



Bournemouth School

Additional Information for Parents

2009 - 2010



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At Bournemouth School we aim to provide a broad education for our pupils within a safe, supportive, caring and challenging environment. Whilst academic excellence is at the core of all of our activities, we believe in the vital importance of the wider aspects of education, including sporting, artistic, outdoor and community activities. We believe in the importance of offering a range of opportunities for pupils to take responsibility for their own education and personal development and to challenge themselves in order to discover the breadth of their own abilities and ambitions.

Aims

The aims of Bournemouth School are:

- To encourage its students to develop lively enquiring minds, to think independently and to enjoy learning so that they will be encouraged to take advantage of educational and vocational opportunities later in life;
- To ensure that its students develop the whole range of skills, including numeracy, literacy and technological awareness, relevant to the rapidly changing world beyond formal education;
- To encourage its students to develop both team and individual interests outside of the formal curriculum so that they can derive personal satisfaction from leisure time and never claim to be bored;
- To encourage its students to develop the qualities of self discipline, independence and self-confidence;
- To encourage a sense of individual and collective responsibility both in the School and the community outside;
- To ensure that our students maintain high moral standards and develop the social skills necessary to work successfully with other people;
- To encourage its pupils to appreciate and show concern for the environment on a local and global scale;
- To provide a structured framework in which all the above skills can be developed;
- To provide its students with an insight into the world of work, including the wealth creating industries;
- To guide students towards the selection and attainment of worthwhile goals beyond school;
- To provide stimulating and challenging teaching materials in an environment conducive to learning;
- To provide extension and support materials for different ability levels;
- To set high, but realistic, targets for each individual student and group of students and ensure that these are achieved.

Standards of Behaviour

All members of the school community, staff and students, are expected to:

- Treat each other with respect, courtesy and understanding;
- Adhere to the appropriate dress code and be of neat and tidy appearance;
- Respect property belonging to the school or individuals;
- Follow the conventions of the school in order to ensure the safety and efficiency with which the community works.

Communication with Parents

We recognise that the best education for our pupils will be achieved through developing a partnership between staff, the boy and his parents. Thus we try to keep parents well informed of their sons' progress and expect their full support in endorsing homework, disciplinary procedures and extra-curricular activities.

Parents have the opportunity to meet staff in a number of different contexts:

- We encourage parents to make individual appointments to see the Headmaster, Heads of House or any member of Staff whenever they may feel there is a need;
- The Headmaster and Staff will always contact parents to make an appointment if and when a problem arises;
- Parents can discuss their son's academic progress with subject teachers at Parents Evenings, the dates of which are published in the School Calendar;
- The Parents' Association provides a means whereby staff and parents can meet socially at fundraising events, informal events and at school functions;
- The boys in Years 7 to 11 are issued with homework diaries which are designed to enable parents to follow their sons' progress. The Headmaster also issues a regular newsletter to parents.

Pastoral Care

The pastoral system is based on five Houses. It is designed to ensure that the individual needs of each pupil are catered for. Five Heads of House work with the Deputy Head (Pastoral) to oversee the arrangements and to monitor effectiveness. The Heads of House work with teams of tutors to monitor the progress of pupils, offer encouragement or advice where necessary and set new targets. There is a termly assessment of pupils whereby every boy is assessed by each of his subject teachers so that he and his parents know how he is progressing towards his personal targets.

To support and complement the work of the Houses, we also have an Individual Learning Needs department, which is led by the school's SENCO (Special Educational Needs Coordinator).

School Council

The School Council is an important body within the school's overall decision-making processes. Each tutor group is represented on the Council, which meets regularly throughout the year, under the Chairmanship of one of the Senior Prefects. Representatives of the Council attend every full meeting of the Governing Body, to ensure that the governors are aware of the opinions of the student body. The Council has a number of sub-committees which take a special interest in such things as the quality of the catering provision, the upkeep of the Copse (the wooded area at the rear of the school buildings) and the 6th Form. The School Council also plays a very active role in fund-raising to support a range of charities.

Significant improvements which have been made in recent years as a direct result of the work of the School Council include:

- the introduction of water-coolers and the decision to allow pupils to drink water in classrooms during normal lessons;
- improvements to outdoor areas with the provision of additional seating and picnic benching;
- provision of improved storage facilities for bicycles.

The Council also plays an important role in monitoring the implementation of our anti-bullying policy.

Child Protection

The school has a legal responsibility for the safety and protection of its pupils. Our Child Protection Policy outlines the structures which exist to help us to meet our obligations. Our designated Child Protection Officer is Mr W Pyke (Deputy Head Pastoral).

Discipline

We recognise that we work in partnership with parents in ensuring the good order of the school and in establishing a clear framework of values and rules that rest on respect for the individual and the community. We aim to ensure an environment in which students can achieve their best results, both by means of developing an awareness of their own value and achievements and by clear definition of expectations and aims.

In practical terms, we are convinced of the value of the consistent and regular use of rewards to mark the achievements made by pupils both in and outside the classroom. When pupils fall below our standards of acceptable performance or behaviour the first appeal is always to 'common sense'; punishment is always considered to be a 'last resort'.

However, there is a system of detentions after school for those who fail to do homework or for serious breaches of school rules; for repeated offences we hold Saturday morning detentions. If all these sanctions fail to have an effect, the Headmaster reserves the right to exclude pupils temporarily or, in extreme cases, permanently from the school.

It is an unfortunate fact that bullying exists in all walks of life. We do not believe that the problem is widespread at Bournemouth School. However, we are not complacent and we take the issue very seriously. Our school rules and conventions of behaviour stress the importance of every person treating others with the respect that they, themselves, would expect. The House system is designed to encourage a community spirit which actively rejects anti-social behaviour of all types. We also encourage boys to report all incidents of bullying, whether or not they are personally involved. Every reported incident is treated seriously and is investigated fully by pastoral staff.

As part of our anti-bullying policy, a section on bullying is included in the homework diaries issued to each boy. This includes advice on how to recognise and deal with bullying. We also encourage boys to think about the issue in tutorial sessions, as part of our Personal, Social, Health and Citizenship Education (PSHCE) programme. For those boys who wish to speak to someone outside the school, our School Nurse holds regular drop-in advice sessions.

Full details of the school's anti-bullying policy are available from the school.

Admissions Information for 2010 Entry

General

Bournemouth School is a Grammar School with Foundation status. It is a single sex non-denominational school for boys aged 11 to 18.

Only boys who attain the required standards in the prescribed arrangements for selection by reference to high ability and aptitude will be eligible to be considered for admission to the school. Selection is by means of entrance tests other than where stated below.

Number of Admissions

The school's published admissions number (i.e. the maximum number of pupils admitted each September at age 11) is 150.

Admissions Arrangements

Admission to Year 7 (normal point of entry)

Admissions arrangements for entry to Year 7 are coordinated in conjunction with the Bournemouth Admissions Forum and the Local Authority. For admission to Year 7 boys must have reached the age of 11 years on or before 31st August in the year of admission.

In exceptional circumstances, a boy may be considered for early entry provided he has been educated in an older year-group for at least one full academic year. In such circumstances, clear and unequivocal evidence must be provided to the school, at the time of application, that his acceleration has the support of the pupil himself, his parents/carers, the primary school's Link Educational Psychologist and SEN/Gifted & Talented Inspector and that there is agreement that accelerated transfer will promote the boy's academic and social development.

APPLICATIONS

The appropriate application process is dependant on the applicant's normal place of residence. Application for entry cannot be made directly to the school.

Bournemouth Residents:

An application for a place for a boy who is resident in Bournemouth must be made online or on the single Bournemouth application form, a copy of which is available from the boy's current Bournemouth primary school or from the Bournemouth Local Authority. Application forms must be returned by the closing date to the Local Authority at the address shown on the application form.

The closing date for applications will be that published by the Bournemouth Local Authority.

Other applicants (i.e. those residing outside the Borough of Bournemouth)

All other applicants must apply online or by using the single application form provided by the Local Authority which covers the area in which they live. Applications for Bournemouth School must be returned to the 'home' Local Authority in good time for that Local Authority to pass the application information to Bournemouth Local Authority by the Bournemouth Local Authority closing date for applications.

All applicants

Please note: Late applications will not be considered at the first allocation of places until all applications received on time have been dealt with.

Details of the entrance tests will be sent to parents after the closing date for applications. These tests will take place on one Saturday in November (or at a date decided by the local Admissions Forum) for all pupils who have applied to the Local Authority by the closing date. On the day of testing pupils will take Reasoning, English and Mathematics tests.

DECISION PROCESS

Following the tests, each boy will be placed in one of three bands:

- A. Candidates who achieve the following selective scores will be eligible for admission.
 - i) Verbal Reasoning test
 - the selective score is that achieved by the 150th boy in the verbal reasoning test
 - ii) Mathematics
 - the selective score is that achieved by the 150th boy in the mathematics test
 - iii) English
 - the selective score is that achieved by the 150th boy in the English test
- B. Borderzone candidates are those who achieve the selective score in two of the three elements (Reasoning, English and Mathematics) or whose total score is within 3% of the aggregate of the qualifying selective scores of the three tests.
- C. Other candidates are not eligible for admission.

Pupils placed in the borderzone (band B) are considered by the Admissions Panel, which will take into account the entrance test results and any additional evidence provided by the current headteacher with reference to ability and aptitude in deciding which boys are eligible for admission. Pupils' current headteachers are contacted for information on all borderzone candidates unless parents have requested otherwise in writing to the Admissions Panel.

The Admissions Panel also considers, under the borderzone arrangements, any pupils who fall below the borderzone, but whose current headteachers believe to be worthy of special consideration. In these cases, headteachers will be asked to provide evidence to support this request for special consideration.

Eligible boys are those within band A and those from band B accepted as eligible by the Admissions Panel.

In early March the pupil's home Local Authority will send to all applicants who have applied by the published closing date details of the outcome of their application.

Over-Subscription

A school is legally required to admit an eligible child with Special Educational Needs where there is a statement issued by a Local Authority naming that school. Therefore, where a school has a number of children being admitted with a Statement naming the school, this will reduce accordingly the number of places available, as expressed by the Published Admission Number.

In the event of the number of boys eligible for admission as a result of the selection arrangements exceeding the published admission number, the following criteria will apply, in the order set out below, to decide which boys to admit:

- i. Eligible boys who are “looked after” (as defined by s.22 Children Act 1989);
- ii. Eligible boys who are placed in band A, in rank order (to be determined by the Admissions Panel);
- iii. Eligible boys from band B accepted by the Admissions Panel, in rank order (to be determined by the Admissions Panel).

In the event that two or more eligible boys are of equal ranking for the last place in any of these criteria, then priority will be given to the pupil whose ordinary residence is nearest to Bournemouth School, measured by a straight line on a map from the ground floor level of the pupil’s ordinary residence to the front door of the school. If all distances are equal, for example a flat in a block of dwellings with the same front entrance, a lottery will be used to determine the allocation.

Admission outside the normal points of entry

Although the usual ages of admission are 11 and 16, suitably qualified pupils may be admitted between these ages when there are vacancies. No border zone is used for admission outside the normal points of entry – applicants are required to demonstrate that they are of the standard to warrant automatic entry to the school. Entry to Years 7 to 11 is by means of assessment tests carried out at the school. The school will not accept applications from pupils previously tested by the school and who did not meet the standards required for admission.

Testing for admission outside the normal points of entry is carried out as soon as practicable after the application is received by the school. The 10 secondary schools in Bournemouth, together with Bournemouth Local Authority, operate an In-Year Fair Access Protocol which is reviewed by the Admissions Forum on a regular basis.

Admission to the Sixth Form

The published admission number (in addition to any boys already in Year 11 at the school) is 50. All pupils in the Sixth Form are required to have achieved six GCSEs (including Mathematics and English) at grades A*-C, preferably with an A*, A or B in the subjects chosen at Advanced Level or in a related subject. A separate booklet giving information about the Sixth Form is available on request.

Waiting Lists

The school operates a formal waiting list for pupils wishing to attend the school and who have met the qualification requirements laid out above. The school will fill any vacant places from the waiting list using the oversubscription criteria set out above. The waiting list does not give priority either to those that have been on the waiting list the longest or to those that applied after the closing date.

Waiting lists for main entry years will cease on 31 December 2010. Previous applicants wishing to continue on a waiting list must re-apply to the school between 1 and 31 December 2010. Waiting lists for all other year groups will cease at the end of the academic year 2010/11. Applicants will be required to re-apply (in August 2011) for admission if they wish to continue to be considered for a place. The school will review waiting lists whenever a place becomes available.

Appeals

Parents whose application for their son to be considered for admission to the school is unsuccessful have a right of appeal. In the first instance, they are invited to contact the school to discuss their dissatisfaction. If they remain dissatisfied, they will be given details of the formal appeals procedures and the relevant forms to complete.

Careers Education and Guidance

The underlying theme to our careers education and guidance programme is one of support.

Our Careers Co-ordinator, Deputy Heads, Sixth Form Co-ordinator and Connexions Adviser offer guidance, helping pupils to develop knowledge and understanding which will enable them to make informed decisions about their career routes through and beyond school.

Careers education and guidance during Years 7 to 8 is not highlighted as such. Our PSHCE programme, however, helps in a pupil's understanding of himself and his relationship with others. From Year 9 onwards, a co-ordinated programme of careers activities comes into play. This involves careers lessons within PSHCE and group meetings with the Connexions Adviser. Pupils are also introduced to the comprehensive Careers Library and its resources.

In Year 10 all pupils take part in a two-week programme of work experience, the aim being to improve economic and industrial understanding as well as awareness of both the challenge and opportunities provided by the world of work. Students are thoroughly briefed and are encouraged to identify occupational interest areas which will help them reach a decision as to their choice of placement. At the end of the period of work experience the pupils evaluate the benefits of their placements. This enables them to develop personal attitudes, skills and abilities. Year 10 pupils are instructed in the use of and made aware of a number of careers software packages designed to help them choose their post GCSE options.

Such skills, attitudes and abilities are developed further in Year 11, this being a crucial year for pupils since they must now decide whether to leave School and embark upon a career, continue with their education elsewhere, or apply to enter our Sixth Form. PSHCE lessons are used to provide an opportunity for small group advisory sessions related to specific career areas. Pupils who are identified as requiring further support and guidance are offered individual interviews with the Connexions Adviser. For those pupils who decide for whatever reason not to continue their education at Bournemouth School we offer impartial, comprehensive, up to date information, advice and guidance.

The majority of our Sixth Form pupils proceed to Higher Education. A minority make a deliberate decision to move directly into a career. Sixth Form students have the opportunity to discuss their career options and Higher Education matters with senior members of staff and with the Connexions Adviser.

The process of career consultation and support is complemented by a careers resource area (open to all pupils) in our main Library. This is well stocked with a wide range of appropriate careers literature and software. Access to the careers information can also be achieved via the school's ICT network.

We also organise an annual Careers Convention for pupils in Year 9 upwards (in association with Bournemouth School for Girls and Talbot Heath School for Girls). Our links with industry include participation in Enterprise Challenge and the Engineering Education Scheme. Key departments also organise pupil visits to local companies.

Curriculum 2009/2010

The timetable allows for 25 hours of teaching contact time per week, in accordance with DCSF requirements for a minimum 24 hour week. The curriculum covers all required National Curriculum Core and Foundation subjects for pupils aged 11-16 (i.e. Key Stage 3 & 4) and in addition offers opportunities for curriculum enrichment by providing additional subjects and a wide range of extra-mural activities.

Lower School (National Curriculum Years 7 - 9)

Every student follows courses in Mathematics, English (including Drama), Science, Technology, Information and Communication Technology (ICT), Latin, two Modern Languages (French and either German, Spanish or Mandarin), History, Geography, Religious Education, Music, Art & Design, PE/Games, Personal Social Health and Citizenship Education (PSHCE).

On admission into Year 7 all students study French, and in Year 8 they start either German, Spanish or Mandarin. By the end of Year 9 their two languages will have received equivalent teaching time, and students may continue with either as their compulsory GCSE Modern Language. They may also, if they wish, continue with both.

Upper School (Years 10 - 11)

All students follow an 80% 'core' curriculum, together with 20% 'enrichment' in two further subject areas.

Core Curriculum:

Mathematics, English (leading to separate GCSEs in English Language and English Literature), Science (Biology, Chemistry and Physics), Technology (GCSE Design and Technology including specialisation in Electronics, Materials or Graphics), Information and Communication Technology (delivered across core subject areas), Modern Languages (one subject chosen from French, German, Spanish or Italian), Humanities (one subject chosen from History or Geography), Religious Education, Personal Social Health and Citizenship Education and PE/Games.

Enrichment Curriculum:

Two additional GCSE subjects are studied, and are chosen from Art & Design, Business Studies, French, Geography, German, History, Latin, Music, Physical Education or Spanish.

Our booklet, 'The Future's Yours – A Guide to the Key Stage 4 Curriculum' gives further details, including potential qualifications to be gained and syllabuses followed. This is updated annually and is usually available in the Spring Term.

Sixth Form (Years 12 - 13)

A wide range of courses leading to GCE 'A' and 'AS' level qualifications is offered. The courses and specifications are described in detail in 'A Students' Guide to the Sixth Form' which is updated annually and is usually available in the Autumn Term. This booklet also contains admission procedures.

Language Specialism

The ability to communicate in a number of languages is now an essential skill that all school leavers require. Our approach to language teaching is to ensure that students have exposure to a wide range of languages and are encouraged to develop multi-linguistically. All students pursue two modern foreign languages up to KS3, in addition to Latin and they also have the opportunity to experience other languages as well. In KS4 all students are encouraged to maintain two languages, at least one through to full GCSE. In addition to the languages studied during the formal school day there is an opportunity to start a new language from those offered as a part of the curriculum. These languages are Portuguese, Italian, Mandarin Chinese, Arabic and Japanese.

In the Sixth Form, students are encouraged to maintain their competence in at least one foreign language. The Language Specialism also offers courses for parents and members of the wider community in an extended day programme. Details of these can be obtained from the school.

Religious Worship and Instruction

Religious Education is provided in the school under the terms of the 1944 Education Act and the 1988 Education Reform Act.

The Local Education Authority has set up a Standing Advisory Council for Religious Education (SACRE) with the following brief:

- To support and encourage good practice in religious education and school worship;
- To monitor staffing, resources and training;
- To keep the agreed syllabus of religious education under consideration and, when necessary, call for its review;
- To issue an annual report;
- To deal with complaints and requests for waiving of the requirement that worship should be wholly or mainly of a broadly Christian character. The SACRE meet three times a year.

Regular collective acts of worship, of a broadly Christian nature, are conducted at the start of morning school after registration. Parents have the right to withdraw their sons from such acts. They should indicate their wish to do so by writing in the first instance to the appropriate Head of House.

Sex and Relationships Education (SRE)

Through the study of Biology, Religious Education and Personal, Social, Health and Citizenship Education (PSHCE) the school aims to present the facts and issues in an objective and balanced manner so as to enable pupils to comprehend the range of sexual attitudes and behaviour in our present day society and to ensure that pupils understand those aspects of the law which relate to sexual activity, and therefore know what is, and is not, legal. The sex education programme includes from Year 7 a study of sexual reproduction and growth both of man and other organisms. In Years 10 and 11 pupils learn in depth about human sexuality including: relationships, sexual reproduction, contraception and sexually transmitted infections.

In R.E. and PSHCE pupils from Year 10 onwards are encouraged to consider their own attitudes and to make informed, reasoned and responsible decisions about the attitudes they will adopt both while they are at school and later in adulthood. Pupils are also taught the physical aspects of sexual behaviour in a clear moral framework in which pupils are encouraged to consider the importance of self-restraint, dignity and respect to themselves and others, and the moral risks of casual and promiscuous sexual behaviour. A team of trained 'Peer Educators' plays a central role in the delivery of SRE.

The school also aims to foster a recognition that both sexes should behave responsibly in sexual matters, and to help pupils appreciate the benefits of a stable married life and the responsibilities of parenthood.

The School Medical service provides speakers on contraception, parenting, sexually transmitted infections and Aids. Further video material is taken from BBC and ITV series for Schools.

Parents have a right to withdraw their sons from the PSHCE and RS components of the course, but not from that taught within the Science National Curriculum. In the first instance parents should write to the Headmaster at the School. Requests to view the materials used, allowing reasonable time for replies, should be made to the Headmaster.

Sport

Physical Education occupies a significant part of every student's timetable. Our Sports Hall, all weather pitch and games field provide an excellent environment for developing a boy's physical fitness, interest and ability in sport. The School's main team games are rugby, football and cricket. These together with other activities such as cross-country, basketball and athletics, constitute an important part of our inter-House competitions.

Opportunities for participation in sport are extended even further in the Sixth Form. In addition to our main team games, students may opt for activities such as badminton, basketball, canoeing, sailing, skiing, squash, swimming and weight training.

The School fields many teams each week and we have a long history of success. Our football teams regularly win town and county competitions and cricket sides have excelled in the Bournemouth and Dorset competitions. In recent years we have also had success at national level with our swimming team winning a national championship and our tennis and 1st XV reaching national finals.

Special Educational Needs

As a part of the School's policy of treating all boys as individuals there is a recognition that some boys may experience difficulties as a result of academic, emotional, behavioural or medical problems. The School's Assessment and Pastoral procedures are designed to identify, address and monitor such difficulties in keeping with the DCSF Code of Practice. Parents are encouraged to discuss their concerns with the boy's Head of House and they will be consulted appropriately. Full details of the policy and practice are available for inspection at the school. The Individual Learning Needs department, led by the SENCO, offers specialist support to pupils and parents, including those with disabilities. The school takes every possible step to ensure that such pupils are not disadvantaged.

Our SEN provision received positive recognition in the February 2007 Ofsted Inspection. Our SEN policy is reviewed annually by the Governing Body and amended as necessary.

School Transport

Pupils entitled to free transport under current regulations (i.e. those boys receiving Free School Meals, under the age of 16, living within the Borough of Bournemouth but more than three miles from the School) are provided with passes by the LEA. This distance is measured using the most direct, safe walking route available between the home and the school. Pupils aged 16 and over are not entitled to free transport. There are several special buses in addition to the normal town services. Pupils without bus passes may use the special buses upon payment of a fare. A summary of bus services is available from the School Office. The school itself does not operate any school transport. It does, however, offer assistance to those parents who wish to organise private transport or who wish to 'lift share'.

Charging and Remission Policy

The School recognises the value of extra mural activities, trips and residential experiences in the educational, personal and social development of pupils. The Governing Body reserves the right to charge for a range of activities within school hours, for instance in the case of board and lodging for residential activities and the cost of individual instrumental tuition in Music. The Governing Body will remit in full charges on some activities for those in receipt of income support or family credit. Full details of the policy are available from the School Office.

Dining Arrangements

The school prides itself on the quality of the food we provide. The catering service offers a good selection of meals throughout the day at very competitive prices. Breakfast is available before the start of school and a very varied menu is available at break and lunchtime. We are very conscious of the need to encourage our pupils to eat healthily. Pupils buying meals can choose between hot meals from the Dining Room or cold food from the Buffet Room. Pre-payment cards are available if desired, so that parents can be certain that the "dinner money" that they give to their sons really is spent on food. In order to ensure that the quality of the food is maintained the School Council meets regularly with the catering manager. Pupils may, of course, bring their own packed lunch if they prefer.

Boys in Years 7 – 11 are not permitted to leave the school site during the school day, including the lunch break.

Extra-Mural Activities

The School is committed to developing the full potential of all our students and we believe that our extensive range of out-of-class activities is central in building confidence, fitness and a sense of pride in achievement and participation.

We have a number of Clubs and Societies in which pupils participate. These take place during lunchtimes or after school and receive the full support of staff.

There is a flourishing Combined Cadet Force, with Army, Navy and RAF sections, and also a long-established Scout Troop, which has its own Venture Unit. These organisations provide wonderful opportunities for developing leadership skills and teamwork. Members can participate in a wide range of activities such as gliding, shooting, sailing and adventure training.

We also place considerable emphasis on the cultural life of the school and, in addition to a flourishing Art Department which regularly exhibits pupils work, we have a tradition of debating, annual drama productions and opportunities for boys to play in a variety of music ensembles.

Music plays an important part in the life of the school and peripatetic lessons are available to pupils.

Homework

Homework is set on a regular basis and is essential in reinforcing the work that is done in class. All pupils keep a written record of their obligations and the duration of homework increases as they progress through the school. We expect that homework is done with commitment and submitted punctually. We ask parents to provide circumstances in which quiet work can be done, and to contact the school if too little or too much is set.

Boys in Years 7-11 are issued with a homework diary which is to be completed by them in their lessons to record precisely the homework set and then the length of time it takes them to complete the tasks. Parents are asked to check these diaries against the work their son undertakes and to sign it on a weekly basis to show it is a true and honest record of their son's work. This we regard as a vital part of the home-school understanding as homework is an essential part of the educational development of boys at the school.

In the Sixth Form schedules are less rigid, but the efficient organisation of out-of-school work and adherence to deadlines becomes more important than ever as students prepare for the independence of higher education.

Public Examinations

Advanced Level / Advanced Supplementary Level

All candidates who are progressing satisfactorily, including completion of coursework, will be entered for units at the appropriate time. Generally, including re-sits, this will be during the May/June examination season. Exceptions, at the School's discretion, may occur from time to time. Re-sits will generally be at students' own expense. Those students whose entry is not supported by the school may seek a private entry.

GCSE Level

All candidates who are progressing satisfactorily, including completion of the required coursework, and who are considered to be achieving close to their potential will be entered at the appropriate tier as decided by the School. Those students whose entry is not supported by the school may seek a private entry.

School Fund

The Parents' Association recommends a minimum of £10 per month, per family, but we would not expect contributions from parents who find themselves in difficult financial circumstances.

You can provide additional support, (and reduce the cost of your donations) by giving through Gift Aid, as the School Fund is a Registered Charity (Registration Number 291760). This has become a vital source of revenue in resourcing the school. The School Fund supports a wide range of activities and facilities which benefit the vast majority of pupils. Many of our extra-curricular activities would not exist without support from the School Fund.

School Uniform

The school has its own uniform, details of which are available from the school office and we ask parents to support us in ensuring that regulation clothing is worn. The Parents Association run regular 'used uniform' sales and the School may be able to offer assistance towards the purchase of uniform under certain circumstances. All enquiries regarding uniform should be made to the school office.

Boys may not wear visible jewellery e.g. neck, face or ear jewellery, and should not have visible piercings. Hair should be clean, neat and tidy, above the collar and should not cover the ears and eyes when leaning forward. It must not be coloured by obvious hair dyes. All students must be clean-shaven.

Bournemouth School Staff 2009 - 2010

Chairman of Governors	Mr T Webb	Headmaster	Dr D P Lewis
Deputy Headmaster	Mr J Hatch	Assistant Headmaster	Ms K Gillen
Deputy Headmaster	Mr W Pyke	Assistant Headmaster	Mr S Viney
Deputy Headmaster	Dr C Taylor	Business Manager	Mrs J Metcalfe
Art	Information Technology	Religious Studies	
Mrs C Darley*	Mrs S Jones*	Mr R Cook*	
Mr J Pakeman	Mr W Cudmore	Mr P Beardshaw	
Mrs J Woodward	Mrs F Barton	Miss A Stredwick	
Biology	Latin	Administration	
Mr S Viney*	Mrs S Towler*	Mrs J Metcalfe*	
Dr L Evans	Mrs R Hawkyard	Mrs M Bennett	
Miss N Gater		Miss A Burt	
Mrs L Palmer	Mathematics	Mrs M Brunet	
Dr C Taylor	Mr M Jenkin*	Mrs H Butler	
	Mrs P Barnes	Miss J Chapman	
Business Studies / Economics	Mr J Bishopp	Mrs K Claxton	
Mr J Reidy*	Mrs L Fisher	Mrs G Critchley	
Mrs F Barton	Mrs S Looker	Mrs J Davies	
Mr S Beal	Mr N Oates	Mrs L Gale	
Miss C Gallop	Mrs K Potten	Mr R Smith	
	Mrs O Watson	Mrs S Taylor	
Chemistry	Modern Foreign Languages	Mrs R Tennant	
Dr J Carroll*	Ms K Gillen*	Pastoral Team	
Mr J Hatch	Mr J Allegre	Mrs S Coveney	
Mr R Holmes	Mrs R Chlubek	Mrs L Fish	
Miss S Horne	Mrs J Cox	Mrs M Gibbons	
Miss M Jadav	Mrs B Cruz-Saez	Mrs H Lambon	
Miss E van Holten	Miss C Darwin	Mrs S Spears	
Dr M Waite	Mrs R Hawkyard		
Design Technology	Mrs Y Kawai	Premises	
Mr A Heyes*	Miss N Lyon	Mr M Fuller	
Mr M Matthews	Mr S McCabe	Mr B Martin	
Mr H McAulay	Mrs C Reed	Mr A Player	
Mr T Moggeridge	Miss L Richardson		
Mr H Robinson	Mrs K Waters	Catering	
		Mr A Phillimore & team	
English	Music	Library	
Mr J Hubbard*	Mr D Ruffer*	Mrs J Morgan	
Mr S Bradbury	Mr J Herbison	Mrs B Gierlichs	
Mr N Chlubek			
Mrs E Teenan	Physical Education	Technicians	
Miss K Willis	Mr A Pardy*	Mr L Al-Wasity	
Mr M Wootton	Mr D Gibson	Mr D Coombes	
Geography	Mr R Heard	Mrs C Harger	
Mr N Crawford*	Mr A Marsh	Mrs B Jousiffe	
Mr D Hughes	Mr D Robjohns	Miss S Mower	
Miss A Johnson	Mr J White	Mrs W Sharman	
Mr M Pritchard		Mrs K Singleton	
History / Politics	Physics / Electronics	CCF	
Mr B Bonds*	Mr D Worden*	Mr J Brown	
Mrs K Milligan	Mr B Cudmore		
Mr W Pyke	Mr I Johnston		
Miss L Seilhean	Mr M Milner		
Mrs H Speller	Psychology	* - Head of Department	
Mrs R Wilkes	Dr H Jolly		

Pupil Information

Attendance Information 2008-2009

	2008/9	2007/8
Number of pupils of compulsory school age on roll for at least one session:	751	749
Percentage of authorised absences in the period:	6.2	4.4
Percentage of unauthorised absences in the period:	0.06	0.04

Statutory School Targets

TARGET	2006 target	2006 actual	2007 target	2007 actual	2008 target	2008 actual	2009 target	2009 actual	2010 target
% gaining 5+ GCSEs at grade C or better	100	100	100	100	100	100	100	100	100
% gaining 5+ GCSEs at grade G or better	100	100	100	100	100	100	100	100	100
Average points score per pupil (best 8)	408	415.4	420	421	425	415	425	411	425

Destination of Boys Leaving at the end of the Academic Year

Age at the beginning of the academic year	Number of boys in age group	Destination			
		Higher Education	Further Education	Employment	Other
15	148		148		
16	149		148	1	
17	147	135		8	4

Term Dates 2010 - 2011

Autumn Term: 1st September to 17th December

25th October to 29th October 2010
20th December to 3rd January 2011

Half Term
Christmas Holiday

Spring Term: 4th January to 8th April

21st February to 25th February 2011
11th April to 25th April 2011

Half Term
Easter Holiday

Summer Term: 26th April to 22nd July

30th May to 3rd June 2011
2nd May

Half Term
May Day

Please note: As the prospectus is printed very early in the academic year it is advisable for parents to check particular holiday dates with the school office nearer the time before booking holidays in case of any unavoidable changes. There is no automatic right to absence for holidays taken during term time.

The school hours are from 8.20 a.m. to 3.30 p.m. each day.

Pupil Information

Key Stage 3 Teacher Assessments 2009

This table shows the percentage of the 146 pupils at each level at the end of Key Stage 3 2009.

Subject/ Level	English	Maths	Science	MFL	DT	Geography	History	IT	Art	Music	PE
Absent											
D											
Below 4											
4	0	0	0	1	0	0	0	0	0	0	0
5	1	0	0	11	0	0	2	0	16	5	5
6	46	6	13	53	27	12	33	21	65	71	74
7	49	37	87	34	73	52	52	66	18	17	21
8	4	57	0	1	1	36	13	13	1	6	0

Non Core Subjects

Note: In modern foreign languages, Levels 4 & 5 represent achievement at the nationally expected standard for most 14 year olds. This is one level below the expectation for the other subjects because modern foreign languages are not normally introduced until Year 7.

GCSE Results 2009 (provisional, subject to verification) Number in Year Group: 148

SUBJECT	No. of candidates	*	A	B	C	D	E	F	G	U	No. A*-C	% A* - C
Art	32	1	12	11	8	0	0	0	0	0	32	100
Biology	148	28	54	43	17	4	2	0	0	0	142	96
Business Studies	65	3	28	22	9	3	0	0	0	0	62	95
Chemistry	148	25	35	56	23	6	3	0	0	0	139	94
Economics	26	5	9	8	4	0	0	0	0	0	26	100
English Language	148	37	81	27	3	0	0	0	0	0	148	100
English Literature	148	4	58	73	13	0	0	0	0	0	148	100
Engineering (double)	36	10	8	12	6	0	0	0	0	0	36	100
French	80	13	30	17	16	2	2	0	0	0	76	95
Geography	100	26	29	26	16	1	1	1	0	0	97	97
German	22	1	4	4	13	0	0	0	0	0	22	100
History	102	16	43	27	12	2	0	2	0	0	98	96
Italian	7	5	1	1	0	0	0	0	0	0	7	100
Judaism	1	0	1	0	0	0	0	0	0	0	1	100
Latin	17	6	4	4	3	0	0	0	0	0	17	100
Mathematics	148	31	74	35	8	0	0	0	0	0	148	100
Music	18	0	4	9	3	1	0	0	1	0	16	89
Physical Education	48	16	25	4	2	1	0	0	0	0	47	98
Physics	148	35	43	43	18	6	3	0	0	0	139	94
Religious Education	148	31	76	31	9	1	0	0	0	0	147	99
Spanish	84	10	24	27	18	4	1	0	0	0	79	94
Technology	92	5	26	31	28	2	0	0	0	0	90	98
Totals	1766	308	669	511	229	33	12	3	1	0		
%		17.4	37.8	28.9	12.9	1.8	0.6	0.1	0.06			
Cumulative %		17.4	55.3	84.2	97.2	99.0	99.7	99.9	100			

Pupil Information

A Level Results 2009 (provisional, subject to verification)

Number of candidates: 146

Number taking 2 or more A-levels: 145

	A	B	C	D	E	U	Total Candidates	% A – C	% A – E	Av QCA points
Art	1	4	1	1	1	0	8	75.0	100.0	221.25
Biology	12	15	10	2	2	0	41	90.2	100.0	234.15
Business Studies	13	8	10	2	0	0	33	93.9	100.0	239.09
Chemistry	9	8	12	4	2	0	35	82.9	100.0	225.43
Design & Technology	5	2	4	4	0	0	15	73.3	100.0	226.00
Econ. & Bus.Studies	0	1	0	0	0	0	1	100.0	100.0	240.00
Economics	10	4	5	3	1	0	23	82.6	100.0	234.78
Electronics	2	3	1	1	0	0	7	85.7	100.0	235.71
English Literature	6	9	5	2	1	0	23	87.0	100.0	232.17
French	2	0	1	1	0	0	4	75.0	100.0	232.50
Further Mathematics	2	5	1	0	0	0	8	100.0	100.0	243.75
Geography B	4	5	5	0	0	0	14	100.0	100.0	237.86
German	1	1	0	0	0	0	2	100.0	100.0	255.00
Government & Politics	6	4	2	2	1	0	15	80.0	100.0	234.00
History	11	7	6	1	0	0	25	96.0	100.0	243.60
Ict	4	17	6	3	2	0	32	84.4	100.0	226.88
Latin	1	0	1	0	0	0	2	100.0	100.0	240.00
Mathematics	25	19	2	5	0	0	51	90.2	100.0	247.65
Music	1	1	0	1	1	0	4	50.0	100.0	210.00
Physical Education	3	1	6	3	0	0	13	76.9	100.0	219.23
Physics	9	8	10	1	2	2	32	84.4	93.8	216.56
Psychology	10	10	1	7	1	3	32	65.6	90.6	210.00
Religious Studies	6	3	1	1	0	0	11	90.9	100.0	248.18
Sociology	1	5	3	1	0	0	10	90.0	100.0	228.00
Spanish	3	6	1	0	0	0	10	100.0	100.0	246.00
Theatre Studies	2	2	2	1	0	0	7	85.7	100.0	231.43
Total	149	148	96	46	14	5	458			
%	32.5	32.3	21.0	10.0	3.1	1.1				
Cumulative %	32.5	64.8	85.8	95.9	98.9	100				

General Studies	9	18	15	8	5	1	56	75.0	98.2	215.89
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Bournemouth School provides a good quality education. The atmosphere in the school is calm and purposeful. Students are well mannered and self-assured and the majority of students have very positive attitudes to learning. As well as providing a good academic education through a curriculum that is well matched to students' needs, the school takes care of its students well. One parent wrote, 'My son will leave Bournemouth School this summer as a confident, articulate, responsible and well-rounded young man.'

Ofsted Inspection Report
February 2007

Pupils have very good attitudes to learning and work hard. They are highly motivated and this has a positive impact upon their progress. They are proud of their school and enjoy taking part in the wide range of opportunities available.

This school has established a purposeful working environment within which pupils mature into confident and articulate young people. They relish responsibility and are keen to engage in discussion and share their ideas. Relationships are very good. Pupils and their teachers address each other with the respect and consideration they deserve.

Ofsted Inspection Report
February 2003

Bournemouth School is a member of the South West Academic Trust and is a Foundation School for boys aged 11-18. It has specialist Language College and Training School status.

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