

# *Bay House School*

## *Prospectus*

*2009-10*



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## **INTRODUCTION**

### **1.1 The School**

Bay House came into being, as an 11-18 comprehensive school, in 1972 through the amalgamation of Gosport Grammar School and Privett Secondary School. Our school, although proud of our past, is forward looking, with children being our central aim. We believe that helping every learner to succeed is to recognise the importance of both academic and personal development. Our philosophy is the education of the 'whole person'.

### **1.2 Buildings**

The School occupies well-equipped buildings based on the historic Bay House (built in 1838 as a marine villa for the Baring family). Extensive accommodation is provided for all facets of comprehensive education. A new 14-classroom building opened in 2003, along with six new tennis courts and the success of the Sixth Form led to a new block being opened in September 2004 and two science laboratories were completed for September 2005. Planning is underway to improve further the sports facilities at the School, having opened new changing rooms in 2006. Work has commenced for a new suite of classrooms and technology workshops to cater for the increasing size of our Sixth Form and these will be available for whole school use from September 2009. Accommodation for the Enterprise Academy, a Bay House run alternative provision for 14-16 year olds, opened in September 2008.

### **1.3 Number on roll**

The number of pupils on roll in the current year (2008-09) is approaching 2,150, which includes nearly 400 students in the Sixth Form. 350 pupils are admitted to Year 7 each September.

### **1.4 Admissions Policy**

Pupils will be admitted, normally at the age of 11, without reference to ability or aptitude. The designated catchment area broadly corresponds with the catchment areas of the Bay House Cluster Schools: Alverstoke C of E Junior School, Gomer Junior School, Leesland Junior School, Lee-On-The-Solent Junior School and Haselworth Primary School. The Governing Body will allocate places up to the admissions number of 350. Where the number of applications exceeds 350, the following over-subscription criteria will be used to prioritise applications.

1. Children who are in the care of a local authority or who are provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989. A letter from Social Services confirming the child's status must be provided.
2. Children who have a serious medical, physical or psychological condition that makes it essential that they attend this School rather than any other. Supporting evidence, in writing, from a medical doctor or clinical psychologist must be provided.



3. Children living in the School's designated catchment area.

*Should applications in this category exceed the number of places available, the order of priority will be:*

- a. children who have a brother or sister (inc step-siblings living in the same family unit) on the School roll at the time of application and who will still be on roll at the time of admission
- b. children who are attending a school in the Bay House Cluster at the time of application
- c. children living closest to the School, measured as a straight line from the child's home to the main entrance to Bay House in Gomer Lane.

4. Children living outside the School's designed catchment area who have a brother or sister (inc siblings living in the same family unit) on the School roll at the time of application and who will still be on roll at the time of admission.

*Should applications in this category exceed the number of places available, the order of priority will be:*

- a. children who are attending a school in the Bay House Cluster at the time of application
- b. children living closest to the School, measured as a straight line from the child's home to the main entrance to Bay House in Gomer Lane.

5. Other children living outside the School's designated catchment area.

*Should applications in this category exceed the number of places available, the order of priority will be:*

- a. children who are attending a school in the Bay House Cluster at the time of application
- b. children living closest to the School, measured as a straight line from the child's home to the main entrance to Bay House in Gomer Lane.

If applications within any of the above categories exceed the number of places available, the distance criterion, as detailed in this Policy, will be used to prioritise applications.

NB The Governing Body will, as required by legislation, admit any pupils whose final Statement of special educational needs names the School

**This policy was formally adopted by the Governing Body October 2007**

## **1.5 Admission arrangements**

Parents of pupils due to transfer to secondary schooling in September 2009 are invited to attend an Open Evening at Bay House on Wednesday 8 October 2008. Further details are given to parents via the local primary schools, are on our website [www.bayhouse.hants.sch.uk](http://www.bayhouse.hants.sch.uk) and may also be obtained from Bay House upon request.

Applications to join Bay House must be made on the Common Application Form which will be sent to you by HCC. Applications will be ranked according to the criteria in the admissions policy. If two or more schools are able to offer places, parents will be offered only the school they placed as highest preference. Parents should note that there has been a change in the Admissions Policies of Community Schools. These schools now have, like Bay House, an 'equal preference' Admissions Policy. Six appeals were heard; none were successful. When the School



is unable to admit a pupil whose parents apply for admission, in addition to informing parents of their right of appeal to an Independent Appeal Panel, a 'list of applicants' is held until 31 August. As and when places become available, applicants on the list are ranked according to the criteria in the Admissions Policy. After 31 August parents must write to the School to inform us if they wish to go on our formal waiting list.

### 1.6 School leaving age

Proposed changes in legislation make it difficult for us to be definite about the statutory requirements regarding when a pupil is able to leave School. At present, in the school year during which a pupil reaches the age of sixteen (i.e. between 1 September and 31 August),s/he is entitled to leave on the last Friday in June. Neither the School nor the Secretary of State for Education can authorise a pupil to leave school at an earlier date.

Prior to September 2008, 781 first, second and third preference applications were received for admission to the new Year 7. The number of pupils actually admitted in each category under the terms of the School's admission policy was as follows:

1 a)	Children whose Statements of SEN name the School	2
1 b)	Valid medical/psychological reasons	0
2	Children living in the School's designated area	199
3	Children living outside the School's designated area who have a brother or sister attending the School	30
4 (i)	Children living outside the designated area who have attended a Bay House cluster school prior to and at the time of the closing date for applications	26
4 (ii)	Other children living outside the designated area	18
Total		350



## **1.7 Partnership with Parents and Carers**

We place great value on the need for home and school to work together to support young people to achieve their best. We hope that you, as well as your child, will feel welcome in Bay House School and that you will contact us whenever there is something that you would like to discuss with us.

Each Year Group has a dedicated Pastoral Assistant who is almost always available, throughout the school day, to assist pupils in the Year Group but also to respond to parents and carers who contact the School by telephone or e-mail. If you would prefer to come in to School in person, please telephone first so that we can ensure that there will be someone available for you to talk to.

Throughout the year, starting with the Welcome Event early in Year 7, there is a variety of opportunities – both formal and informal - for parents and carers to come into school. As well as Parents' Evenings, where you are able to have individual appointments with your child's tutor and/or subject teachers, there are also fun, social events where children and their parents/carers can get involved in activities together, family learning workshops, PTA events, subject information evenings, information evenings on issues such as bullying, drugs and sex and relationships, courses for parents of teenagers and other adult learning opportunities. Some of our courses and meetings are run at other venues. Parents are also involved in groups that support and influence the running of the School – such as the Special Educational Needs Forum. We welcome ideas from parents and carers on what they would find helpful and enjoyable and so our programme of activities grows and changes each year.

We look forward to working in partnership with you. If you are visiting the School and you require any assistance to be able to access the buildings or attend the meeting or event, please let us know.



## **THE CURRICULUM AND COMPOSITION OF CLASSES**

### **2.1 Summary of the Governing Body's aims**

The School aims, above all, to enlarge pupils' knowledge, experience and imaginative understanding - believing this to be the surest route to acquiring moral values, making informed choices and judgements in life, and learning to communicate effectively. Through its curriculum, the School also encourages children to become active participants in society and responsible contributors to it. To serve these ends, we aim to provide a rational, tolerant, yet always disciplined atmosphere, and to foster active participation by pupils in both the classroom and extra-curricular activities.

In our society of rapid change we believe that it is essential that young people should be equipped through their schooling to be sufficiently flexible to learn new roles and adapt to constantly changing circumstances in employment and in other respects. They need to learn how to continually learn and be lifelong learners.

Achievement for all is a central concern for this comprehensive school. Hence we seek to identify and nurture those pupils for whom educational aspirations at home may result in low expectations. One purpose of formal education is to offer these children alternative aspirations.

### **2.2 Content of the teaching programme**

All maintained schools have to satisfy the requirements of the National Curriculum. Pupils entering Year 7 will follow all twelve subjects of the National Curriculum at Key Stage 3 (Years 7-9). These are: English, Mathematics, Science, Design & Technology, Information & Communication Technology, a modern foreign language (French at Bay House), History, Geography, Music, Art, Citizenship and Physical Education. At Key Stage 4 (Years 10-11) some subjects are optional. Religious Education is compulsory at both Key Stages. The Religious Education programme at Bay House has been drawn up in line with the recommendations of the Hampshire SACRE (Standing Advisory Committee on Religious Education). The table on the following page shows how the requirements of the National Curriculum are fulfilled at Bay House.

Upon entering the School, pupils are placed in mixed-ability classes for most subjects, the exceptions being English and Mathematics. Other subjects are not setted until the beginning of Year 8. At this stage over a third of pupils will have the opportunity to take a second language (currently a choice between German and Spanish). The second language is offered to pupils who have demonstrated sufficient linguistic ability to suggest that they will find such study rewarding.

The progress of each pupil is carefully monitored: there are biannual reviews of setting and movement between sets is common. Children of all round, exceptional ability are identified and their talents extended, from Year 8, through courses designed to enrich the basic curriculum. This involves the formation of an 'Enrichment Group' of approximately twenty pupils which has special teaching across a range of subjects (at least one hour per week). In the spring term of Year 9, after full consultation between staff, pupils and parents, a programme of study is agreed for each pupil's final two years at Bay House. Details of current provision are provided in the table 'Allocation of Teaching Periods to Subjects'. Currently in Years 10 and 11 the School offers a core of compulsory subjects (English, Mathematics, Science, Information Technology, RE and PE), some 'restricted' options (Design Technology, Languages, History/Geography, Religious



Education, Expressive Arts and PE) and 'free options' including vocation choices. Parents are kept fully informed when their child's programme is being drawn up.

A programme of sex education has been approved and reviewed by the Governing Body. This was drawn up after wide consultation with staff, governors and parents. Teaching about sex, while firmly set within the context of family life, necessarily takes into account alternative behaviour patterns in contemporary society. Some aspects of sex education are taught as part of the basic curriculum by the subject departments. Others are included in a Citizenship programme.

Parents have the right to withdraw their child from any aspect of the sex education programme that is not part of the National Curriculum.

The Governing Body has policies on race equality and equal opportunities which were drawn up following consultation with staff and learners.

Schools are required to provide a daily act of 'collective worship'. The policy at Bay House, approved by the Governors, is to provide 'Thoughts for the Day' which act as a focus for reflection in tutor groups. Parents are entitled to withdraw their children from Religious Education classes and/or collective worship, if they so wish, by informing the Headteacher in writing. In such cases, parents are encouraged to provide a suitable alternative (eg Reading).

**Details of the Sixth Form curriculum are published separately - in the Sixth Form Prospectus (available upon request).**

### **Enterprise Academy**

The Enterprise Academy provides an opportunity for pupils entering Year 10 to access a curriculum different from mainstream provision. It consists of a high degree of outdoor learning and is designed to re-engage those pupils disengaged by an academic curriculum. The Academy works closely with the business world and admission for it is discussed in Year 9. Bay House believes in personalising the learning for pupils in this way when it considers it to be in the best interests of the pupil. Alternative provision may also be available through links with work-based learning providers and/or local colleges. The new diplomas soon to be introduced will provide further diversity of choice for such learners.



### ALLOCATION OF TEACHING PERIODS TO SUBJECTS

The working day consists of 5 periods of one hour plus 15 minutes' tutor time/assembly. The 25-period week is allocated to subjects/courses as follows:

SUBJECT/COURSE	YEAR	7	8	9	10	11
English		4	3	3	3	4
Mathematics		3	3	3	4	3
Science		2	3	3	4 <sup>4</sup>	4 <sup>4</sup>
Religious Education		1	1	1	1	1
Physical Education		2	2	2	1	1
Craft, Design & Technology		1	1	-	-	-
Craft, Design & Technology / Catering and Textiles		-	-	2 <sup>3</sup>	-	-
Information & Communication Technology		-	-	1	-	-
Food and Nutrition / Information & Comm. Tech.		1 <sup>1</sup>	1 <sup>1</sup>	-	-	-
Information Technology (Key Skills)		-	-	-	1 <sup>4</sup>	1 <sup>4</sup>
Design & Technology		-	-	-	2 <sup>5</sup>	2 <sup>5</sup>
History		2	2	2	} 2 <sup>6,10</sup>	} 2 <sup>6,10</sup>
Geography		2	2	2		
Religious Studies (GCSE)		-	-	-		
Art		1	1	1	} 2	} 2
Music		1	1	1		
Drama		1	1	1		
Additional Physical Education						
French		3	3/1.5 <sup>2</sup>	2/1.5 <sup>2</sup>	2 <sup>8</sup>	2 <sup>8</sup>
Spanish/German		-				
'Free option'		-	-	-	2 <sup>9,10</sup>	2 <sup>9,10</sup>

- <sup>1</sup> Pupils spend one in three lessons studying Food & Nutrition during the course of the year and the other two lessons studying ICT.
- <sup>2</sup> There are no 0.5 lessons. Pupils studying two foreign languages study each language for three periods a fortnight with one of the periods for Year 9 pupils being Monday period 5.
- <sup>3</sup> Pupils spend equivalent to two-thirds of the periods studying CDT and the other one-third studying Catering & Textiles.
- <sup>4</sup> About 50 pupils study three separate sciences (Biology, Chemistry and Physics) to GCSE. These pupils' timetable is extended by an additional period and they do not have a scheduled ICT lesson, they study for the ECDL qualification during after-school classes.
- <sup>5</sup> In Years 10 and 11 there is a choice between courses in Catering, Electronic Products, Graphic Products, Resistant Materials and Textiles
- <sup>6</sup> In the Humanities option students choose either: History, Geography or Religious Education.
- <sup>7</sup> In the Expressive Arts plus PE option students choose either: Art, Drama, Music or GCSE Physical Education.
- <sup>8</sup> Pupils who have studied two foreign languages at KS3 must continue to study at least one of these. They therefore have one 'free' option choice. Most other pupils choose two 'free' options.
- <sup>9</sup> The 'free option' allows a choice between Art, Business Studies, Drama, French, History, Information & Communication Technology, Geography, Music, GCSE Physical Education, Religious Studies and Sociology.
- <sup>10</sup> A number of pupils are invited to either study for a Vocational GCSE (VGCSE) in Health & Social Care, Leisure & Tourism, a BTEC certificate in Media or a BTEC certificate in Sport (all carry a double GCSE award). Another group of pupils are invited to undertake a Level 1 BTEC 1<sup>st</sup> Diploma in Hospitality, Travel and Tourism.

All Year 10 and 11 courses offer the possibility of Level 2 qualification, with the exception of the Physical Education core course (1 period per week) and the BTEC Diploma. The Religious Education core course and ICT Key Skills offer the possibility of additional certification worth approximately half a GCSE each.

A Citizenship programme is provided through identified curriculum time, some assemblies and withdrawal from a few lessons each year.



## 2.3 Special Educational Needs

The Governing Body endeavours to ensure that the School makes the best possible provision for all its pupils, including those with special educational needs. The School's admissions policy is entirely non-selective. Pupils with special needs, both with and without Statements of Special Educational Needs, are admitted so long as they satisfy the criteria of the admissions policy, as applied to all applicants.

Special needs may vary from relatively simple, short-term problems to complex, long-term situations. The School's provision is flexible and responsive to individual needs. It specifies various levels of support and review, depending upon the pupil's requirements. This is in line with government guidance: the SEN Code of Practice, the Disability Discrimination Act and the Disability Equality Duty.

The Headteacher and Chair of Governors oversee the implementation and development of the special needs policy. The day-to-day provision of education for pupils with special needs is coordinated by the Head of Learning Support, Mrs C A Vinall. Parents wishing to discuss their child's special educational needs should, in the first instance, contact Mrs Vinall or the relevant Head of Year.

Medical and toilet facilities have been upgraded to allow for certain disabilities. There is wheelchair access to toilet facilities but not to all classrooms on upper floors. Blackout facilities in classrooms and marker lines on steps assist pupils with visual impairment. Where possible, special apparatus and furniture are acquired and adaptations made to buildings, as recommended for individual pupils.

Pupils' needs are assessed upon entering the School through the information received from their previous school(s) from their Key Stage 2 SAT results and through a series of standardised spelling, reading and mathematics tests. Cognitive Ability Tests are also carried out. Pupils who appear to have learning difficulties are fully assessed by specialist staff. Teachers and parents also identify other pupils who appear to be having difficulties at school. Such concerns are investigated.

All pupils work for the majority of their time in mainstream classes following the normal school curriculum, including the National Curriculum. Where appropriate, for part of the week pupils are withdrawn from classes, individually or in small groups, to follow specially devised programmes of work. Arrangements are made to minimise the amount of time a pupil misses from any subject. To complement this, there is an extensive programme of in-class support whereby an additional member of staff works with teachers in mainstream classes to help pupils.

Where pupils have emotional or behavioural difficulties, Heads of Year, in consultation with parents, Learning Support Coordinator and other members of their teaching groups to pursue their studies unhindered. The school has a counselling support team, who are not members of the teaching staff, to provide further support and guidance for pupils. Trial or 'mock' examinations are held at the beginning of the spring term of Year 11. The results, along with teachers' assessments of progress, play a part in decisions on examination entries. Public examination entries are expensive and the fees are paid out of public funds allocated to the School. The School reserves the right not to enter candidates who fail, in their work and attitude, to show that they have reasonable prospects of success. Assessments by the staff are carried out and decisions are made for examination arrangements as, or appropriate.



Learning Support Assistants run Self Esteem, Attribution, Social Skills and Anger Management sessions alongside working and monitoring pupils' behaviour in lessons. A further member of staff provides behaviour support for some pupils on a one-to-one basis. The Learning Support Department also provides behaviour support for those who are 'isolated' because of their poor conduct. Staff in the behaviour support facility work with pupils to help re-integrate them back to their full-time timetables. This helps pupils to learn that they should not and must not disrupt the learning of others through unacceptable classroom conduct.

The School makes every attempt to include pupils with special needs. We work to strengthen the perception of such pupils as equal members of the school community - through the work of support staff in classrooms, educating pupils about disability and making special arrangements where necessary for pupils with disabilities to take part in trips and extracurricular activities. We will not tolerate inappropriate comments made about those with disabilities.

In-service education and training is provided for staff. The School also maintains links with learning support staff in local primary schools, post-16 colleges and special schools. Some pupils from special schools have successfully transferred to Bay House; such cases are considered on an individual basis.

Many agencies outside the School become involved in supporting particular pupils. These include the Educational Psychology Service, the 'Connexions' Service, the Careers Service, Advisory Teachers, Child and Family Therapy Services, Forces' Welfare Services, the Probation Service, the Police, Social Services, the Youth Service, the Youth Offending Team, Health Authority and many charitable organisations.

Where a parent is concerned about the School's response to their child's special educational needs, the matter should be discussed fully with the Head of Learning Support or the Head of Year. If the matter cannot be resolved, a further discussion should take place with a Deputy Head. If an agreement is still not reached, the matter should be referred to the Headteacher. If the parent remains dissatisfied, they should contact the Chair of Governors or the member of the Governing Body taking a specific interest in the area of Special Needs.

The Governing Body evaluates the success of its policy in a variety of ways which may include monitoring public examination results and attendance rates for pupils with special needs and seeking the views of pupils and parents.

As with all aspects of a child's education, great emphasis is placed upon the partnership between parents and school staff. Parents of pupils with special needs will be consulted on a regular basis and kept informed about their child's progress. Parents are encouraged to contact the School at any time should they wish to discuss their child's education.

The School has produced an Accessibility Plan and Disability Equality Scheme which map out our plans for future development to the environment and access to the curriculum. The School also has a strong representative body called SEN Forum – a group of parents, Governors, staff and pupils who speak for and investigate inclusion within School.



## 2.4 Courses leading to external qualifications

The School currently prepares candidates for external qualifications in the following subjects. Details of boards and syllabus numbers relate to GCSE examinations unless otherwise stated.

Additional Science	AQA 4463
Art & Design	AQA 3202
Biology (Spec A)	AQA 4411
Business Studies	EDEXCEL 1503
Catering	WJEC 1240
Chemistry (Spec A)	AQA 4421
Citizenship	AQA 3107
Design and Technology (Graphics)	AQA 3543
Design and Technology (Textiles)	AQA 3547
Design and Technology (Electronic Products)	AQA 3541
Design and Technology (Resistant Materials)	AQA 3545
Drama	AQA 3241
English Language (Spec A)	AQA 3702
English Literature (Spec A)	AQA 3712
English	AQA 3703 (Sixth Form retake)
French	AQA 3651
French (Entry Level Certificate)	AQA 3964
First Certificate in Sport Level 2	EDEXCEL
Geography	AQA 3031
German	EDEXCEL 1231
Health & Social Care	EDEXCEL 2321
History	EDEXCEL 1334
History	OCR 1935
Information & Communication Technology	EDEXCEL 1185
ICT Key Skills Level 1/Level 2	EXEXCEL U3051250/ U3051251
Leisure & Tourism	EDEXCEL 2346
Mathematics	EDEXCEL 1387
Mathematics (Higher Spec A)	EDEXCEL 2540
Mathematics (Graduated Assessment Spec C)	OCR J516
Media Studies	AQA 3571
Media Studies (B Tech)	EDEXCEL X7786
Music	AQA 3271
Physical Education / Physical Education (Games)	AQA 3581 / AQA 3583
Physics (Spec A)	AQA 4451
Religious Studies Full course/Short course	EDEXCEL 2481/EDEXCEL 3481
Sociology	AQA 3192
Spanish	EDEXCEL 1246
Spanish (Entry Level Certificate)	AQA 3969
Statistics	EDEXCEL 1389

### **Key to examination boards:**

AQA	Assessment and Qualifications Alliance
EDEXCEL	University of London Examinations and Assessment Council
OCR	Oxford and Cambridge
WJEC	Welsh Joint Education Committee



## **2.5 Complaints about the school curriculum and related matters**

Parents who wish to complain about the actions of the School in relation to any of these matters should contact the School and ask to see a copy of the approved procedure. This provides, first of all, for an informal discussion with the Headteacher having discussed the complaint with the Deputy Head (Curriculum). If the complaint cannot be resolved in this way, it may be raised formally with the Governing Body. Any parent wishing to have a personal copy of the complaints procedure may obtain one from the school office.

## **2.6 Complaints Procedure**

The published complaints procedure is also used for all other matters. It aims to deal with the vast majority of concerns immediately and satisfactorily at an informal stage. However, should a matter not be resolved to the satisfaction of the complainant, then a formal procedure consists of a further three stages is defined. As above, a copy of the complaints procedure can be obtained from the School office.



## **SCHOOL ORGANISATION**

### **3.1 School work and homework**

The standard of work expected of pupils is the best of which they are capable. There is positive reinforcement through formal presentations of annual awards, which recognise effort as well as achievement, and through the award of Merit Certificates to pupils of all abilities who produce work of outstanding quality or who make a sustained effort to improve their standard of work.

Regular homework is considered to be of prime importance. It consolidates learning begun in the classroom and assists in the development of study habits. The amount and frequency of homework will vary according to the age of the pupil. Homework for Year 7 pupils is phased in during the first half term. All pupils in Years 7-11 are issued with study planners where homework tasks and deadlines are recorded. More lengthy details of homework and homework assignments are entered at the back of the appropriate exercise book. Parents are requested to sign study planners once a week.

Parents are invited to check their child's workload. A copy of each pupil's timetable, including homework, is written in each child's study planner at the beginning of each school year. In addition, Parents receive a Parents' handbook that provides a brief summary of their child's curriculum for that year. Parents will be informed if pupils fail persistently to hand in homework or if they regularly hand in work of an unacceptable standard.

The School provides a study facility before and after school on certain days of the week to support pupils in completing their homework. Sanctions will be imposed when pupils fail to complete work.

At the start of the school year, parents will receive a parents' handbook that includes details of the courses to be followed that year.

### **3.2 Internal examinations and reporting**

Internal school examinations for all pupils in Years 7-10 are held late in the spring term or during the summer term. Tests and assessments are carried out at the discretion of teaching departments at other times during the year. Year 9 pupils also take National Curriculum statutory assessment tests in Mathematics, Science and English

School reports on pupils, incorporating gradings for attitude and attainment, are given annually although there are plans to introduce more regular reporting to pupils and their parents via a new assessment of reporting programme that will focus on progress made in relation to expectations and the identification of targets for improvement. The nature of these reports varies depending on the year group of the pupil. Progress checks are completed for pupils in Years 7 to 10 and parents are also invited to discuss their children's progress with staff at parents' evenings. These provide three formal opportunities each year for parents to receive information on their child's progress.

The Year 11 mock GCSE examinations are held in the weeks before and after the Christmas holiday. Year 11 pupils are on study leave for the duration of these examinations.



Parents' evenings give parents an opportunity to discuss the progress of their child with subject teachers, the tutor, the Head of Year, Careers teachers and advisers and senior members of staff. Parents are informed of the dates of these meetings. If they are unable to attend, they are urged to contact the School to make an appointment, at a mutually convenient time, with the members of staff they wish to consult. The School may also wish to consult parents, in which case it will of course initiate the appointment.

### **3.3 Care and guidance**

In a large school like Bay House, responsibility for the well-being and educational progress of pupils has to be delegated if these functions are to be properly discharged. For this reason, and also to give each pupil a sense of identity which otherwise he or she might lack, a tutorial system within the framework of year groups has been evolved. Upon entry to the School at eleven, pupils join a mixed-ability tutor group of approximately thirty boys and girls of the same age; they remain in that tutor group with, so far as staffing stability allows, the same tutor for the whole of their five years in the 11-16 School.

The tutor is the main reference point in the system of individual monitoring and care. Once a term, each pupil will be scheduled a one-to-one tutorial with his/her tutor. This provides an opportunity for a discussion about particular issues relevant to the pupil's progress at each stage of their school life. In addition, each year group has a year head, a Deputy Year Head and a Pastoral Assistant who lead and co-ordinate the work of the tutors and deal promptly with any problems that may arise. Parents are encouraged to resolve any doubts or worries they may have by making an appointment to see a member of the Year Office Team. Like tutors, the Year Leaders move up the School with the same group of pupils. Two assistant Headteachers have academic and pastoral responsibility for Key Stage 3 and Key Stage 4 pupils respectively.

Pupils and students aged 13+ have access to the School's Connexions Personal Adviser who is able to provide support and links to other agencies that work with young people. Many external support agencies work closely with the School and can provide support for pupils and their families.

To allow staff with pastoral responsibilities to act in accordance with legal requirements, parents are asked to ensure that Year Offices are aware of the adults who have parental rights in relation to pupils and of any court orders limiting contact or access by a natural parent. Such information is confidential to those members of staff who require it.

### **3.4 Accident/Illness at School**

The School has the services of a full-time, registered nurse (known as Matron) who has responsibility for all pupils taken ill or injured at School. Pupils should see their own doctors if they are taken ill or injured elsewhere, and they should NOT be sent to School if they are ill, in the expectation of receiving treatment. In the case of minor injury or sickness at School, Matron will treat a pupil who may then be returned to class. In other circumstances she will contact parents to arrange for the pupil to be taken home or to hospital, as appropriate. Parents will always be informed if at all possible. It is very important that we have up-to-date information on how to contact parents in an emergency. It is also essential that the School is given all possible information concerning a pupil's health. Except in an emergency, it is not possible for Matron to leave the school site. Parents are therefore normally asked to make arrangements for sick pupils to be transported home, where necessary.



If a pupil requires prescribed medication during school hours this should be lodged with Matron, with clear written instructions as to its administration. Matron is not able to supply paracetamol or other analgesics for headaches and so forth. Pupils who regularly require such treatment should lodge a supply of the relevant medication with Matron, again with written instructions. Pupils who are asthmatic are asked to leave a spare inhaler with Matron. Parents of pupils with asthma, acute allergies or any other serious medical condition which may require urgent action in School are encouraged to discuss their child's case with Matron.

### 3.5 Careers guidance and work experience

Advice and information given by the tutor, subject teachers, heads of department and year heads is supported by experienced careers staff, an extensive library of careers literature and close liaison with the Advisory Officers from Connexions Careers Centre, who regularly attend the School. Discussion of the suitability of course choices and 'self assessment' for career purposes (ie consideration of aptitude, ability and temperament) are continuing processes from Year 9.

Much of this work is done with tutors as part of a tutorial system. No pupil need ever lack information or advice in the vital sphere of career choice; we hope parents will not hesitate to consult relevant members of staff on such matters. Most pupils are given the opportunity of an interview with an independent careers adviser at least once during Year 11; parents are invited to be present. Interviews are also arranged with some Year 9 and many Year 10 pupils.

The School has its own Sixth Form. Close liaison is also maintained with local colleges offering courses at 16+. All Year 11 pupils compile a CV, giving information about their GCSE courses, qualifications and interests, to present at college and employment interviews. In addition, confidential references are supplied to employers upon request.

All pupils in Year 11 undertake two weeks' work experience, organised through Wex Online.

### 3.6 Destination of Bay House Year 11 leavers

In 2007 - the last year for which information was available at the time of printing - there were 360 pupils in Year 11 who reached the statutory school leaving age. Their destinations were as follows (in percentages):

	%
Full-time study post-16	84
Modern apprenticeship, training and full-time employment	8
Other/unknown	8

### 3.7 Destination of Bay House Sixth Form leavers (aged 17 and over) in 2007

	%
Higher Education (ie university or equivalent)	88
Further Education	2
Employment	10
Gone away/unknown	0



## **SCHOOL ACTIVITIES**

### **4.1 The School Council**

This is composed of representatives from all tutor groups in the School and is chaired by a pupil elected in the summer term of Year 10, who holds that post until the end of the spring term in Year 11. Year Council meetings are held regularly and significant issues are then fed into the full School Council meetings held at least twice per term and on other occasions as required. Before each meeting, items are invited for the agenda which is published and discussed in all tutor groups. Representatives then put forward the views of their groups at the Council meeting and have the further responsibility of reporting back to their groups on all matters discussed.

The Council may make recommendations to the Headteacher on any matters affecting the general welfare of pupils, and 'Issues for Senior Staff' is a regular feature of Council meetings. Topics discussed include such matters as the school's dress code, the school environment and catering facilities - in all cases the Council has been instrumental in bringing about change. Working parties and sub-committees are also organised as the need arises. These groups have recently had an input into the school strategic plan, the school race equality policy and are currently investigating teaching and learning styles at Bay House. The Council has its own budget (the Pupils' Fund) that it can use to sponsor projects approved by its membership. Recent examples include sponsoring an ex-pupil training for the Olympics and numerous charitable donations. Pupils treat School Council meetings very seriously and are conscious of their responsibility to be the representative voice of the other pupils in the School.

### **4.2 Prefects**

The Prefect system provides pupils with another tier of responsibility, giving the opportunity to contribute to the organisation and ethos of the School. Pupils are encouraged to view the prefects as people who are able to support them during their time at Bay House.

### **4.3 Clubs and societies**

Many clubs and societies are run in the School and these make an important contribution to the educational progress of pupils. Those currently flourishing include the Christian Union, Dance Club, Debating Society, Drama Club, Duke of Edinburgh's Award, Gym Club, Technology and Information Technology Clubs, and a wide range of sports clubs and musical activities. An up-to-date programme of clubs and societies is distributed to parents each autumn term.

### **4.4 Music**

Every encouragement is given to pupils to develop musical interest and talent. In addition to normal classes, weekly instrumental tuition is available to many pupils in strings, woodwind, piano, percussion and brass. Full details of classes, tuition fees and schemes for hire or purchase of instruments are obtainable from the Head of Music.

Pupils taking instrumental lessons are expected to attend regularly the appropriate group practices. Such group music-making is essential for full development and enjoyment of instrument playing. Choirs and various instrumental ensembles practise at lunchtimes and at the end of the school day. They have regular opportunities to perform in concerts and other presentations both at School and in major local venues.



#### **4.5 Physical Education**

Physical Education is a core subject, taken by all pupils throughout their school career, unless there is clear medical direction to the contrary. The School's facilities are good but spread over three sites; all are for the exclusive use of Bay House pupils during the school day. The main school site has a well-equipped gymnasium, a small field and a weight training room, with multi-gym equipment. Six hard surface netball/tennis courts are also on the main site. A large sports hall is situated nearby where there is a large playing field and a synthetic, all-weather pitch. Football, summer games and athletics are taught at a third field, approximately 1 km from the School. A planning application has been submitted, in partnership with a developer in the sports industry, to improve, extend and greatly enhance the amenities available to pupils, students, parents and the community.

The programme of activities includes the major team games (hockey, netball, basketball, rounders, football, rugby and cricket), racquet sports, gymnastics, dance, athletics and a practical course in personal fitness. At Key Stage 3 all pupils receive two hours of Physical Education where most lessons are taught to single-sex groups and the programme is activity-based. At Key Stage 4 a varied option programme is offered in the core curriculum. Pupils in Years 10 and 11 also have the opportunity to opt for a GCSE or Btec examination course. Physical Education & Sport is on offer at both AS and A Level, along with the usual range of activities available to all sixth formers. The PE department organises a wide range of extracurricular clubs and school teams and there are inter-tutor group tournaments held in many sports.

All pupils are expected to wear specific kit during lessons.

#### **4.6 Field studies, visits and journeys**

The School organises a wide variety of journeys, Duke of Edinburgh's Award expeditions, field study excursions and educational visits. Some of these are relevant to examination courses, others are an enrichment of the general educational programme. Details of the major journeys planned in each school year are sent out to parents well in advance. Local educational visits, including fieldwork in the vicinity of the School, and away sports fixtures, are normally notified through pupils.

Field studies (including social surveys using questionnaires) and other practical applications of work introduced in the classroom are educationally valuable and your child may be expected to take part at appropriate times.

#### **4.7 Charges for school activities**

The Governing Body's policy on charging parents for pupils' extra-curricular and optional activities is fully in accord with DCSF guidelines. Although no charge is made for trips or activities which take place wholly or largely during normal school hours (with the exception of any board and lodging element in a residential visit), parents will be asked to make a voluntary contribution to the cost of an activity.

Outside school hours, the full cost of voluntary activities may be requested in respect of each pupil. These include foreign trips and exchanges, theatre visits and sporting events. In the case of school sporting fixtures, educational lectures and so forth, any charge that may be made is likely to be considerably less than the true cost of the activity.



Parents may choose not to own the finished product resulting from their child's work at Key Stage 3 in Craft, Design & Technology or Food & Nutrition, provided the School is informed in advance by means of a standard letter sent home with each child. In such cases no parental contribution will be requested towards the cost of materials or ingredients.

Parents are asked to make a contribution towards the cost of tuition in musical instruments. At present, this is £60.00 per term, payable in advance. Families with multi-instrumentalists or more than one child receiving lessons are charged a maximum of £120.00 per term. Instrumental lessons are free of charge for pupils in receipt of free school meals. Parents are expected to pay entry fees for the Associated Board grade examinations. However the music staff provide free piano accompaniment and make no extra charge for administering the entry procedures. If a pupil fails, without good reason, to complete the requirements for any examination for which the School is required to pay an entry fee, the Governing Body may recover that fee from the parents.

The School will normally ask parents to contribute towards the cost of damage to school property or equipment where this results from a pupil's negligence or misbehaviour.

Where parents are in receipt of Income Support/Income Based Job Seeker's Allowance or Child Tax Credit, the School may remit in full the cost of board and lodging for any residential activity which may contribute to the teaching of the National Curriculum or preparation for a prescribed public examination.

#### **4.8 School Fund**

To enable as many children as possible to benefit from a broad educational experience the school needs to have funds to support those on lower incomes and provide all with additional opportunities. To this end we have a School Fund and parents are invited to contribute as much as they feel appropriate. Accounts of income and expenditure in relation to this fund will be available on written request to the Headteacher. [Please note this is separate from the Pupils' Fund which is managed by the pupils themselves through the School Council.]



## **PARENTS AND SCHOOL**

Please note that school office hours are 8.00 am to 4.30 pm

### **5.1 Contact**

The School is particularly anxious that all parents should maintain close contact throughout their children's school life. Parents' evenings are normally held once a year for each age group, but parents may also wish to arrange to see individual members of staff at any time. In such cases it is necessary to arrange an appointment in advance to avoid the possibility of a wasted visit if a member of staff is unavailable. If the enquiry concerns a particular lesson, the relevant Head of Department should normally be consulted. For matters of a more general nature, parents are advised to contact the Year Office. Staff, in their turn, may also ask to see parents about a child's welfare or progress. Either the Headteacher or one of the Deputy Heads or Assistant Heads will be available at any time of the school day to deal with urgent matters. Parents visiting the School for any reason must report to reception in the main office upon arrival.

### **5.2 Communications home**

Information is issued at regular intervals to keep parents informed of school activities, the achievements of pupils, curricular and staffing changes, administrative matters and so forth. This usually takes the form of letters or newsletters. The prohibitive cost of postage to hundreds of homes makes it necessary for information to be sent home via the pupils. The school website is also a useful source of information for parents.

### **5.3 Parent-Teacher Association**

The PTA has as its main objective "the promotion of understanding and co-operation between home and School to the greater benefit of the community". Free membership is automatic for parents/guardians of pupils and current members of staff. The Association arranges educational, cultural, sporting, social and fund-raising activities throughout the year, as well as giving assistance to the School and its activities in many ways. The Chair and other leading members of the Committee can be contacted by telephoning the School, and further information can be found on the school website.

### **5.4 Pupils' Fund**

Parents are asked to support the Pupils' Fund by contributing £1 per year or £4 to cover all five years. The Fund, which is placed at the disposal of the pupils' own School Council, helps finance extra-curricular activities and the provision of amenities for pupils.

A Student Card is issued to all those who have contributed to the Pupils' Fund. Card holders are entitled to buy tickets for most school functions at a reduced price.



## **5.5 School term and holiday dates, 2009-10**

### Autumn Term 2009

Thursday 3 September - Friday 18 December, inclusive.

(Half-term week: 26-30 October, inclusive)

(Christmas Holidays: 18 December 2009 - 01 January 2010, inclusive)

### Spring Term 2010

Monday 4 January - Thursday 1 April, inclusive.

(Half-term week: 15 - 19 February, inclusive)

(Easter Holidays: 2 - 16 April, inclusive)

### Summer Term 2010

Monday 19 April - Friday 23 July, inclusive.

(Half-term week: 31 May – 4 June, inclusive)

(Summer Holidays: 23 July - 30 August, inclusive)

*Five professional days will be assigned within the above term dates. These will be notified to parents at the start of the academic year.*

## **5.6 Public access to documents and information**

Freedom of Information Act 2000 - Schools are required to make available to the public details of information that they publish. This information falls into four broad categories:

1. The information published in the School Prospectus
2. Governor meeting minutes
3. Information about policies that relate to pupils and the School curriculum
4. Information about policies that relate to the School in general

The full publication scheme and the information included in it can be obtained on application to the school office.



## SCHOOL ROUTINE AND REGULATIONS

### 6.1 Hours of attendance

Although some pupils may need to arrive at School earlier, parents are advised that staff will not be on supervisory duty before 8.20 am. The school day (including registration and tutor time/assembly) is from 8.35 to 12.20 pm and 1.00 to 3.10 pm, 2.05 pm finish on Mondays for the majority of pupils. Pupils are late if they are not at registration by 8.40 and at their first afternoon lesson by 1.05 daily and therefore should arrive to School by 8.35 am and 1.00 pm, respectively.

### 6.2 Assemblies

Each year group normally has an assembly once a week. Such assemblies are all nondenominational in character and the active participation of pupils is encouraged. However, if any parents, on grounds of conscience, wish their son or daughter to be excused attendance at assemblies, they are asked to notify the Headteacher in writing.

### 6.3 Weekly school bulletin

A bulletin giving information for pupils is issued weekly. This is read aloud by the tutor and then posted on the noticeboard for reference.

### 6.4 School dress

#### GIRLS

##### **Skirt or trousers**

Plain **dark** grey or black (no denim, cord or casual style). Extremes of fashion, ie tight-fitting skirts or trousers and split skirts, for example, are not acceptable. The skirt must not have any frills or other decorative additions. **Skirts should be worn no more than 10 cm above or below the knee.**

#### BOYS

##### **Trousers**

Plain **dark** grey or black (no denim, cord or casual style). Trousers must not have any decorative features and should not be flared.

#### ALL PUPILS

No make-up, body piercing or jewellery (apart from one stud per ear) may be worn. The style and colour of hair must not be taken to extremes of fashion. Hair should not be cut shorter than 'grade 2' and should be one natural colour. Braiding, beading, coloured hair extensions and obvious colouring and bleaching are not acceptable.

#### **Tops**

All pupils are required to wear the School polo shirt bearing the Bay House logo (if T-shirts, or similar, are worn these must not be visible under the School polo shirt).

All pupils are required to wear a School sweatshirt, v-neck jumper or full zip sweatshirt, bearing the Bay House logo. **No other sweatshirt, sweater or other type of top may be worn.**



**Shoes\*** Plain black 'working shoes' (no leisurewear - ie **NO** trainers, training-style shoes, backless or open shoes or shoes with platform soles). Heels must not be higher than 6 cm (measured from the heel of the foot to the ground at the back of the shoe). Pupils without suitable footwear will be loaned plain black plimsolls.

*\*A number of girls have started to wear shoes with short, narrow stiletto-style heels. This type of heel is proving to be a health & safety risk as pupils are often very unstable and there is a risk of them falling and tripping. There is also a danger that in congested corridors they may accidentally tread on another child's foot causing injury. In addition this narrow heel is causing serious permanent damage to the School's floors which, if not stopped, will result in the flooring having to be replaced at great cost. Pupils are therefore not allowed to wear shoes with heels of less than a 20 mm square cross-section at the tip.*

**Belts** Brightly coloured and decorative belts are unacceptable items of School dress.

**Outdoor garments** Coats should be plain, ie not bearing obtrusive symbols or lettering. Hooded tops, sweaters, track-suit tops, denim jackets, cardigans and non-school sweatshirts are NOT acceptable as alternatives to conventional coats.

**School bags** All pupils are expected to have a bag suitable for carrying books and equipment to and from school. The bag should be large enough to contain an A4 folder.

Large sums of money and valuable items should not be brought to School. Personal stereos are not allowed. Mobile phones are strongly discouraged, but, where parents consider that, for safety reasons, pupils do need a mobile phone for the journey to and from School; it must remain switched off and out of sight in the pupil's bag. Mobile phones seen on the school site, **whether or not they are being used**, are likely to be confiscated for a prescribed period. The school does not accept responsibility for any items that are confiscated.

Mislaid items of clothing and equipment can more easily be returned if they are **clearly marked with the owner's name**. Neither the governors nor the School accept responsibility for items mislaid, lost or stolen. If money, watches or other valuables are brought to School for any reason, they should not be left unattended.

Pupils who arrive at School incorrectly dressed will, where possible, be loaned items of school dress for the day. Unless there are exceptional circumstances, such pupils will also be issued with a detention. Persistent offenders will incur more severe sanctions.

Parents receiving Income Support or Income-Based Job Seekers' Allowance who have children in Years 7, 9 or 10 are eligible to apply for a School Dress Allowance. Further information is available from the Children's Services Department at Winchester (telephone 01962 846038). Application forms are available from the School Office.



**SCHOOL DRESS PRICE LIST 2008 – 2009**

<b>Polo Shirts</b>	Size 30-32	32-34	£7.50
	Size 34-36	38-40	£8.50
<b>Sweatshirts</b>	Size 30-32	32-34	£10
	Size 34-36	38-40	£12
<b>V Neck Jumper</b>	Size 30-32		£10.50
	Size 34-36	38-40	£13
<b>Zip Sweatshirt</b>	X Small (30)		£10.50
	Small (32)		£10.50
	Medium & Large (34 & 36)		£13

**PE KIT**

The following items will be required by pupils during Physical Education lessons. Items 1-4 are compulsory PE Kit for Boys and Girls and **must be brought to every lesson**. Items 5-8 are recommended or optional and may be brought in as additional items of kit (but not instead of).

1. Bay House Rugby Top (with logo)\*
2. Plain Black Shorts\*
3. Plain Red Football Socks
4. Trainers (non marking)
5. Bay House Red Polo Shirt (with logo)\*
6. Plain White ankle sports socks
7. Football boots
8. Towel
9. Shin pads and a gum shield

\* Can be purchased from the School

**ALL CLOTHING AND TOWELS MUST BE CLEARLY MARKED WITH THE OWNER'S NAME**

**PE KIT PRICE LIST 2008 – 09**

<b>Rugby Shirts</b>	Size 32-34		£11
	Size 34-36	38-40 42-44	£13.50
<b>Red Polo Shirt</b>	Size 30-32	32-34	£7.50
	Size 34-36	38-40	£8.50
<b>Black Shorts</b>	Waist 26-28		£4
	Waist 30-32	34-36 38-40	£5
<b>Football Socks</b>	Shoe size 2 - 5		£3
	Shoe size 6 – 9	10-13	£3.50



## 6.5 Equipment and bag

Each pupil should bring with them the following equipment to their lessons:

- **Pen, Pencil**, sharpener
- Protractors and set squares
- **Ruler**, Coloured pencils
- Eraser, Calculator
- Compasses

The items shown in **bold** are compulsory. However, we consider these items of equipment will enable your child to access all areas of the curriculum and will assist us in promoting independent learning. Pupils will be able to purchase sets of this equipment at cost price from the Schools Learning Resource Centre.

Additional items of school equipment which pupils will need to bring to School each day are:

- a reading book
- planner (provided by the School)
- necessary books and equipment for each lesson. It is expected that each pupil will carry this equipment in a suitable bag large enough to contain an A4 ring-binder and ordinary sized text books.

## 6.6 Travelling to and from School

Children living within three miles of the School by the shortest walking route do not qualify for financial assistance from Hampshire County Council with travelling expenses.

Travelling expenses to an alternative school may be paid by the County, but only if (a) the family moves house after the commencement of the first term of Year 10 of the pupil's course; (b) the pupil lives over 3 miles from the school, and (c) travelling time from the new home does not exceed 1 hour 15 minutes. Home-School travel enquiries should be directed to the Education Office at Winchester, telephone number 01962 846038.

## 6.7 Attendance and absence

Success at School depends to a very large extent on regular attendance. Any absence may have a detrimental effect on achievement and enjoyment of School and at Bay House we work hard to encourage high attendance. We ask parents and carers to do all they can to support us.

Pupils should not be absent from School unless they are ill. Leave is not granted for casual absence. Parents are strongly advised not to book holidays during the school term and certainly to avoid withdrawing pupils during examination periods (published annually in advance). If there are exceptional circumstances and parents wish to request authorised absence for their child for an annual family holiday, a holiday request form must be completed by the parents and returned to the School **IN ADVANCE**. A request for the official form must be made by the parents to their child's Head of Year. Years 10 and 11 pupils will not normally be granted leave.

**After any absence, a note of explanation to the tutor must always be provided by parents.**

In addition, parents are encouraged to notify the School on the first day of any absence and in all cases to please notify the School, by letter, telephone, or e-mail (please see the link on the school website) on the third consecutive day of any absence.



If pupils have a medical or dental appointment this can be recorded as an authorised absence. Pupils must show the appointment card and/or letter from their parent/guardian to their tutor, any other member of staff concerned and have them signed by the tutor or Year Office. Pupils report to the school reception office and show their signed appointment card/letter, where appropriate, both before leaving the premises and on their return. Pupils will be issued with an 'authorised absence pass' that can be shown if approached by a member of the truancy team.

If a pupil is temporarily unfit for Physical Education a note must be brought. In cases of prolonged illness (more than one week) or disability a medical certificate is required.

Concerns about unauthorised absence and persistent lateness are normally referred to the School's Education Welfare Officer.

### **6.8 Books, apparatus and equipment**

Pupils are issued with necessary books and stationery. These remain the property of the School; they must be used with care and only for the purposes for which they were issued. Items misused, damaged or lost will be charged for. Pens, pencils and other basic equipment should be provided by parents, as should a proper school bag. All books and other items issued to a pupil must be returned before s/he leaves School.

Metal lockers are available by means of a rental scheme whereby parents pay £6.00 per annum or a reduced amount (up to £18.50 for five years) by paying in advance. In return for the rental fee, a pupil is provided with a secure locker and key. A master key is available in cases where pupils lose their key - after which a replacement key is cut and a charge made.

### **6.9 Meals and lunchtime arrangements**

In the lunch break cafeteria meals are available, with items separately priced. Alternatively, pupils may bring a packed meal or go home to lunch. If you are receiving Income Support or Income-Based Job Seeker's Allowance or Child Tax Credit and have an annual income (as assessed by the Inland Revenue) which does not exceed £15,575 and are not in receipt of working tax credit, all your children are entitled to free school meals. Applications for free meals have to be renewed prior to the commencement of every term. Application forms are available from the School Office.

Pupils in Years 7-11 are not allowed to leave the premises at lunchtime, unless permission for them to do so is requested by the parents. A form for requesting a lunch pass - which is renewable annually - may be obtained from the Year Office. The School issues passes to those who have permission from parents to have their lunch regularly at their own or an approved home. Pupils who cannot produce a valid lunch pass when asked to do so by a member of staff may be prevented from leaving the premises. It is therefore important that pupils carry their passes at all times.

There is provision for pupils to work silently, under supervision, at lunchtimes. In addition, the Library is open during breaks and lunchtimes. A Breakfast Club and after school Homework Club are available for some pupils; interested parents may contact their child's Head of Year for further details.



## 6.10 Conduct and discipline

In School, good order and considerate behaviour are essential for effective teaching and learning and for a purposeful community life. While initially the younger pupils may need close supervision, it is expected that in due course all pupils will develop sufficient maturity to act with consideration, common sense and responsibility.

Pupils are required to avoid rowdy behaviour and to be courteous and considerate on the roads, at bus stops, on buses or in any other public place. Cyclists should take particular care and comply with the Highway Code - especially in the vicinity of local infant and junior schools where small children are at risk. Actions in School or while pupils are on the way to or from School which may endanger the safety or welfare of anyone, which embarrass, upset or involve damage to the property of another person are offences against the School Code.

Offenders may be dealt with by counselling, reproof, the performance of appropriate tasks, detention, payment in reparation or by other means. Staff may not consider it necessary to inform parents of a minor offence, but where a serious offence has been committed or where there is a deteriorating pattern of behaviour, parents/guardians are informed and consultation is sought.

A pupil making a physical assault on another person, persistently bullying, being rude, abusive or truculent towards a member of staff, found to be knowingly using illegal substances in School, or involved in other serious misdemeanours, is likely to be excluded from School for a fixed period. Permanent exclusion is rare at Bay House and normally occurs only after all other ways of disciplining and supporting the pupil have been tried and have failed. However, should a pupil physically assault a member of staff or (in line with the Governing Body's policy for managing drug-related incidents) be discovered for a second time to be in possession of, or having taken, an illegal drug in School, he or she will normally be permanently excluded, regardless of his/her previous record.

If it is deemed necessary to exclude a pupil from attendance at the School, parents/guardians will have the right to make representations about the exclusion to the discipline committee of the Governing Body. In the case of a pupil who has been permanently excluded, should the Governors decide not to reinstate the pupil, parents/guardians will have a right of appeal against this decision to an independent appeals committee.

If it is considered necessary to keep a pupil in detention after school hours, the pupil's parents/guardians will be informed, at least a day in advance, through a standard letter. If the pupil is absent on the day of the detention, s/he will normally be detained on the day of his/her return to School.

The incidence of bullying at Bay House is low compared with most large schools. However, no child should have to suffer bullying in any form; staff and pupils work together to find ways of reducing it further. These include a well-publicised code which tells pupils what to do if they or someone they know is being bullied. Pupils are assured that reports of bullying will be treated sensitively and in confidence and that the only way to prevent it is to talk with someone. Posters outlining the code against bullying are displayed widely and Year 7 pupils are each given a copy when they join the School. Persistent bullying incurs the full force of the School's discipline policy.



**6.11 Authorised and unauthorised absence\***

The figures below, which relate to school sessions (half-days), were recorded during 2007-08.

Percentage of half-days missed through authorised absence	5.6
Percentage of half-days missed through unauthorised absence	1.1

\* Absence is only authorised for a pupil's own illness, medical appointment, school trip, careers or college interview, work experience, religious observance (on a day set apart by the religion to which the pupil's parents belong), other approved educational activity, or where a request for a holiday to be taken in term-time has been agreed in advance. All other absences are normally registered as 'unauthorised'.



## PERSONNEL

### 7.1 Teaching Staff

Mr I Potter MA	Headteacher
Mrs J A Bonsor BSc	Deputy Head (Personnel)
Mr D W Carpenter BA	Deputy Head (Curriculum)

### ART

Mr N A Taylor MA	Head of Department
Mrs S Frost BA	2 <sup>nd</sup> i/c
Miss N Roberts BA	
Mr R P Johnston MA	(part-time)
Mrs C Ellis BA	(part-time)

### CRAFT, DESIGN & TECHNOLOGY

Mr K J Kingsland Bed	Head of Department
Mr B Corner BA	
Mr M P Dew BEd	
Mr K Last BSc	
Mr P Magnus Cert Ed	Senior Teacher – Ethos and Operations
Mrs J V Seymour BSc	
Mr L Terry BA	
Mr G J Dean BA	i/c Graphics (part-time)

### DRAMA

Mr J P Essex BEd	Head of Department
Mrs S H Shipley BA	
Ms M L Saville BA	Acting Deputy Head of Year 10 (2008-09)
Mrs M Jarvis BA	(part-time)

### ENGLISH

Mrs C Ingham	Head of Department
Miss Z Atkinson BA	
Ms E L Barker BA	
Mr J S Braid Cert Ed	Head of Year 11 (2008/2009)
Mrs V J Burley BA	KS3 Assistant
Mrs C H Downham MA	
Ms A L Hodge BA	Acting KS4 Coordinator
Mr S Lenton BA	
Mrs M A Marriott BA	Assistant Headteacher – KS4
Mrs A K Matthias BA	Acting KS4 Assistant
Mr N Matthias BA	KS3 Coordinator
Mr J P McMurtry BA	KS4 Assistant (Media Studies)
Ms R Romney	US Exchange teacher
Mr M Simpson BA	
Mr G K Tapp BA	Sixth Form Coordinator
Ms L M Wark BA	Deputy Head of Sixth Form
Mr J C Wood Bed	Assistant Headteacher – KS3
Mrs A Buckeridge BA	(part-time)
Ms J D Eatherden BA	Asst Headteacher/Head of Sixth Form P/T
Mrs V G R Orme BA	(part-time)



### **FOOD & TEXTILES**

Mr R Bloxsom Cert Ed  
Mr K J Maris Cert Ed  
Mrs F M Yardley BA (part-time)

### **GEOGRAPHY**

Ms M A Duffy MA Head of Department  
Miss A C Bainbridge BSc AST / 2nd i/c & 6F Coordinator  
Mr T E Evans BSc  
Mr J P Royle BSc KS4 Coordinator  
Mrs Dawn Finding  
Mrs C L Spall BA  
Mr S C Spall MA Head of Year 9 (2008-09)  
Mrs E Backhouse BA (part-time)

### **HISTORY**

Mr J Harte BA Head of Department  
Mr T J Bradford BA 2nd i/c & KS 4 Coord  
Mr M Backhouse BA KS 3 Coordinator  
Mr N Barnsley BA Deputy Head of Sixth Form  
Mrs A L Bernardez BA  
Mrs K A Harrison BA (part-time) Deputy Examinations Officer  
Mrs K E O'Byrne BA  
Ms A E Singleton BA  
Mrs J Walker BA (part-time)

### **INFORMATION & COMMUNICATION TECHNOLOGY**

Miss G Higgin BSc Head of Department  
Ms L M Denzey MSc Head of Year 10 (2008-09)  
Mr F Crowson BA  
Mr D T Marshall BSc KS Coordinator  
Miss C Montgomerie BA  
Mrs Y L Ross Cert Ed Head of Year 7 (2008-09)  
Mr A R Stewart BA KS Coordinator  
Mr G Walls MA Assistant Headteacher - Specialist School  
Mrs C Selby BSc (part-time)

### **LANGUAGES**

Mr S G Hall BA Head of Department  
Mrs S J Essex BEd 2nd i/c & i/c French (part-time)  
Mrs I Conway BA i/c German  
Mrs E A Fallon BA  
Miss S A Glass BA  
Mrs C O'Sullivan BA Deputy Head of Year 11 (2008-09)  
Mrs J Mayor AST Spanish  
Mrs E Smith BEd  
Mrs L F Wall BA  
Mrs E Minnigin BA (part-time)



**LEARNING SUPPORT**

Mrs C A Vinall BEd	HoD/ SENCO / Learning Dev.Coord
Mrs J M Underwood BA	2nd i/c
Mrs H MacCallum-New BA	

**MATHEMATICS**

Mrs A S Humphreys BSc	Head of Department
Mrs M M Kinder BSc	KS4 Coordinator
Miss L Chalke BSc	
Ms M J Easting MEng	
Mr D R Edmead MSc	
Ms E Francis BSc	Deputy Head of Year 8 (2008-09)
Mr M Hawes BSc	
Mr P G E Ingleby BSc	
Miss C Lau BSc	
Miss L V North MEng	KS4 Assistant
Mr S Parkhouse BSc	
Mr R Peet BSc	KS3 Coordinator
Mrs M T Perrott MEng	
Miss S C Pittock BSc	KS3 Assistant
Mrs A E Sorbie BSc	Sixth Form Coordinator
Miss A S Gooch BA	(part-time)
Mrs J Smith BSc	(part-time)
Mrs A Mullan BA	(part-time)

**MUSIC**

Miss K A Bolton BA	Jt Head of Department
Mr I A Shilling BA	Jt Head of Department
Mrs F Morris BMus	2 <sup>nd</sup> i/c (part-time)
Mr R W C Isaac GGSM	Senior Teacher – More able and The Arts
Mrs C Mathews	
Mr J L Cole MMus	(part-time)
Mr M Frampton	} Instrumental teachers
Mrs J Isaac	
Mrs L Lyster	
Mr I McKenzie	
Ms H Morris	
Mr A Mott	
Mrs A Saunders	

**PHYSICAL EDUCATION**

Mr P J Andrews BEd	Head of Department
Miss N H Brawn BEd	2 <sup>nd</sup> i/c
Miss S J Farmer BA	
Ms M M Garrod BSc	KS3 Coordinator
Mr M R Jones BEd	Head of Year 8(2008-09)
Mr A J Manning BSc	
Mr S Osborne BSc	KS4 Coordinator
Miss A N Smith BA	
Miss K Taylor BA	Deputy Head of Year 9(2008-09)
Mr J B Way BSc	
Mr P Mullice Cert Ed	(Part-time)



**SCIENCE**

Mrs C A Terry MSc	Associate Head of Department
Dr D A Hall PhD, BSc	Executive Head of Department
Miss K Andrews MSc	
Mrs A L Chadderton BSc	
Mr D J Doran BA	
Dr S J Elgar PHD, BSc	
Ms L A Elias BSc	KS4 Coordinator
Miss C L Maley BSc	
Mr J E Mallows BSc	
Mrs A I Patterson BSc	KS3 Coordinator
Mr D E Phillips MSc	Sixth Form Chemistry Coordinator
Miss A L Redmond BSc	
Mr I H Salisbury MSc, BEng	
Miss K L Simmons BSc	
Mr D J Veal BSc	Senior Teacher
Miss S Walters BEng	
Mr S G Webster BSc	6th Form Physics Coordinator (part-time)
Mrs Z Brunink BSc	(part-time)
Mrs W Flemming BSc	Sixth Form Biology Coordinator (part time)
Mrs N M Giles BSc	(part-time)
Mrs S S Hunt BSc	(part-time)
Mrs H Taylor BSc	(part-time)
Mrs A L Woodhouse BSc	(part-time)

**SOCIAL SCIENCE**

Mr R W Millar MSc	Head of Department
Mrs J Cotton BA	i/c Gov & Politics
Miss E R Earle BA	
Mrs L A Fergusan BSc	
Mr A R Gill BSc	i/c Psychology
Mrs R R Gilmore BA	KS3 Religious Education Coord
Miss J S Martin BA	
Mrs L J Mason	
Mr N Powney BA	i/c Religious Education
Mr R A Richardson BA	i/c Sociology
Mrs A Veitch BA	
Mrs D Windle BA	i/c Econ.& Business (part-time)
Miss N Owen BSc	(part-time)

**ENTERPRISE ACADEMY**

Mr D Male	Manager
Mrs A Jones	(part-time)



## 7.2 SUPPORT STAFF

Mrs R H Cousins	PA to Headteacher
Mrs V Shorter	Assistant to Head's PA
Mrs J Jarvis	PA to Deputy Head (Personnel)
Mrs M D Jones	Sixth Form Secretary

### ENTERPRISE ACADEMY

Mr D Arnold	Assistant
Mrs V Cadwallader-Thornewill	Assistant
Mrs A Toon	Assistant
Mrs L Weller	Assistant

### COVER SUPERVISORS

Mrs C Abery	
Mrs S L Cornish	
Mrs B Early	
Mr S Jones	
Mr DA McIntosh	
Mr D A Penfold	Citizenship Coordinator

### CURRICULUM SUPPORT

Mrs K Blair	PA to Deputy Head (Curriculum)
Mr A D Boniface	Examinations Officer
Mrs S A Brown	Cover Manager/Exams Admin (part time)
Mrs T Pearce	SIMS Assistant
Mrs S Jenkins	SIMS Manager
Mrs P Smith	Secretary
Mrs S J Nicholas (part time)	Curriculum Support Assistant
Mrs J R Oliver (part time)	Curriculum Support Assistant

### ENRICHMENT

Mr I Backhouse	Outdoor Activities/Duke of Edinburgh Award
Mr S Williams	Student-teacher Liaison Coordinator

### FINANCE

Mrs D Saunders	Head of Finance
Mrs J Horst	Secretary
Mrs C E Perrio	Payroll Manager
Mrs M Reynolds	School Fund Manager
Mrs S M Stepnitz	Purchasing Manager
Mrs N Fitzpatrick	Finance Assistant (part time)

### IT

Mr B C Ferriby	IT Manager
Mr D Grubb	AV & IT Technician
Mr I Alkenani	IT Technician
Mr J Lyle	IT Technician
Mrs J Macindoe	Extended Services Coordinator
Mr M Oliver	IT Technician
Mr D Willis	Community Support Technician
Ms C Wishart	Web Developer



**LEARNING SUPPORT**

Mrs M Alexander	LSA
Miss S Bennett	LSA
Mrs J Bone	SSA Languages
Mrs M L Bonnicks	LSA
Mrs C Clarke	SSA Mathematics
Miss L Clarke	SSA English
Mrs J Cumber	LSA/Emotional Lit Supt Asst/Withdrawal Tutor
Mrs J Dale	SEN Administrator
Mrs T Day	Behaviour Mentor
Mrs S H Eccleston	LSA
Mrs J Hamerton	Withdrawal Support Team Leader
Mrs P Hanham	LSA/SSA History
Miss S Hanning	LSA
Miss J A Hathaway	Behaviour Support Team Leader
Mrs J Hildick	LSA/Emotional Lit Supt Asst/Withdrawal Tutor
Mrs L A Jenkins	LSA
Miss N Jubb	SSA Music
Mrs S Lazarus	SSA Mathematics
Mrs R Linford	LSA
Mrs D Lucking	LSA/SSA Geog/Team, Training/SPOT Leader
Mrs L Lusmore	LSA
Ms D McCormack	LSA/SPOT Leader
Mrs L Milne	LSA Btec Admin (Introductory)
Miss K Mills	LSA
Mrs W Nicholson	LSA
Mrs J O'Toole	IEP Clerical Assistant
Mrs G Payce	LSA/Counselling
Mrs H Piper	LSA/SPOT Leader
Miss S Piper	LSA
Mrs F J Pratt	LSA
Mrs K Robinson	LSA
Miss K J M Tuckley	LSA/SPOT Leader
Ms L Tungatt	LSA/Withdrawal Tutor
Mrs J A Wandless	SSA Maths/Work-related/Careers Coordinator
Mrs T Wiffen	SSA Science
Mrs T Willcocks	LSA

**LIBRARY**

Mrs J Hammond	Librarian
Miss F Bromyard	Library Assistant
Mrs C Clulow	Library Assistant
Mr T Hammond	Evening Library Assistant
Mrs J Needham	Evening Library Assistant

**MAINTENANCE**

Mr M F Pay	Estate Manager
Mr P T Clarke	Buildings Manager
Mr R Cobb	Caretaker
Mr J Cook	Senior Maintenance Person
Mr M Cramp	Caretaker Assistant



Mr M Kerins  
Mr J Kinnaird  
Mr B F Price  
Mr K Rochester

Assistant Caretaker  
Grounds Maintenance Assistant  
Assistant Caretaker  
Senior Grounds Person

**MATRON**

Mrs V J Patton

**PASTORAL**

Mrs B Brooker  
Mrs S Forfar  
Mrs L McAllister  
Mrs V Wilson  
Mrs S J Wyatt

Pastoral Assistant (Year 11 2008-09)  
Pastoral Assistant (Year 10 2008-09)  
Pastoral Assistant (Year 7 2008-09)  
Pastoral Assistant (Year 9 2008-09)  
Senior Pastoral Assistant (Year 8 2008-09)

**RECEPTION**

Mrs D Anderson  
Mrs C G Stanswood

Receptionist/Telephonist  
Receptionist/Telephonist

**REPROGRAPHICS**

Mrs V Cope  
Mrs T Flannery

Reprographics Assistant  
Reprographics Assistant

**TECHNICIANS/ASSISTANTS**

Mrs T Aldridge  
Mrs C Coates  
Mr P Green  
Mrs N Hewitt  
Mrs C Hodge  
Mrs M Hymers  
Mrs E Frost  
Mrs P Kennedy  
Mr O Langdon-Saunders  
Mr I Lowther  
Mrs D Marshall  
Miss K Miles  
Mrs D O'Shea  
Mrs S Patrick  
Mrs E Robertson  
Mr M Santana  
Mrs L Webb

Science Technician  
Art Assistant (part time)  
CDT Technician  
Humanities & Languages Admin Assistant  
F & T Technician  
Science Technician  
Specialist School Secretary (part-time)  
F & T Technician  
Science Technician  
Senior Science Technician  
English & Maths Admin Assistant  
Art Technician  
Science Technician  
F & T Technician  
PE General Assistant  
Science Technician  
Science Admin Assistant



### 7.3 Bay House Foundation School Governing Body

Community	Mr G W Brown
Community	Dr S R E Morgan
Headteacher (ex-officio)	Mr I Potter
LEA	Mrs C Dadd
LEA	Mrs R Williams
Partnership	Mr C F Donovan
Partnership	County Councillor K L Gill
Partnership	Reverend T Goodyer
Partnership	Mr R J Rowlinson
Partnership	Mrs S Schofield
Parent	Mr R Bentley
Parent	Mrs B Cooke
Parent	Mrs Y Dawson
Parent	Vacancy
Parent	Mrs J Morgan
Parent	Professor M Tipton
Parent	Mr D J Wiltshire
Sponsor	Mr G Godliman
Staff	Mr B Ferriby
Teacher	Mrs K A Harrison
Teacher	Mr P J Andrews
Associate Member	Mr A Ferriss



**EXAMINATION RESULTS 2008**

**8.1 GCSE, GNVQ and BTEC examination results, GCSE summary and targets**

**SUMMARY OF GCSE RESULTS 2008**

Number of pupils in School aged 15 at 31.08.08 :347

Number of girls :184

Number of boys :163

Course	Gender	Entries	A*	A	B	C	D	E	F	G	U	X*
Additional Science	A	282	0	15	44	86	72	34	20	11	0	0
	F	152	0	8	19	44	45	22	10	4	0	0
	M	130	0	7	25	42	27	12	10	7	0	0
Art	A	107	0	12	30	41	20	3	0	1	0	0
	F	69	0	11	24	25	6	3	0	0	0	0
	M	38	0	1	6	16	14	0	0	1	0	0
Biology	A	51	18	18	14	1	0	0	0	0	0	0
	F	23	11	6	6	0	0	0	0	0	0	0
	M	28	7	12	8	1	0	0	0	0	0	0
Business Studies	A	71	7	6	19	17	14	5	2	0	1	0
	F	28	1	4	7	7	7	1	0	0	1	0
	M	43	6	2	12	10	7	4	2	0	0	0
Catering	A	80	3	4	16	17	20	13	4	1	2	0
	F	54	3	4	13	13	12	6	2	1	0	0
	M	26	0	0	3	4	8	7	2	0	2	0
Chemistry	A	51	9	20	21	1	0	0	0	0	0	0
	F	23	5	9	9	0	0	0	0	0	0	0
	M	28	4	11	12	1	0	0	0	0	0	0
Citizenship	A	7	0	0	3	1	1	1	1	0	0	0
	F	5	0	0	3	1	1	0	0	0	0	0
	M	2	0	0	0	0	0	1	1	0	0	0
Core Science	A	281	0	12	63	113	41	25	19	7	1	0
	F	152	0	4	32	65	29	12	6	3	1	0
	M	129	0	8	31	48	12	13	13	4	0	0
Drama	A	63	3	11	11	16	14	7	1	0	0	0
	F	42	3	9	7	12	9	2	0	0	0	0
	M	21	0	2	4	4	5	5	1	0	0	0
English	A	334	23	57	94	87	43	21	7	1	1	0
	F	176	15	35	48	48	20	6	3	0	1	0
	M	158	8	22	46	39	23	15	4	1	0	0
Design and Technology - Electronic Products	A	55	2	14	11	16	5	1	1	0	5	0
	F	10	0	4	3	2	0	0	0	0	1	0
	M	45	2	10	8	14	5	1	1	0	4	0
French	A	96	6	10	13	28	15	20	4	0	0	0
	F	62	5	9	8	14	9	14	3	0	0	0
	M	34	1	1	5	14	6	6	1	0	0	0
Geography	A	145	6	12	30	50	20	10	7	6	4	0
	F	72	4	5	13	24	11	8	2	4	1	0
	M	73	2	7	17	26	9	2	5	2	3	0
German	A	39	2	3	11	13	10	0	0	0	0	0
	F	20	2	1	5	6	6	0	0	0	0	0
	M	19	0	2	6	7	4	0	0	0	0	0



Course	Gender	Entries	A*	A	B	C	D	E	F	G	U	X*
Design and Technology - Graphic Products	A	75	5	12	17	19	16	6	0	0	0	0
	F	55	3	12	14	14	8	4	0	0	0	0
	M	20	2	0	3	5	8	2	0	0	0	0
History	A	203	7	23	48	57	32	17	14	3	2	0
	F	101	3	9	25	28	17	10	7	1	1	0
	M	102	4	14	23	29	15	7	7	2	1	0
Health/Social Care	A	30	0	0	0	1	3	8	12	6	0	0
	F	22	0	0	0	1	3	5	11	2	0	0
	M	8	0	0	0	0	0	3	1	4	0	0
Information Technology	A	75	2	5	20	25	11	3	4	1	4	0
	F	20	0	2	5	6	3	2	2	0	0	0
	M	55	2	3	15	19	8	1	2	1	4	0
English Literature	A	333	22	73	115	44	32	27	13	6	1	0
	F	176	15	49	57	24	15	9	5	2	0	0
	M	157	7	24	58	20	17	18	8	4	1	0
Leisure and Tourism	A	21	0	0	0	4	1	2	10	3	1	0
	F	11	0	0	0	2	1	1	5	1	1	0
	M	10	0	0	0	2	0	1	5	2	0	0
Mathematics	A	334	10	46	86	89	47	22	29	5	0	0
	F	176	3	23	48	51	24	15	11	1	0	0
	M	158	7	23	38	38	23	7	18	4	0	0
Music	A	44	7	11	12	7	4	2	1	0	0	0
	F	28	3	7	9	6	2	0	1	0	0	0
	M	16	4	4	3	1	2	2	0	0	0	0
Physical Education	A	159	11	14	27	29	52	17	7	2	0	0
	F	71	8	9	10	17	20	7	0	0	0	0
	M	88	3	5	17	12	32	10	7	2	0	0
Physics	A	51	7	17	21	6	0	0	0	0	0	0
	F	23	2	10	7	4	0	0	0	0	0	0
	M	28	5	7	14	2	0	0	0	0	0	0
Religious Education	A	299	1	22	37	61	42	40	34	33	28	1
	F	145	1	14	25	32	16	16	16	12	12	1
	M	154	0	8	12	29	26	24	18	21	16	0
Design and Technology - Resistant Materials	A	78	0	8	17	19	20	5	4	1	4	0
	F	15	0	2	4	4	4	0	1	0	0	0
	M	63	0	6	13	15	16	5	3	1	4	0
Religious Studies	A	34	3	6	16	5	1	3	0	0	0	0
	F	30	2	5	15	5	1	2	0	0	0	0
	M	4	1	1	1	0	0	1	0	0	0	0
Sociology	A	60	0	7	12	27	9	3	1	1	0	0
	F	47	0	7	12	17	7	3	1	0	0	0
	M	13	0	0	0	10	2	0	0	1	0	0
Spanish	A	47	2	6	13	16	7	3	0	0	0	0
	F	29	1	4	10	10	2	2	0	0	0	0
	M	18	1	2	3	6	5	1	0	0	0	0
Design and Technology - Textiles Technology	A	39	0	1	8	11	10	2	3	2	2	0
	F	37	0	1	8	11	10	1	2	2	2	0
	M	2	0	0	0	0	0	1	1	0	0	0

\*Denotes that the examination was not attempted



### SUMMARY OF GCSE RESULTS 2008

Figures shown as percentage

	Entered for 5+ GCSEs	Achieving 5+ A*-C	Achieving 5 A*-C incl. English and Maths	Achieving 5+ A*-G	Entered for 1+ GCSE	Achieving 1+ A*-G
<b>BOYS 2008</b>						
School 2008	96.9	69	60*	97	98.2	96.9
School 2007	97.3	53.72	-	96.81	99	97.87
School 2006	94.4	53.01	-	94.54	97.5	96.17
<b>GIRLS 2008</b>						
School 2008	96.7	72	64*	95	98.9	96.2
School 2007	96.9	63.13	-	96.88	97.5	97.5
School 2006	95.5	60.84	-	96.99	99.4	96.99
<b>ALL PUPILS</b>						
School 2008	95.9	71	61*	96	98.5	96.5
School 2007	97	58.05	-	96.84	98.2	97.7
School 2006	95.14	56.73	-	96	96.80	96.56

\*required from 2008

### GCSE TARGETS AND RESULTS

	2005 targets	2005 results	2006 targets	2006 results	2007 targets	2007 results	2008 targets	2008 results
% achieving 5+ A*-C	63	57	60	57	65	58	60	71
Average points score	45	45	375	364	380	402	364	433

### GNVQ RESULTS

Figures shown as number of pupils

	Gender	D	M	P	U
Hospitality, Travel & Tourism	M	0	5	7	1
	F	2	2	4	0
	ALL	2	7	11	1

### BTEC RESULTS

Figures shown as number of pupils

	Gender	D	M	P	U
Media	M	2	3	7	1
	F	1	0	0	0
	ALL	3	3	7	1
Sports	M	0	1	6	1
	F	0	0	6	0
	ALL	0	1	12	1

Key D=Distinction; M=Merit; P=Pass; U=Ungraded



**8.2 BAY HOUSE SIXTH FORM A LEVEL RESULTS 2008**

Subject	Number of entries	A	B	C	D	E	U	%A-C	%A-E
Applied ICT	13	1	6	2	4	0	0	69	100
Art & Design	8	5	2	1	0	0	0	100	100
Biology	37	17	7	4	5	4	0	76	100
Chemistry	31	14	6	5	4	2	0	81	100
Classical Civilisation	9	4	3	1	1	0	0	89	100
Computer Science	8	1	4	0	2	1	0	63	100
Design & Technology	11	1	5	3	1	1	0	82	100
Drama & Theatre Studies	10	1	5	4	0	0	0	100	100
Economics & Business	18	5	4	4	4	0	1	72	94
English Language	21	7	7	7	0	0	0	100	100
English Lang & Literature	21	6	13	2	0	0	0	100	100
English Literature	19	2	8	6	3	0	0	84	100
Environmental Science	6	0	3	0	1	2	0	50	100
French	5	2	2	1	0	0	0	100	100
Further Mathematics	7	4	2	1	0	0	0	100	100
Geography	19	7	9	2	1	0	0	95	100
German	5	1	1	3	0	0	0	100	100
Government & Politics	11	4	3	4	0	0	0	100	100
Graphics	11	3	5	1	2	0	0	82	100
Health & Social Care	9	3	5	1	0	0	0	100	100
History	26	12	9	2	2	1	0	88	100
Mathematics	55	33	11	5	3	3	0	89	100
Music	4	0	2	2	0	0	0	100	100
Philosophy	2	2	0	0	0	0	0	100	100
Physics	23	10	3	5	1	3	1	78	96
Psychology	58	6	9	19	16	7	1	59	98
Sociology	22	3	9	5	5	0	0	77	100
Spanish	4	0	2	1	0	1	0	75	100
Sport & Physical Education	23	4	9	6	4	0	0	83	100
Travel & Tourism (single)	11	1	3	4	1	1	1	73	91
Travel & Tourism (double)	2	2	0	0	0	0	0	100	100
<b>TOTALS</b>	<b>509</b>	<b>161</b>	<b>157</b>	<b>101</b>	<b>60</b>	<b>26</b>	<b>4</b>	<b>82</b>	<b>99</b>

A - E PASS RATE = **99%** (100%)    A - C PASS RATE = **82%** (82%)    A GRADES = **32%** (29%)  
 (Last year's equivalent results in brackets)



### 8.3 KS3 tests and assessments, KS3 targets and test results 2008

Due to the well-publicised circumstances surrounding the marking of the Key Stage tests this academic year, we are unable to publish a final set of validated results.

There follows a summary of teacher assessments within each subject of the key stage.

#### TEACHER ASSESSMENT: Percentage at each level

			Dis	Abs	W	1	2	3	4	5	6	7	8	EP	4+	5+
All	English	English Subject KS3	0	0	0			4	14	35	41	6	1	0	97	83
Boys	English	English Subject KS3	0	0	0			7	18	40	29	5	1	0	93	75
Girls	English	English Subject KS3	0	0	0			1	10	30	51	7	1	0	99	89
All	Reading	Reading KS3	0	0	0			5	12	35	42	6	1	0	96	84
Boys	Reading	Reading KS3	0	0	0			8	14	43	29	5	1	0	92	78
Girls	Reading	Reading KS3	0	0	0			2	10	27	54	6	1	0	98	88
All	Writing	Writing KS3	0	0	0			4	19	34	38	4	1	0	96	77
Boys	Writing	Writing KS3	0	0	0			7	26	35	28	4	1	0	94	68
Girls	Writing	Writing KS3	0	0	0			2	13	34	47	4	1	0	99	86
All	Art	Art Subject	0	0	0			1	26	54	18	1		0	99	73
Boys	Art	Art Subject	0	0	0			1	36	52	10	1		0	99	63
Girls	Art	Art Subject	0	0	0			1	17	56	25	2		0	100	83
All	D&T	Des and Tech Sub	0	0	0				19	59	21	1		0	100	81
Boys	D&T	Des and Tech Sub	0	0	0				24	58	17	1		0	100	76
Girls	D&T	Des and Tech Sub	0	0	0				14	60	24	2		0	100	86
All	Geography	Geography Sub	0	0	0				16	41	33	8	1	0	99	83
Boys	Geography	Geography Sub	0	0	0				21	48	23	7	2	0	101	80
Girls	Geography	Geography Sub	0	0	0				11	34	44	10	1	0	100	89
All	History	History Subject KS3	0	0	0			2	17	43	31	6	0	0	97	80
Boys	History	History Subject KS3	0	0	0			3	24	41	27	5		0	97	73
Girls	History	History Subject KS3	0	0	0			1	11	46	35	7	1	0	100	89
All	ICT	Inf Tech Sub KS3	0	0	0		0	5	9	65	20	1		0	96	66
Boys	ICT	Inf Tech Sub KS3	0	0	0			3	7	28	9	0.6		0	95	56
Girls	ICT	Inf Tech Sub KS3	0	0	0		1	2	2	37	11	0.3		0	97	76
All	Maths	Maths Subject KS3	0	0	0		0	6	15	16	40	21	2	0	94	79
Boys	Maths	Maths Subject KS3	0	0	0			6	18	14	34	23	4	0	93	75
Girls	Maths	Maths Subject KS3	0	0	0		1	6	12	17	45	19	1	0	94	82
All	MFL	MFL Subject KS3	0	0	0	1	1	25	34	33	6	0		0	73	39
Boys	MFL	MFL Subject KS3	0	0	0	2	1	35	32	27	3	1		0	63	31
Girls	MFL	MFL Subject KS3	0	0	0	1	1	15	36	38	9			0	83	47
All	Music	Music Subject	0	0	0			1	22	64	13			0	99	77
Boys	Music	Music Subject	0	0	0			1	28	63	8			0	99	71
Girls	Music	Music Subject	0	0	0			1	17	65	17			0	99	82
All	PE	PE Subject	0	0	0			1	39	51	8	1		0	99	60
Boys	PE	PE Subject	0	0	0			1	39	45	14	2		0	100	61
Girls	PE	PE Subject	0	0	0			1	39	58	2			0	99	60
All	RE	RE Subject KS3	0	0	0			2	15	35	41	7		0	98	83
Boys	RE	RE Subject KS3	0	0	0			4	20	39	32	5		0	96	76
Girls	RE	RE Subject KS3	0	0	0			1	10	32	50	8		0	100	90
All	Science	Science Subject KS3	0	0	0		0	2	9	38	38	13		0	98	89
Boys	Science	Science Subject KS3	0	0	0		1	1	8	35	38	17		0	98	90
Girls	Science	Science Subject KS3	0	0	0			2	9	40	39	10		0	98	89

Key: MFL=Modern Foreign Language; RE=Religious Education; D&T=Design and Technology