



Sandringham School

'Everybody can be Somebody'

School information
2016/17

1988

SANDRINGHAM

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Key Staff

Headteacher
Deputy Headteacher
Deputy Headteacher
Assistant Headteacher
Assistant Headteacher
Assistant Headteacher
Assistant Headteacher

Mr. Alan Gray
Mr. Scott Baker
Mr. Richard Found
Ms. Caroline Creaby
Mr. Stuart Kemp
Mr. Fergal Moane
Ms. Claire Oakes

Business Manager
Premises Manager
Network Manager
Head's PA/Admissions
Officer/Secretary to
the Governors
Chair of Governors

Mrs. Julia Shaw
Mr. Martin Petersen
Mr. Dion Keyser

Mrs. Lesley Dunkley
Mrs. Lin Keen



The School

Sandringham has an outstanding reputation for excellent educational standards combined with unique opportunities to prepare students for a rapidly changing world. There are 1300 girls and boys aged 11-18, including over 330 in the Sixth Form, drawn from many parts of the City, although predominantly from the area immediately surrounding the school. Our parents are extremely supportive and keen to see their children do well. We are well known for our high academic standards and excellent examination results.

The buildings are constantly under development to ensure an environment fit for learning. Latest developments include a £900,000 extension to the Sixth Form, a new £2m sports complex and a £3m maths, science and computing block.

The school ensures the very highest standards for all areas of the curriculum. In addition, we place a strong emphasis on Science, Technology, Engineering and Maths (STEM) subjects and the Arts.

School Admissions

Sandringham School is an all-ability co-educational 11-18 Academy. Hertfordshire LA manages the transfer and entry to Sandringham School, overseen by an admissions working group of the Governing Body. Details of the admission criteria, for transfer in September 2016, are available from Mrs. Lesley Dunkley, Admissions Officer. We have changed our admission rules and increased our PAN to 240 students for 2017 intake. The school is extremely popular and heavily oversubscribed.

The Curriculum

Key Stage 3 (Years 7-9)

Students follow a broad-based curriculum, which reflects the statutory National Curriculum. All students receive one session of Lifelong Learning a week, which includes Citizenship, PSHE and Careers Education and Guidance delivered by their tutor.

In Year 7 students study:

- Computer Science
- Dance
- Drama
- English
- French/German
- Geography
- History
- Mathematics
- Music
- PE
- Religious Studies
- Science
- Skills for Leading and Learning
- Technology (*Food, Textiles and Resistant Materials*)
- Visual Arts

In Year 8 students study:

- Computer Science
- Dance
- Drama
- English
- French/German/Spanish
- Geography
- History
- Mathematics
- Music
- PE
- Religious Studies
- Science
- Technology (*Food, Textiles and Resistant Materials*)
- Visual Arts

In Year 9 students are introduced to our Modular Curriculum, which allows them to exercise some choice over additional courses.

All Year 9 students study:

- Drama
- English
- French/German
- Geography
- History
- Mathematics
- Music
- PE
- Religious Studies
- Science
- Technology (*Food, Textiles and Resistant Materials*)
- Visual Arts



In addition, students have the opportunity to pursue, through the Modular Curriculum, optional courses in:

- Art & Design
- Business Studies
- Computer Science
- Dance
- Debating
- Digital Creativity
- Drama
- Engineering (F1 in Schools)
- EPQ (Level 2)
- Food Technology
- Geography
- History
- Media Studies
- Music
- Philosophy of Film
- Product Design
- Psychology
- Science (Forensic Science, CREST Award)
- Spanish
- Sports Leadership

Key Stage 4 (Years 10 and 11)

Students continue to receive a broad based curriculum leading to GCSE or Level 2 equivalent vocational qualifications.

Compulsory for all/most:

- English Language
(*English Literature is compulsory for most*)
- Geography or History
- Life Long Learning
- Mathematics
- Modern Foreign Language
(*French, German or Spanish*)
- PE or Dance
- Science (*Double or Triple*)

Years 10 and 11

Students can also choose from a wide range of other options subjects, including:

- Business Studies
- Computer Science
- Dance
- Drama
- Economics & Business
- Fine Art
- Food Technology
- French
- Geography
- German
- History
- Media Studies
- Music
- Photography
- Product Design
- Religious Studies
(*Full Course*)
- Spanish
- Textiles
- Various vocational courses at Oaklands College
- Work Skills

As well as pursuing academic qualifications, we actively encourage our students to develop their leadership skills. Within our KS4 curriculum, we provide opportunities for students to gain recognised Level 1 leadership qualifications in PE and Dance. Outside of the curriculum, there is an opportunity for students to gain all three levels of the Duke of Edinburgh Award (Bronze, Silver and Gold).

This award is specifically designed to support the personal and social development of students and is a highly regarded qualification by universities and employers.

Post-16

We have a thriving Sixth Form offering a wide range of subjects and exceptional teaching. The Sixth Form enjoys substantial freedom and opportunities to participate in many extra-curricular and social activities including the Duke of Edinburgh Award Scheme and Young Enterprise Scheme.

We work in the **BeauSandVer** consortium with Beaumont and Verulam Schools. This partnership allows us to provide increased opportunities for all students, offering a wide range of A-Level subjects. A separate brochure is available as well as a comprehensive website for students interested in joining our Sixth Form.



Examination courses are currently offered in:

- Computer Science
- Dance
- Government and Politics
- Resistant Materials Technology
- Fine Art
- Economics
- Graphics
- Sociology
- Electronics
- History
- Spanish
- English Language and Literature
- Textiles
- Applied ICT
- English Literature
- Theatre Studies
- Mathematics
- Philosophy and Ethics
- Media Studies
- Extended Project Qualification
- Biology
- Food Technology
- Music
- Business and Economics
- French
- Music Technology
- Business Studies
- Further Maths
- Photography
- C.S.L.A
- General Studies
- Physical Education
- Chemistry
- Geography
- Physics
- Critical Thinking
- German
- Psychology

For full details on the curriculum available in the Sixth Form, please see the Sixth Form prospectus.

Extra-Curricular Life

We provide many opportunities for learning outside the classroom and actively encourage all students to participate in at least one extra-curricular activity. The main programme of activities includes:

- A Music Faculty offering a wide range of choral and instrumental groups which regularly rehearse during lunchtimes and perform at events throughout the year. The Music Faculty also has a tradition of conducting international tours and our students have performed in Russia, Venice, Prague, Barcelona, Dublin, Belgium and Holland.
- A very strong extra-curricular sports programme which combines competitive success with encouraging students of all abilities. School teams have reached many district and county finals and there are sporting opportunities for everyone.
- A Drama Faculty staging several full scale productions each year. School productions have included classics such as Oliver, Aladdin, The Chronicles of Narnia: The Lion, The Witch and The Wardrobe, Our House, Bugsy, Romeo and Juliet, West Side Story, High School Musical, We Will Rock You, The Sound of Music and Grease.
- A Dance Faculty offering a busy community programme with clubs and classes taking place at lunchtimes, after school and in the evenings as well as SYCD (Sandringham Youth Contemporary Dance) and Velocity.
- Out-of-school activities such as Young Enterprise, the Youth Speaks competition and the Duke of Edinburgh Award (DoE).
- Many charity activities which raise around £10,000 each year for good causes.
- Annual visits to France, Germany, and Spain as well as visits to the theatre, galleries, concerts, sporting events and museums. We also hold an annual Enrichment Week, and organise skiing and international tours.
- A comprehensive House Programme including dance, drama, music and sport events each year.



Academic Support

We have a comprehensive academic support system involving Parent Teacher Consultation evenings, a Learning Review Day, an integrated reporting cycle and many other information evenings concerning support for examinations and how to learn most effectively.

The Parent Teacher Consultation evenings are held once a year for each year group and provide an opportunity for parents and students to meet with their class teachers to discuss progress in individual subjects.

The Learning Review Day provides an opportunity for parents to discuss with tutors their child's progress across all subjects during a 20 minute session, which students should also attend. Parents are provided, in advance, with current information on their child's academic progress. At the session, targets for improvement are negotiated which are then monitored by the child's tutor.

In addition, parents are invited to special Curriculum Evenings: Year 9 into 10 and Year 11 into 12. There are also Information Evenings for Year 12 parents to introduce them to their child's curriculum and Year 11 parents are invited to a KS4 Parent Information Evening to assist with final GCSE preparation.

Parents are welcome to contact the school at any time to discuss their child's welfare and progress. Such enquiries should be directed in the first instance to the child's Performance Director. Appointments can also be made with other members of the Leadership Group, including the Headteacher. Parents receive comprehensive termly reports highlighting academic progress and identifying areas for future development.



Recognising Achievement

We have a powerful system of rewards to encourage positive attitudes to work and learning. The system develops as students progress through the school and we expect all students to be fully involved in receiving the various rewards for their endeavours.

Across the school, House points are issued by staff for day-to-day achievements in classwork and home learning. Certificates are awarded in assemblies as various milestones are reached (Bronze, Silver, Gold, Platinum and Diamond). In addition, exceptional pieces of work that require immediate recognition may be shown to the Headteacher for consideration for a Headteacher's Commendation. These are presented each Friday morning and details published in the weekly newsletter to parents. Tutors monitor the total number of House points received in their tutor group and the running totals are displayed at the end of each term.

We also encourage good attendance and certificates are awarded for 100% attendance at the end of each term and annually.

At the end of each year, Prizegiving Assemblies are held with academic, tutor and citizenship awards being presented. Parents of children receiving awards are invited to these special assemblies.

Our annual Awards Evening is held in December, to which students receiving examination certificates are invited together with their parents. We also include some students selected to receive special prizes at this event. These prizes are given for contribution to school life and in certain academic areas.



Home Learning

All students are expected to complete home learning, to support their studies. Students should record their home learning in their Student Planner and also use the online "Show My Homework" to organise themselves. Parents should check the planner regularly, signing it each week. Tutors will check and sign planners each week. Please also see our Assessment for Learning Policy which is in the Student Planner.

Public Examinations

It is school policy that all Year 11, 12 and 13 students are entered at GCSE/BTEC/AS/A2 for all subjects in which they have followed a course. The only exceptions to this are when a Performance Director believes that a student will not achieve a pass because they have failed to complete a compulsory element of the course. In these rare circumstances parents will always be informed of the decision to withdraw an entry.

Access Arrangements

The school continues to invest in modifying the campus to ensure it is accessible to people with physical disabilities. We have made significant improvements to the site in recent years and welcome applications from students with physical disabilities. Please make arrangements to visit the school for further information and guidance.

Meeting the needs of all students

Sandringham welcomes students of all abilities from the High Starters to those with specific learning difficulties. We use prior data from junior schools and other school-based assessment to help us identify students' abilities and likely progress.

We continue to develop our arrangements for the High Starters students and aim to:

- identify able students
- provide opportunities within and outside the curriculum to challenge and develop the abilities of those identified as able students
- provide an appropriate curriculum for the able child
- make staff aware of the abilities of able students and of the provisions available for their support
- encourage students identified as able to develop their abilities and aptitudes.

Students who experience difficulties with their learning are assessed on entry to the school and are then placed on our school SEND register. The Learning Support Faculty organises and delivers support to those students on the Sandringham SEND register, which also includes students with an Education Health Care Plan. A full policy statement on SEND is available from the school office. Our SENCO is Mr. Chris Bloomfield.

The Student Planner

To assist students in organising their learning they are issued with a Student Planner. The planner is much more than just a homework diary. It contains a great deal of important information about the school and students should have their planners in school at all times. Parents are encouraged to make comments, if appropriate, and to use the planner as a method of communication with the school.



Pastoral Care

The pastoral system aims to ensure that students derive full benefit from the education we offer and is an integral part of school life. Students are divided into all-ability tutor groups in which they remain for five years. The work of the Form Tutors is monitored, co-ordinated and supported by the Performance Director who remains with the year group to provide stability and continuity throughout KS3 and KS4.

In addition to the traditional tutor system, all tutor groups belong to one of six Houses; Boudica, Darwin, Erikson, Knight, Seacole and Van Gogh.

It is through the House system that we encourage students of all ages to work together and help each other.

We have a team of Sixth Formers who receive training so that they may act as peer support for younger students needing a sympathetic ear, and may offer advice about day-to-day problems. An extension of this is our “Buddy” system where Sixth Formers are assigned to one or two new Year 7 students to guide and help them in their new school.

Behaviour and Discipline

Code of Conduct and Behaviour Policy

Any large community needs a set of clear, simple guidelines in order to ensure there is a calm and purposeful environment in which to work and learn. The Sandringham Code of Conduct is constructed around the 3 ‘Rs’ of:

- Respect
- Responsibility
- Relationships

Sandringham School operates a zero tolerance approach to bullying. Students are encouraged and expected to report all incidents and parents can be assured that the school will deal with such incidents swiftly and effectively. The school’s Anti-Bullying Policy is available from the school office and a supporting statement drawn up by the school’s Student Leadership Team is to be found in the Student Planner.

Our Behaviour Policy sets out, in detail, how general discipline is maintained in the school. This is achieved principally through the pastoral curriculum and is firmly based on positive reinforcement. A rewards system of House points and achievement awards further enhances this. Sandringham does not tolerate inappropriate or unacceptable behaviour and students are constantly reminded about the standards of behaviour expected. A copy of the school’s Behaviour Policy is available from the school office and the school website.

Religious Studies, Assemblies and Collective Worship

Sandringham is a community with shared values and a clearly identified ethos. These values are essentially Christian in nature, but we welcome students from any religious background. Religious Studies is delivered as a discrete subject at Key Stages 3 and 4 and through Extended Learning Days in the upper school and Sixth Form.

Each year group has regular assemblies, which reflect the religious calendar, celebratory occasions and special events in the life of the school. During registration each morning there is a theme of the week and connected Thoughts for the Day. Parents have the right to withdraw their children from all or part of the RS programme and collective worship provided.





Careers Advice and Guidance

Sandringham School is committed to providing a planned programme of careers education for all students in Years 7-13 and information, advice and guidance (IAG) in partnership with the local Youth Connexions Service.

All young people need a planned programme of activities to help them make the right 14-19 choices and manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers education and guidance.

Students in Year 9 receive careers advice prior to making option choices for Key Stage 4. Careers lessons are timetabled for Year 11 and 12 students. All Year 11 and 12 students are offered interviews to help them decide their future, and County Careers Officers regularly visit the school. Careers Officers attend parents' evenings to advise on the choice of options.

Students are encouraged to use the extensive Careers and Connexions Library and to consult the careers staff, and parents are also welcome to do so by arrangement.

School Meals

A 'cashless cafeteria' operated by Chartwells provides hot and cold meals and snacks before school, at break time and lunchtime. We operate a cashless system which can be topped up before school, at break or lunchtime. Full details of the system are issued to all parents of new students. Students may bring a packed lunch, these are to be eaten in the dining area. Details about the provision of free school meals are available from Mrs. Julia Shaw, Business Manager.

Health Education

A co-ordinated programme of sex education, both formal and informal, is delivered to all students when appropriate. It is related to the age and gender of students. It is dealt with in a sympathetic and sensitive manner, with group discussions taking place in an atmosphere of mutual trust, respect and confidence. Students are encouraged to take responsibility for their own behaviour and moral viewpoint. A full policy is available from the school office.



Community Links

Sandringham has significant links with the community through arts activities, sports and many other areas of school life. We see the school as an extension of the local community, and encourage students to be involved in work outside the school. This includes weekly visits to the local church to meet the elderly, for example.

Work-Related Learning

We have developed links with a wide variety of employers so that all Year 10 students have the opportunity to work as employees for one week during the year, to broaden their horizons. Opportunities for work experience/visits/job-shadowing are made available to Year 12 students, if appropriate, and Year 7 students can shadow their parents for one day.



Attendance

It is Sandringham policy to maintain good attendance, which presently stands at **96.86%** across the school. Whilst some absences, such as for illness, are quite unavoidable, we find that students with a full attendance are more confident and more successful in their studies.

The following routines detail how we monitor attendance:

- Parents must inform school immediately a student is absent.
- Parents of any student who is absent with no explanation will be contacted.
- Continued and frequent absences, with no satisfactory explanation, will be referred to the Attendance Improvement Officer.
- Only the Headteacher can authorise an absence from school.
- Random attendance checks will be operated during the day to deter unauthorised absences from lessons.
- Detentions will operate on a weekly basis for students involved in unauthorised absences.
- Rewards will be given for good attendance and where a marked improvement in attendance is achieved.
- Recent changes in legislation make it clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. If you feel that the circumstances are exceptional then an application should be made to school, prior to any arrangements being made. School will then decide whether or not the absence can be authorised.

Authorised/Unauthorised Absences - School Year 2014/2015

Number on Roll (Years 7 – 11) **930**

Percentage of half days missed:

	Overall Absence	Persistent Absence
Sandringham School	3.1%	2.02%
Hertfordshire Average*	4.9%	4.6%
England Average*	5.2%	5.3%

**Hertfordshire and England figures from 2014*

School Uniform

Students in Years 7-11 are expected to wear full school uniform. The uniform is very smart and distinctive, and upholds the value we place on high standards at every level in the school. Students are proud to wear their uniform and are excellent ambassadors for the school. Students in the Sixth Form have a smart dress code which reflects a general business look, appropriate for their role as lead learners in the school. A detailed uniform list is available from the school office and is also to be found in the Student Planner.

The School Day

Students can be in school from 8.00am to 4.30pm for lessons, library work and community activities.

The daily timetable is:

8.30 am	Registration and Tutorial
8.45 am	Session 1
9.45 am	Movement
9.50 am	Session 2
10.50 am	Break
11.10 am	Session 3
12:10 pm	Movement
12.15 pm	Session 4
1.15 pm	Lunch
2.00 pm	Registration and Session 5
3.00 pm	Community Time (Voluntary)

The library is staffed until 4.30pm every day (except Friday when the library closes at 4 pm); students may work in there until then. After 4.30pm, any student who is being collected by parents must wait in reception. The school cannot accept responsibility for students after 5.00pm, unless they are taking part in a supervised sport, drama, music, dance or curriculum activity.



Sandringham School Policies

Equal Opportunities

Sandringham aims to embrace the needs of all students and to provide:

- A broad, balanced and differentiated curriculum relevant to the needs of each individual
- Maximum possible access to and stimulus within the school curriculum
- An environment where no student suffers adverse discrimination on the grounds of educational, physical, ethnic, religious or social circumstances.

A copy of our full Equal Opportunities Policy is available from the school office.

Access to student records and other information

Parents should contact the school if they wish to visit the school and/or see the following:

- Further information relating to the National Curriculum
- Any agreed school policy documents

Charging Policy for Activities

Some learning and educational activities will incur a charge to parents, but no student will be excluded from the activity if a contribution is unable to be made. An activity may have to be cancelled if insufficient contributions are made. Payments for all activities can be made by instalments. A full policy statement is available from the school office.

Communications

All parents and students new to the school are asked to sign the Sandringham School Home/School Partnership. This document sets out what parents and students can expect from the school and details the responsibilities of both parents and students. The intention of the partnership is to ensure that the basis for supportive relationships between home and school are established. The document has no legal status.

Child Protection

Mr. Stuart Kemp, Assistant Headteacher, has special responsibility for child protection. The school has a responsibility for ensuring that the children in its care are protected from abuse, and in the case of suspected abuse, he will ensure that the appropriate LA procedures are followed.

Complaints

Any parent contacting the school with a complaint can be sure of a swift, efficient and courteous response. The policy covering all complaints procedures is available from the school office.



Friends of Sandringham School (FoSS)

The Friends of Sandringham School are a group of parents and staff who work together to provide a number of social activities throughout the year and support many school events such as Open Evenings and productions. One of the core aims of FoSS is to help raise funds for the school and through this fundraising, support the running of the school mini-buses and other essential services. All parents are automatically members of FoSS and we welcome anyone who is able to provide a little time to help support their child's school.

Please note that the information given in this brochure was correct as at May 2016. It should not be assumed that there have been no subsequent changes before the start, or during, the academic year 2016/2017.

Examination Results

Results for Sandringham 2014 - 2015

We were delighted with the performance of students this year with outstanding results placing the school in the higher performing state schools category. These results mean students have been able to secure their chosen career path for the future. A total of 127 have secured a place at University; the majority in the top 40 Universities in the country. The rest are taking a gap year before progressing to University.

A total of **137** upper sixth students completed their level 3 studies at Sandringham.

The average total points score per student at Sandringham was **800** with an average points score per subject of **229**.

In total, **30%** of all grades were A* - A, and **61%** A* - B standard.

BeauSandVer post-16 consortium results 2014 - 2015

We are proud to operate in a very strong sixth form consortium with our partner schools, Beaumont and Verulam called BeauSandVer. This consortium is over 25 years old and offers wider opportunities to young people at post-16.

In 2014 - 2015, a total of **386** upper sixth students completed their level 3 studies across the three schools.

The average total points score per student across BeauSandVer was **800** with an average points per subject of **224**.

In line with our agreed policy, we show combined results for all three schools since many students are taught across the consortium. The table below shows the combined performance per subject.

A level points are scored as follows:

A* = 300

A = 270

B = 240

C = 210

D = 180

E = 150

AS grades are worth half the A2 equivalent.

A-Level for the BeauSandVer Consortium 2014/2015

Subject	A*	A	B	C	D	E	U	Entries
Art: Fine	3	7	12	10	0	1	0	33
Art: Photography	2	3	6	5	1	0	0	17
Art: Textiles	0	0	3	0	0	0	0	3
Biology	7	7	19	14	12	4	0	63
Chemistry	4	14	23	12	8	3	0	64
Chinese	0	1	0	0	0	0	0	1
Dance	1	1	4	1	0	0	0	7
D & T Product Design	0	3	11	3	5	2	0	24
Drama	1	7	10	4	3	0	0	25
Economics	3	10	15	8	3	2	0	41
Economics and Business	1	3	9	9	0	1	0	23
English Language	0	1	0	6	1	0	0	8
English Language & Literature	0	1	0	4	3	0	0	8
English Literature	7	17	31	28	7	1	0	91
Financial Studies	0	1	10	11	5	0	0	27
French	0	1	8	2	2	1	0	14
Geography	2	15	23	17	7	2	0	66
German	0	3	2	1	0	0	0	6
Government and Politics	2	6	6	3	2	0	0	19
History	7	29	25	21	5	0	0	87
Mathematics	33	34	30	28	14	5	0	144
Mathematics: Further	9	7	8	0	0	0	1	25
Media Studies	3	10	20	11	0	0	0	44
Music	1	2	3	0	0	0	0	6
Music Technology	0	0	1	0	2	0	0	3
PE	0	2	4	1	4	3	0	14
Philosophy and Ethics	1	4	16	10	3	2	0	36
Physics	3	11	7	7	7	1	1	37
Psychology	1	10	18	15	20	8	0	72
Polish	0	1	0	0	0	0	0	1
Science: Applied	0	0	0	1	5	1	0	7
Sociology	3	6	18	12	4	1	0	44
Spanish	1	3	3	4	0	0	0	11
Total A2	95	220	345	248	123	38	2	1071

Level 3 BTEC 2014/2015

Subject	A*	D*	D	M	P	Entries
BTEC Business	0	9	15	8	0	32
BTEC Performing Arts	0	0	0	0	0	0
BTEC Sport	0	5	12	7	0	24
OCR IT	0	7	3	0	0	10
Total BTEC + OCR	0	21	30	15	0	66

Year 11 Examination Results 2014/2015

Subject	A*	A	B	C	D	E	F	G	U	Entries
English: Language	10	45	57	50	12	2	1			177
English: Literature	14	54	63	35	9	2				177
Maths	47	47	37	27	15	3	1			177
Science: Core	12	38	55	43	19	1			1	169
Science: Additional	14	37	51	37	18	4	1			162
Science: Further Additional	13	23	22	30	19	3				110
Science (Cambridge National)			14	5						19
French	9	22	18	23	8	3				83
German	9	20	14	18	10	4				75
Spanish	2	5	4	5	6	2	2			26
Geography	4	18	31	23	12	3				91
History	35	25	23	13	5	2				103
Computer Science	6	5	6	6	4					27
RS: Full Course	5	3	1	2						11
RS: Short Course	28	43	37	19	14	13	5		2	161
Art: Fine	3	7	19	8						37
Art: Photography		11	13	4						28
Art: Textiles			2	3						5
Dance		4	2	7	2					15
Dance (BTEC)	6	2	14	6						28
Drama	1	18	14	9	6					48
Music	4	7	5	6		1				23
Food Technology	1	6	7	11	4	1				30
Resistant Materials	1	5	11	6	6	5		1		35
Economics and Business	2	7	6	4						19
Business (BTEC)		2	10	6						18
Media Studies	4	7	7	7			1			26
PE	8	29	18	18	6	1				80
PE: Certificate	8	28	38	42	2					118
Work Skills (BTEC)				16						16
Totals	246	518	599	489	177	50	11	1	3	2094

Number of students aged 15: **177**

Number not entered for level 2 examinations: **0**

5A* - C grades with English and Maths: **84%**

5 A*-C grades: **94%**

*All examination results are provisional,
pending confirmation by the DfE and any
appeals against individual results.*

Higher Education - Destination of leavers 2015

Student		University	Subject
Emily	Angel	University of Exeter	Physics with Astrophysics
Sam	Askew	University of Birmingham	Political Economy
Luke	Astley	University of York	Economics
James	Atkins	Loughborough University	Sports Technology
Rebecca	Baldock	Writtle College (A partner of the University of Essex)	Equine Sports Therapy
Amelia	Barnes	Bournemouth University	Music and Sound Production Technology
Jett	Barrett	University of Leicester	English
Sophie	Bean	University of Nottingham	Modern Languages
Jack	Bonfield	University of Swansea	Materials Science and Engineering
Chloe	Bostock	University of Gloucester	Computer Games Design
Oliver	Breen	Northumbria University	Computer Games Design and Production
Alice	Bull	University of Leeds	Advanced Psychology
Elicia	Bushell - Lobatto	GAP YEAR	
Jonathan	Caley	University of Loughborough	Computer Science
Connor	Calthrop	GAP YEAR	
Amy	Cameron	University of Sussex	Law with American Studies
Joseph	Campbell	University of Nottingham	Film and Television Studies
Samuel	Carr	University of Loughborough	Geoscience
Laura	Carruthers	GAP YEAR	
Georgina	Clark	University of Birmingham	Sociology

Student		University	Subject
Ben	Collins	University of Hertfordshire	Business and Marketing
Matthew	Cross	Apprenticeship	Digital Media
Rory	Crowe	Oaklands College	Electrical Installations
Hannah	Cummins	University of Liverpool	Ancient History
Jennifer	Curran	University of Nottingham	American Studies and English
Thomas	Dalby	GAP YEAR	
Charles	Deacon	Leeds Trinity University	Sports Journalism
Mark	Dean	University of East Anglia	History
Nicholas	Dellinger	Middlesex University	Sport and Exercise Science
Stuart	Dicks	Anglia Ruskin University	Philosophy
Amourette	Dredge	Kingston University	Criminology
Elijah	Eaves-Bunce	London Metropolitan University	Design: Fashion, Textiles, Jewellery, Product and Furniture
Sophie	Elvidge	University of Leeds	Biochemistry
Rhys	Errington	University of Cambridge (Homerton College)	Economics
Kellie	Flynn	University of Southampton	Law
Gabriel	Fogarty-Graveson	University of East Anglia	Drama
Lara	Ford	University of Nottingham	Modern Languages with Translation
Jessica	Fox	University of Southampton	Geography
Natalie	Froome	University of East Anglia	English Literature
Nara	Fullbrook	University of Liverpool	Business Management

Higher Education - Destination of leavers 2015 *Cont'd*

Student		University	Subject
Amanda	Gachowicz	University of Nottingham	Psychology
Bethany	Giles	Nottingham Trent University	Media
Esther	Gill	University of Southampton	Geography
Gianmarco	Giubba	Employment	
Callum	Glenister	University of Leicester	Management Studies (Marketing)
Kayleigh	Goodfellow	University of Hertfordshire	Social Work
Emma	Gray	University of Newcastle	Medicine
Chloe	Guy	GAP YEAR	
Samuel	Habib	University of Birmingham	International Relations with Political Science
Benjamin	Hall	GAP YEAR	
Ellen	Hann	University of Surrey	Psychology
Max	Hartington	University of Essex	English Literature
Rhian	Hay	University of Exeter	English with study abroad
Megan	Holmes	University of Warwick	History
Max	Hood	University of Liverpool	Civil Engineering
Kiera	Huckerby	University of Lincoln	Film and Television
Sophie	Hughes	University of East Anglia	Economics
Anna	Hunter	University of Birmingham	Business Management
Gabrielle	Irish	GAP YEAR	
Montgomery	James	University of Southampton	History and Archaeology

Student		University	Subject
Zoe	Jeater	University of Reading	English Literature, Film and Theatre
Jasmine	Jennings	Courtauld Institute of Art (University of London)	History of Art
Kurt	Jones	University of West London	Film Production
Emma	Jones	GAP YEAR	
Christopher	Joyce	APPRENTICESHIP	
James	Kelly	St Mary's University, Twickenham, London	Sport Science
Jarred	Kenworthy	University of Swansea	Mechanical Engineering
Azmat	Khan	University of Hertfordshire	Business and Finance
Patrick	Kieman	University of Warwick	Mathematics
Philip	Kilborn	Coventry University	Finance
Liam	Kirby	Bournemouth University	Communication and Media
Sawan	Kotecha	University of Leicester	Psychology
Aditya	Kujal	GAP YEAR	
Edward	Lawford	University of Winchester	Event Management
Lilly	Lee	University of Loughborough	Management Sciences
Katie	Lewis	University of Lincoln	Psychology
Christopher	Loose	GAP YEAR	
Rebecca	Lowe	University of Nottingham	Medicine
Louise	McCarthy	GAP YEAR	Geography
Calum	McDonald	University of Leicester	English

Higher Education - Destination of leavers 2015 *Cont'd*

Student		University	Subject
Rachel	McKinlay	GAP YEAR	
Giancarlo	Merlo	University of Birmingham	History
Jacob	Moody	De Montfort University	International Relations
Madeleine	Morris	University of Bath	Politics and International Relations
Natasha	Mosley	University of Nottingham	History
Stefano	Munoz	University of Nottingham	Politics and Economics
Thomas	Murphy	University of Hertfordshire	Motorsport Technology
Phoebe	Murray	Canterbury Christ Church University	Primary Education
Bradley	Murray	GAP YEAR	
Isaac	Nelson	University of Warwick	Mathematics, Operational Research, Statistics and Economics
Jessica	Newman	University of Birmingham	History
Daniel	Noci	University of Sheffield	Business Management
Batsirai	Nyamupingidza	University of Southampton	Accounting and Finance
Niamh	O'Connor	University of York	Environmental Science
Rhys	Orde	University of Leicester	Economics
Ella	Ordinaire	GAP YEAR	
James	Owler	University of Sheffield	Bioengineering
Zoe	Pagdin	GAP YEAR	
Amy	Perkins	Oaklands College	Art Foundation course

Student		University	Subject
Charlotte	Pinkham	University of Bedford	Primary Education
Agata	Porozynska	University of Newcastle	Civil and Structural Engineering
Alexandra	Potter	De Montfort University	Criminology with Criminal Justice with Psychology
Joseph	Priestman-Bennett	University of East Anglia	Physical Education
Samuel	Robinson	Kingston University	Actuarial Science
Liam	Robinson	University of Nottingham	Economics
Sydney	Rudd	University of Newcastle	Psychology
Oliver	Ryan	University of Leeds	Philosophy, Politics and Economics
Carolin	Sellmann	GAP YEAR	
Sairam	Shah	University of Hertfordshire	Accounting with Finance
Caitlin	Shea	University of Leeds	History
Danielle	Sheppard	University of Roehampton	Dance Studies
Gavin	Shorey	GAP YEAR	
Peter	Smith	University of Nottingham	Mathematical Physics
Scott	Smith	Employment	
Hannah	Stevens	University of Hertfordshire	Psychology
George	Stubbs	Oxford Brookes University	Geography
Philippa	Style	University of Leeds	English and History
Ashley	Taffe	University of East Anglia	Economics
Samuel	Tanton	University of Loughborough	Sport and Exercise Science

Higher Education - Destination of leavers 2015 *Cont'd*

Student		University	Subject
Amy	Taylor	GAP YEAR	
Jessica	Timbs	Camberwell College of Arts	Foundation Diploma in Art and Design
Amy	Tissington	Nottingham Trent University	Interior Architecture and Design
Zoë	Travis	Nottingham Trent University	English and Global Studies
Madeleine	Twigg	University of Manchester	Drama and English Literature
Chiara	Verdigi	University of Sheffield	Biochemistry
Amelia	Voss	University of Warwick	Theatre and Performance Studies
Tabitha	Walsh	Nottingham Trent University	Textile Design
Charlotte	Walter	Southampton Solent University	Magazine Journalism
Oliver	Waterworth	University of East Anglia	History (with Foundation year)
Anna	Wells	University of Leeds	Economics
Alexander	White	Oaklands College	Music Technology
Katie	Williams	University of Reading	History
Lucy	Williams	GAP YEAR	
Zoe	Withers	University of East Anglia	Psychology
Conor	Yapp	Employment	
Lukas	Zell	GAP YEAR	

Ex-Students			
Aidan	Angus	Oxford Brookes	Anthropology
Fraser	Auld	Liverpool	Business Economics
Gemma	Dixon	Canterbury Christ Church University	Psychology
Matthew	Elvige	University of Manchester	Chemistry
Joseph	Hine	University of Gloucestershire	Film Studies
Christopher	Hoad	Nottingham Trent University	Biological Sciences
William	Holland	University of Reading	Food Marketing and Business Economics
Hannah	Lewis	University of Bedfordshire	Midwifery
Anaya	Malik	University of Brighton	Biomedical Science
Sian	Myring	University of Bournemouth	Marketing Communications
Leonidas	Stamatiou	London School of Economics	Actuarial Science
Peter	Svejstrup	University of Sheffield	Biomedical Science
Umer	Tahir	University of Herts	Business Economics
Esther	Webster	University of Lincoln	Psychology



Sandringham School

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