0	0	0
Girls	13	2	5	4	2	0	0	0	0	0	0
Total	21	2	8	8	2	1	0	0	0	0	0
D&T Resistant Materials											
Boys	46	0	2	6	15	11	4	4	3	1	0
Girls	11	0	0	2	4	4	0	1	0	0	0
Total	57	0	2	8	19	15	4	5	3	1	0
D&T Textiles											
Boys	0	0	0	0	0	0	0	0	0	0	0
Girls	40	0	5	11	6	5	6	3	2	2	0
Total	40	0	5	11	6	5	6	3	2	2	0
Dance											
Boys	0	0	0	0	0	0	0	0	0	0	0
Girls	7	0	0	3	1	3	0	0	0	0	0
Total	7	0	0	3	1	3	0	0	0	0	0

Subject	Entries	A*	A	B	C	D	E	F	G	U	X
Drama											
Boys	29	0	1	5	12	7	1	3	0	0	0
Girls	39	3	5	7	16	2	5	1	0	0	0
Total	68	3	6	12	28	9	6	4	0	0	0
French											
Boys	12	0	1	2	2	0	5	1	1	0	0
Girls	22	1	5	7	7	2	0	0	0	0	0
Total	34	1	6	9	9	2	5	1	1	0	0
Geography											
Boys	20	1	0	3	6	3	1	3	2	1	0
Girls	27	3	5	5	9	1	1	1	1	1	0
Total	47	4	5	8	15	4	2	4	3	2	0
German											
Boys	17	0	1	0	8	5	3	0	0	0	0
Girls	23	1	4	12	3	3	0	0	0	0	0
Total	40	1	5	12	11	8	3	0	0	0	0
History											
Boys	14	0	1	2	4	4	1	2	0	0	0
Girls	16	0	3	4	3	3	1	1	1	0	0
Total	30	0	4	6	7	7	2	3	1	0	0
Leisure & Tourism											
Boys	6	0	0	0	1	2	2	0	1	0	0
Girls	5	0	1	2	0	1	1	0	0	0	0
Total	11	0	1	2	1	3	3	0	1	0	0
Music											
Boys	9	0	0	3	3	0	2	1	0	0	0
Girls	9	2	4	0	1	2	0	0	0	0	0
Total	18	2	4	3	4	2	2	1	0	0	0
Physical Education											
Boys	28	1	3	4	9	8	3	0	0	0	0
Girls	16	2	0	3	5	4	2	0	0	0	0
Total	44	3	3	7	14	12	5	0	0	0	0
Spanish											
Boys	8	0	1	1	3	1	2	0	0	0	0
Girls	11	0	1	4	6	0	0	0	0	0	0
Total	19	0	2	5	9	1	2	0	0	0	0
Statistics											
Boys	26	0	3	5	12	2	2	2	0	0	0
Girls	34	1	5	16	10	2	0	0	0	0	0
Total	60	1	8	21	22	4	2	2	0	0	0
Total											
Boys	684	13	76	139	218	119	59	36	19	3	2
Girls	837	59	173	234	220	88	37	14	7	5	0
Total	1521	72	249	373	438	207	96	50	26	8	2

SHORT COURSE

Subject	Entries	A*	A	B	C	D	E	F	G	U	X
Physical Education											
Boys	1	0	0	0	0	0	0	0	0	0	0
Girls	0	0	0	0	0	0	0	1	0	0	0
Total	1	0	0	0	0	0	0	1	0	0	0

U Represents Ungraded

X Represents Examination not attempted

**OCR NATIONAL AWARD
Level Two (double award)**

Subject	Entries	Distinction	Merit	Pass	Ungraded
ICT					
Boys	16	1	10	5	0
Girls	20	14	3	3	0
Total	36	15	13	8	0

**OCR NATIONAL FIRST AWARD
Level Two (single award)**

Subject	Entries	Distinction	Merit	Pass	Ungraded
ICT					
Boys	43	0	6	35	2
Girls	52	5	12	24	11
Total	95	5	18	59	13

**DIPLOMA IN DIGITAL APPLICATIONS
Level Two (single award)**

Subject	Entries	Distinction	Merit	Credit	Pass	Ungraded
ICT						
Boys	22	1	2	8	11	0
Girls	20	3	6	8	3	0
Total	42	4	8	16	14	0

BTEC LEVEL 2 EXTENDED CERTIFICATE

	Entries	Distinction	Merit	Pass	Ungraded
Science					
Boys	11	0	0	10	1
Girls	15	0	1	14	0
Total	26	0	1	24	1

**BTEC LEVEL 2 FIRST CERTIFICATE
(single award)**

	Entries	Distinction	Merit	Pass	Ungraded
Mathematics					
Boys	0	0	0	0	0
Girls	2	0	0	2	0
Total	2	0	0	2	0
Science					
Boys	4	0	0	4	0
Girls	1	0	0	1	0
Total	5	0	0	5	0
Total					
Boys	4	0	0	4	0
Girls	3	0	0	3	0
Total	7	0	0	7	0

Latest available summary GCSE/GNVQ equivalent results achieved by students aged 15:

			Entered 5+	Achieving 5+ A*-C	Achieving 5+ A*-G	Entered at least one entry level	Achieving at least one entry level	No passes
Boys	Number	90	85	60	83	90	90	0
	Percentage		94%	66%	92%	100%	100%	0%
Girls	Number	95	94	82	94	95	95	0
	Percentage		99%	86%	99%	100%	100%	0%
Total	Number	185	179	142	177	185	185	0
	Percentage		97%	77%	96%	100%	100%	0%

Average Score per 15 year old (capped)	
Boys	304
Girls	357
All	331

Latest available GCE/AS results achieved by students in Year 12 at CVHS by subject:

Number of Pupils in Year 12:

77

Subject	Entries	A	B	C	D	E	U	X
Art & Design								
Boys	2	0	0	0	0	2	0	0
Girls	4	3	0	1	0	0	0	0
Total	6	3	0	1	0	2	0	0
Biology								
Boys	12	1	4	3	3	1	0	0
Girls	18	1	8	5	2	2	0	0
Total	30	2	12	8	5	3	0	0
Business Studies								
Boys	2	0	0	1	1	0	0	0
Girls	3	0	0	2	1	0	0	0
Total	5	0	0	3	2	0	0	0
Chemistry								
Boys	17	1	6	6	4	0	0	0
Girls	12	2	1	6	2	1	0	0
Total	29	3	7	12	6	1	0	0
D&T Product Design								
Boys	2	0	1	1	0	0	0	0
Girls	7	0	3	4	0	0	0	0
Total	9	0	4	5	0	0	0	0
Drama								
Boys	3	0	0	1	1	1	0	0
Girls	5	0	2	2	1	0	0	0
Total	8	0	2	3	2	1	0	0
English Literature								
Boys	5	0	0	2	1	1	1	0
Girls	22	2	3	8	4	5	0	0
Total	27	2	3	10	5	6	1	0
French								
Boys	1	0	0	0	1	0	0	0
Girls	9	1	3	1	2	2	0	0
Total	10	1	3	1	3	2	0	0

Subject	Entries	A	B	C	D	E	U	X
General Studies								
Boys	12	1	1	7	2	1	0	0
Girls	26	1	10	8	5	0	2	0
Total	38	2	11	15	7	1	2	0
Geography								
Boys	1	0	0	1	0	0	0	0
Girls	4	3	1	0	0	0	0	0
Total	5	3	1	1	0	0	0	0
German								
Boys	1	0	0	0	0	1	0	0
Girls	4	0	0	2	1	1	0	0
Total	5	0	0	2	1	2	0	0
History								
Boys	4	0	1	2	1	0	0	0
Girls	9	1	3	0	4	1	0	0
Total	13	1	4	2	5	1	0	0
Mathematics								
Boys	11	2	2	5	1	0	1	0
Girls	16	1	4	6	2	3	0	0
Total	27	3	6	11	3	3	1	0
Further Mathematics								
Boys	1	0	0	0	1	0	0	0
Girls	0	0	0	0	0	0	0	0
Total	1	0	0	0	1	0	0	0
Media Studies								
Boys	4	0	2	1	1	0	0	0
Girls	14	4	6	4	0	0	0	0
Total	18	4	8	5	1	0	0	0
Music Technology								
Boys	4	0	4	0	0	0	0	0
Girls	4	0	2	2	0	0	0	0
Total	8	0	6	2	0	0	0	0
Physical Education								
Boys	2	0	0	1	1	0	0	0
Girls	4	0	1	0	1	2	0	0
Total	6	0	1	1	2	2	0	0
Philosophy								
Boys	1	0	0	1	0	0	0	0
Girls	6	1	2	2	1	0	0	0
Total	7	1	2	3	1	0	0	0
Physics								
Boys	10	0	2	6	1	1	0	0
Girls	7	0	0	1	4	0	2	0
Total	17	0	2	7	5	1	2	0
Psychology								
Boys	2	0	1	1	0	0	0	0
Girls	27	3	7	7	7	1	2	0
Total	29	3	8	8	7	1	2	0
Sociology								
Boys	1	0	0	0	0	1	0	0
Girls	5	0	0	1	2	2	0	0
Total	6	0	0	1	2	3	0	0
Total								
Boys	98	5	24	39	19	9	2	0
Girls	206	23	56	62	39	20	6	0
Total	304	28	80	101	58	29	8	0

Latest available GCE/A2 results achieved by students in Year 13 at CVHS by subject:

Number of Pupils in Year 13:

71

SINGLE AWARD

Subject	Entries	A*	A	B	C	D	E	U	X
Art & Design									
Boys	1	0	0	1	0	0	0	0	0
Girls	5	1	1	2	1	0	0	0	0
Total	6	1	1	3	1	0	0	0	0
Biology									
Boys	15	0	1	3	1	4	5	1	0
Girls	11	1	1	4	3	2	0	0	0
Total	26	1	2	7	4	6	5	1	0
Business Studies									
Boys	6	0	0	0	1	3	2	0	0
Girls	8	0	1	2	2	3	0	0	0
Total	14	0	1	2	3	6	2	0	0
Chemistry									
Boys	14	1	2	2	5	2	2	0	0
Girls	5	0	1	1	1	2	0	0	0
Total	19	1	3	3	6	4	2	0	0
D&T Product Design									
Boys	6	0	0	2	1	2	1	0	0
Girls	2	0	0	1	0	1	0	0	0
Total	8	0	0	3	1	3	1	0	0
Drama									
Boys	1	0	0	0	0	1	0	0	0
Girls	7	0	2	3	1	1	0	0	0
Total	8	0	2	3	1	2	0	0	0
English Literature									
Boys	7	0	1	1	4	1	0	0	0
Girls	19	1	2	7	7	2	0	0	0
Total	26	1	3	8	11	3	0	0	0
French									
Boys	1	1	0	0	0	0	0	0	0
Girls	4	1	2	1	0	0	0	0	0
Total	5	2	2	1	0	0	0	0	0
General Studies									
Boys	15	0	0	0	4	10	1	0	0
Girls	22	0	3	3	8	4	3	1	0
Total	37	0	3	3	12	14	4	1	0
Geography									
Boys	4	0	0	0	2	2	0	0	0
Girls	4	0	0	1	3	0	0	0	0
Total	8	0	0	1	5	2	0	0	0
German									
Boys	1	1	0	0	0	0	0	0	0
Girls	2	0	1	0	1	0	0	0	0
Total	3	1	1	0	1	0	0	0	0
History									
Boys	5	0	0	0	4	1	0	0	0
Girls	6	0	1	1	3	0	1	0	0
Total	11	0	1	1	7	1	1	0	0

Subject	Entries	A*	A	B	C	D	E	U	X
ICT									
Boys	2	0	0	1	1	0	0	0	0
Girls	3	0	1	1	0	1	0	0	0
Total	5	0	1	2	1	1	0	0	0
Mathematics									
Boys	15	4	3	2	3	2	1	0	0
Girls	11	3	2	4	2	0	0	0	0
Total	26	7	5	6	5	2	1	0	0
Further Mathematics									
Boys	2	1	1	0	0	0	0	0	0
Girls	1	0	1	0	0	0	0	0	0
Total	3	1	2	0	0	0	0	0	0
Media Studies									
Boys	2	0	0	0	0	2	0	0	0
Girls	8	0	0	2	3	2	1	0	0
Total	10	0	0	2	3	4	1	0	0
Music									
Boys	1	0	1	0	0	0	0	0	0
Girls	2	1	0	1	0	0	0	0	0
Total	3	1	1	1	0	0	0	0	0
Music Technology									
Boys	0	0	0	0	0	0	0	0	0
Girls	1	0	0	0	1	0	0	0	0
Total	1	0	0	0	1	0	0	0	0
Physical Education									
Boys	4	0	0	0	1	3	0	0	0
Girls	2	0	0	1	0	1	0	0	0
Total	6	0	0	1	1	4	0	0	0
Philosophy									
Boys	2	0	0	1	1	0	0	0	0
Girls	0	0	0	0	0	0	0	0	0
Total	2	0	0	1	1	0	0	0	0
Physics									
Boys	10	1	3	5	0	1	0	0	0
Girls	3	1	1	0	1	0	0	0	0
Total	13	2	4	5	1	1	0	0	0
Psychology									
Boys	6	0	0	1	1	3	0	1	0
Girls	6	1	0	1	4	0	0	0	0
Total	12	1	0	2	5	3	0	1	0
Sociology									
Boys	1	0	0	0	1	0	0	0	0
Girls	4	1	0	2	1	0	0	0	0
Total	5	1	0	2	2	0	0	0	0
Total									
Boys	121	9	12	19	30	37	12	2	0
Girls	136	11	20	38	42	19	5	1	0
Total	257	20	32	57	72	56	17	3	0

BTEC NATIONAL CERTIFICATE

	Entries	Distinction*	Distinction	Merit	Pass	Ungraded
Performing Arts						
Boys	2	2	0	0	0	0
Girls	4	3	1	0	0	0
Total	6	5	1	0	0	0

Latest available summary GCE equivalent results achieved by students aged 18:

		Number	Number of entries	Achieving A*- B	Achieving A*- E	Average points score per entry
Boys	Number	34	121	40	119	208
	Percentage			33%	98%	
Girls	Number	37	136	69	68	218
	Percentage			51%	98%	
Total	Number	71	257	109	254	213
	Percentage			42%	99%	
