



Prospectus Appendix

-additional
information



✓ Hard Work ✓ Discipline ✓ Smart Appearance ✓ Respect

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Our Ethos

At Bournemouth School

- We always strive to do our best
- We celebrate achievement
- We work together
- We make the most of our opportunities
- We have responsibilities as well as rights
- We treat one another and our environment with respect

Our community's ethos is based upon the traditional values of:

- ✓ Hard work
- ✓ Discipline
- ✓ Smart Appearance
- ✓ Respect

The Curriculum

The school curriculum provides a seven year educational continuum. In its design, it endeavours to support student learning by addressing the following aspects:

- ✓ Aptitude;
- ✓ Breadth and balance;
- ✓ Challenge for the complete student ability range;
- ✓ Development of independent learning;
- ✓ Equal opportunities for all to succeed; and
- ✓ Flexibility

In addition to learning within the structured timetable of 25 hours a week, Bournemouth School also offers students a rich array of learning activities outside the classroom.

Our curriculum is grouped into three phases which comply with the requirements of the National Curriculum and the Examination Boards.

Key Stage 3 – Years 7, 8 & 9

During Key Stage 3 all students study:

Art & Design	Latin
Design & technology	Mathematics
Drama	Music
English	Physical Education
Geography	Religious studies
History	Science (Biology, Chemistry, Physics)
Information & Communication Technology	

Students also study French throughout Key Stage 3 plus a second modern foreign language in years 8 and 9. They have a choice from German and Spanish.

Students are taught in groups of approximately 24 to 31 depending on subject.

Key Stage 4 – Years 10 & 11

During Key Stage 4, all students follow GCSE courses in:

English Language	Chemistry
English Literature	Information Communication Technology
Mathematics	Physics
Biology	Religious Studies

Our curriculum policy requires all students to study a GCSE course in at least one modern foreign language. Students may choose from:

French	Spanish
German	

Students also study for a further four GCSE awards. These may be chosen from the following:

Art	Geography
Business Studies	History
Design & Technology	Latin
Drama	Music
Engineering (double award)	Physical Education

Students are taught in groups of approximately 24.

Sixth Form – Years 12 & 13

In year 12, all students study up to 5 subjects to Advanced Subsidiary (AS) Level. Students continue their studies in at least 3 subjects to A2 level. These may be chosen from:

Art & Design	History
Biology	Information & Communications Technology
Business Studies	Latin
Chemistry	Mathematics including Further Mathematics
Design & Technology	Music
Economics	Physical Education
Electronics	Physics
French	Psychology
English Literature	Religious Studies
Geography	Sociology
German	Spanish
Government & Politics	Theatre Studies

Students are taught in groups of varying size according to subject up to a maximum size of approximately 26.

Students throughout Bournemouth School follow a course in Personal, Social and Health Education which includes Citizenship. They also participate in PE.

Note

We are constantly reviewing our provision to address the needs and aspirations of our students. The details given above are for the academic year 2011/12. Details relevant to your son's Key Stage 4 and 5 curricula will be published in due course – our provision may well have changed in response to local or national pressures

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.

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.

Pastoral Care

The pastoral system is based on five Houses. It is designed to ensure that the individual needs of each student are catered for. Five Heads of House work with the Senior Leadership Team to oversee the arrangements and to monitor effectiveness. The Heads of House work with teams of tutors to monitor the progress of students, offer encouragement or advice where necessary and set new targets. There is a termly assessment of students 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.

Individual Learning Needs

The school has a small but highly effective ILN department, which includes our Special Educational Needs section and which is overseen by the school's SENCO, (Special Needs Co-ordinator) Mrs C Wood. If you believe that your son may have particular needs to support his learning, please raise them with Mrs Wood who may ask one of the specialist assistants to discuss these with you.

Looked After Children

At Bournemouth School we identify a Designated Teacher to work with each looked after child. The designated teacher is:

- responsible for co-ordinating strategies to raise the aspirations and attainment of the child, in particular agreeing a high quality Personal Education Plan and creating opportunities for the child to access additional resources for learning (including one-to-one tuition when appropriate);
- a central point of contact to provide the link between the child's carer, social worker, and other children's services.
- responsible for understanding the wider needs of the child or young person, and responding appropriately to support the child

Gifted and Talented

We believe that the most important aspect of provision for gifted and talented students is their day-to-day experience in the classroom (and on the sports field). Our provision for these students includes:

- adding breadth (for example, enrichment through a broader range of tasks and resources).
- increasing depth (for example, extension through complexity).
- accelerating the pace of learning within and across key stages
- promoting independence in thinking and learning, and providing opportunities to self-regulate learning.
- fostering high expectations in teachers and students.

The provision for Gifted and Talented students and their progress is monitored by their tutor, Head of House and the school's Gifted and Talented Co-ordinator.

Monitoring Student Progress

At Bournemouth school we use students' prior attainment to set challenging, yet realistic targets for the future. The progress of our students is regularly and systematically monitored, with all assessments carefully analysed. We look carefully for signs of underachievement or unusual potential, so that appropriate and timely support or challenge may be offered.

Our students are given high-quality feedback by subject teachers on their work and are encouraged to respond to it. They have regular opportunities to discuss their academic progress and personal development with their tutor and such dialogue helps them to succeed beyond their expectations. Students use their school diaries to help keep themselves organised. These are carefully monitored and form an important link between students, subject teachers, tutors and parents.

We have a strong partnership with parents, based on frequent, regular, personalised and pertinent communication, so that together we can help their sons to achieve their best

Independent Learning

Independent Learning is any activity which students are asked to do outside lesson time either on their own or with parents or carers (and includes activities formally regarded as homework). Independent learning contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of Bournemouth School staff to assign relevant, challenging and meaningful independent learning assessments that reinforce classroom learning objectives. Such assignments should provide students with the opportunity to apply information they have learned, complete unfinished class assignments and develop independence.

Time Allocation

The table below gives general guidance as to the amount of homework to be set. Some flexibility may be given so that students occasionally have more than one evening in which to complete a task.

Year 7	1 hour per evening, usually in 2-3 subjects
Year 8	1-1½ hours per evening, usually in 3 subjects
Year 9	2 hours per evening, usually in 3 subjects
Year 10	2 hours per evening, usually in 3 subjects
Year 11	2 hours per evening, usually in 3 subjects
Years 12 & 13	As a general rule, students should spend (outside classes) a minimum of 5 hours per week on each A level subject

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 School runs 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.

Communication

We recognise that the best education for our students 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 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.

The School Council

As a school, we always endeavour to gauge the opinions and desires of its students, to know what they want and how the school can best provide it. A little like a 'Bournemouth School Government' we have a 'School Council' which is made up of one representative from each form. The representatives attend regular meetings where we discuss everything from the price of ketchup in the canteen to timetabling, from non uniform days and charity events to links with schools in Africa. Some recent achievements have included new, student prospectuses for the sixth form, a Christmas lunch for around 600 students and peer mentoring. This means that each and every student has their own voice, and together they have their say in the Council. All students are encouraged to take part in the Council.

Rewards and Sanctions

Within the school we have a Positive Behaviour Policy.

This means that **if your son follows the class rules he will be rewarded**. The accumulation of such rewards results in the award of certificates and letters home.

We have a range of sanctions which may be imposed should a student not fulfil our expectations. These include:

- Verbal warning
- Movement in class and formal reprimand
- Detention (including Saturday Detention)
- Removal from the rest of the lesson and referral to his Head of House for further sanction. (Parents will also be involved if this happens)
- Fixed term exclusion (rarely used)
- Permanent exclusion (very rarely used)

Attendance

Good attendance at school is vital for your son to achieve your full educational potential. It is a legal requirement that schools keep accurate records of student attendance. Good attendance records benefit him in the following ways:-

- Taking the opportunity to get a good education
- Meeting friends and developing lasting relationships
- Having continuity of learning which makes progress and retention easier
- Improved performance in coursework tasks
- Enhanced performance in examinations
- Good references for further education or employment
- Good habits are formed for later life
- Reducing the risk of involvement in crime and anti-social behaviour either as victim or perpetrator

Please help us by:

- ✓ ensuring that your son arrives at school on time each day;
- ✓ ensuring that your son only misses school for reasons which are unavoidable or justified, such as illness or days of religious observance;
- ✓ always notifying the school as soon as possible of any absence;
- ✓ confirming this in writing when your son returns to school;
- ✓ talking to your son's tutor or Head of House if you are concerned that your son may be reluctant to attend.

Request for Absence

Leave of absence for holidays is not an entitlement and has to be authorised by the school. Extended absence is always likely to be detrimental and approval is given only in cases where the parents are compelled to take a family holiday outside school holidays. Leave of absence is not intended to be a means by which holidays can be taken at off-peak prices. Such absence is particularly detrimental to students following examination programmes; only in exceptional circumstances will such leave be granted. The school's policy is consistent with that of others in the borough.

Any leave taken without authorisation will be recorded in the school attendance register as an unauthorised absence, that is, as truancy, and the matter will be referred to the school's Education Social Worker. Each request for authorised absence will be considered on its merits; exceptional circumstances might include the following:

- a parent, grandparent or other close relative is seriously/terminally ill and the holiday proposed is likely to be the last such holiday;
- there has recently been a death or significant other trauma in the family and it is felt that an immediate holiday might help the child concerned better deal with the situation.

The financial factor – when a parent claims that he/she is unable to afford to book a holiday during the school holidays when prices may be significantly higher than in term-time – will not be taken as constituting an “exceptional circumstance”.

Similarly, **the nature of the proposed holiday** – whether, for example, it is a fortnight visiting Rome or a fortnight in a caravan at the seaside – will not be taken as constituting an “exceptional circumstance”.

We will not grant leave, even in exceptional circumstances, if:

- a boy's attendance record over the previous 20 week period is less than 95% - even if any previous absence was due to unavoidable causes such as illness; or
- the period of leave coincides with the start of term, or is near to, or coincides with, tests, exams or other significant events in the school calendar.
- a period of leave has already been granted that academic year.

Application for Leave of Absence should be made by letter to the Headmaster in advance of any booking and other than in the most exceptional circumstances, the request for leave should be made **at least 4 weeks** in advance of the proposed leave date, and before entering into any travel commitment.

Breaks and Lunchtimes

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 students to eat healthily. Students 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. Students may, of course, bring their own packed lunch if they prefer.

Breaks

You will be aware that the school grounds include an area of woodland, commonly referred to as 'the copse'. We feel privileged that our students are able to enjoy such an area at breaktime and lunchtimes, and also walk through it to attend activities at the Sir David English Centre and the school field. Students in Years 7 – 11 are not allowed off the school site during break and lunchtimes.

Safeguarding

"Bournemouth school recognises our moral and statutory responsibility to safeguard and promote the welfare of students. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice."

Equality

At Bournemouth School we are committed to providing a safe and welcoming environment in which the whole school community can learn, work and take pride.

We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates differences, within a culture of respect and cooperation. We recognise that equality will only be achieved by the whole school community working together – students, staff, governors and parents. Our commitment to equality is a fundamental part of our drive towards excellence.

Careers Education and Guidance

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

Our Careers Co-ordinator, Senior Staff, Assistant Head of Sixth Form and Connexions Adviser all offer guidance, helping students 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 student'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. Students are also introduced to the comprehensive Careers Library and its resources which include a number of careers software packages designed to help them choose their GCSE and post-GCSE options.

In Year 10 all students 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 students evaluate the benefits of their placements. This enables them to develop personal attitudes, skills and abilities.

Such skills, attitudes and abilities are developed further in Year 11. PSHCE lessons are used to provide an opportunity for small group advisory sessions related to specific career areas. Students who are identified as requiring further support and guidance are offered individual interviews with the Connexions Adviser. For those students 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 students 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 students) 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 students in Year 9 upwards (in association with Bournemouth School for Girls and Talbot Heath School). Our links with industry include participation in Enterprise Challenge and the Engineering Education Scheme. A number of departments also organise student visits to local companies.

The Library

The school library is situated on the 1st floor of the 6th Form Block and is available to students, staff and parents. There are books, DVDs, and CDs that can be borrowed. There are also periodicals and newspapers available for use within the library. It is open from 8.30 a.m. - 5 p.m. Monday to Friday. Parents are asked to encourage students to use the Library responsibly and to return or renew borrowed resources on time. The Librarians will be happy to deal with any queries.

The Careers Library is situated in the library and has information about Universities and Colleges, as well as information on the requirements of specific jobs, and careers.

Health and Sex Education

Health Education plays a significant part in a young person's personal development, and an important area of this is Sex and Relationships Education. The title is important because the knowledge, understanding and skills developed are always put into the context of positive, caring relationships and the need for trust and respect in relationships.

Sex & Relationships Education is provided for all students through Science and PSHE lessons. The aim of Sex Education is to foster students' understanding of their emotional and physiological development and awareness of the attitudes and values of others.

In Year 7 Science lessons students consider how life begins. Classes study reproduction in plants and animals, which leads on to work on human reproduction. There is a general introduction to the sex organs; pregnancy and birth are considered. Puberty changes are discussed and lessons stress that all variations of such changes are normal.

In Year 9, classes follow a short unit of work in which students consider their attitudes to others. The work incorporates examination of adolescence and responsibility. This programme introduces AIDS and the use of condoms.

Various aspects of Sex and Relationships Education are included in Key Stage 4 and the Sixth Form. These involve a more advanced study of fertilisation and birth, as well as infertility and hormone treatment. Students are also briefed by the Bournemouth and Poole sexual health team on STIs and 'safe sex'.

Parents who wish to know more about the programme may consult the teacher concerned. It is open to parents to withdraw their children from all or part of Sex and Relationship Education, except for those parts included in the statutory National Curriculum for Science, by putting a request in writing to the Headmaster.

Extra-Curricular 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 students 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 students 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 students.

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.

Religious Education

Section 78 (1) of the 2002 Education Act states that all students should follow a balanced and broadly based curriculum which;

'promotes the spiritual, moral, cultural, social, mental and physical development of students and of society, and prepares students for the opportunities, responsibilities and experiences of later life'.

The religious studies department strives to educate rather than indoctrinate its students.

We believe that objective study of the major world religions can assist students in learning about, and then more importantly from religious belief and practise. The department also offers students a secure and controlled environment in which they can reflect on their own values and beliefs and share these with other students. This will hopefully enable students as they progress through the school to make more informed decisions concerning moral and philosophical dilemmas and help achieve the objectives above.

At Key Stage 3 students have one lesson per week and in line with government guidelines students follow the SACRE Bournemouth Agreed syllabus: "REaching Out REaching Within". The Syllabus focuses around 5 Key Questions:

- Is there anybody out there?
- What Next?
- Everybody hurts- Why?
- Are we all equal?
- Whose world is it anyway?

These subjects are covered from a humanist perspective as well as those of various religions. It is open to parents to withdraw their children from all or part of the RE Programme by putting a request in writing to the Headmaster.

At Key Stage 4 Religious Studies is combined with Citizenship and PSHE with all students following a full GCSE course. One paper focuses upon topics relating to social and ethical issues and the religious responses to these whilst the other paper is more philosophically based. (Syllabus: AQA Specification B Modules 4 & 5).

In Year 10 students have 3 lessons per fortnight and in Year 11 4 lessons per cycle. It is open to parents to withdraw their children from all or part of the RE Programme by putting a request in writing to the Headmaster.

School Transport

Information regarding bus passes can be obtained from your local authority.

School Specials

Service 36 - Upper Parkstone, Talbot Woods, Winton, Charminster (commercially provided route)

07:13 Seaview Hotel Upper Parkstone, The George Roundabout, Civic Centre, Ashley Cross, St Osmonds Church, Penn Hill, Branksome (Homebase) Bourne Valley Arches, Glenferness Avenue/East Avenue, Winton Banks, Alma Road, Charminster Road, Bournemouth School. Contact Wilts & Dorset on 01202 339202.

Service 54 – Wallisdown, Bearwood, Kinson, Northbourne (under contract to Bournemouth Council)

07:35 Wallisdown Road junction with Francis Avenue, Bearwood, High Howe Lane, Knights Road, King John Ave, Runnymede Ave, Bear Cross, Kinson Hub, Wimborne Road, Redhill Roundabout, Bournemouth School. Return from School 15:40. Contact First Buses 0870 0106 0202.

Service 55 – Bournemouth Station, Boscombe, Southbourne (commercially provided route)

07:20 Bournemouth Station, Holdenhurst Road, Boscombe opposite Bus Station, Parkwood Road, Fishermans Walk, Belle Vue Road, Church Road, Harbour Road, Broadway, Tuckton, Cranleigh Road, Beaufort Road, Fishermans Walk, Pokesdown, Christchurch Road Iford Roundabout, Castle Lane, Bournemouth School. Return from School at 15.40. Contact Wilts & Dorset on 01202 339202.

Service 60 / 440 – Wallisdown, West Howe, East Howe, Ensbury Park, Moordown (under contract to Bournemouth Council)

07:35 Boundary Roundabout, Wallisdown Roundabout, Kinson Road, Fernheath Road, Maclean Road, Cunningham Crescent, Montgomery Avenue, East Howe Lane, Leybourne Avenue, Ensbury Park Road, Wimborne Road Moordown, Westover Retail Park, Bournemouth School. Contact Damory Coaches on 01258 452545.

Service 88 – Highcliffe, Tuckton, Southbourne, Pokesdown (commercially provided route)

07:19 Lymington Road (Highcliffe G & T's), Shelley Hill, Bure Lane, Mudeford Lane, Sandown Road, Somerford Road, Purewell, Bridge Street, Castle Street, High Street Christchurch, (except Mondays) Bargates, Stour Road, Tuckton Bridge, Tuckton Roundabout, Cranleigh Road, Beaufort Road, Beresford Road, Seabourne Road, Christchurch Road Castle Lane East, Castle Lane West, Bournemouth School. Return from School at 15:40. Contact Wilts & Dorset on 01590 672382.

Service 89 – Lymington, Iford (commercially provided route)

06:55 Priestlands Place Lymington, Milford Road, Lymington Road, Milford Crescent, Park Lane, Cliff Road, Milford Road, Station Road, Gore Road, Walkford Road, Ringwood Road, Lymington Road, Shelley Hill, Bure Lane, Mudeford Lane, Sandown Road, Somerford Road, Purewell, Bridge Street, Castle Street, High Street Christchurch (except Mondays) Bargates, Fairmile Road, The Grove, Barrack Road, Castle Lane East, Castle Lane West, BSG, Charminster Road Bournemouth School East Way. Return from School at 15:40. Contact Wilts & Dorset on 01590 672382.

Service BS1 – Verwood (private contract)

07:30 Verwood Memorial Hall, Morrisons Roundabout, Manor Road/Newton Road, Verwood Road/Broadmead Road, Horton Road/Woolsbridge Road, Ashley Heath Roundabout, Bournemouth School. Return from School 15:45.

Service BS2 – West Moors (private contract)

07:35 Woodcutter's Arms, West Moors Village Hall, Station Road/Pinehurst Road, 1st Bus Stop Victoria Road, Victoria Road/Town Centre, Dudsbury Avenue, Chapelgate Garage, Parley Cross Traffic Lights. Return from School 15:40.

Service BS3 – Poulner (private contract)

07:30 Ringwood/St Stephens Lane (stop near Indian restaurant), Ringwood Road/Woodlinken Drive, Meeting House Lane, Southampton Road/Middleton Road, Poulner White Hart Hotel, Bournemouth School.

The BS1, BS2 and BS3 services are provided under private contract. Please contact the parent organiser, Mrs Hood, for further information bs.bus@btconnect.com All information is correct as at 1 September 2011 but is subject to change.

Grants Charging and Remissions Policy

Free School Meals

Parents in receipt of Income Support, Income Based Job Seekers Allowance and Child Tax Credit (without Working Tax Credit), where income is less than £16,040 per annum or are entitled to free school meals.

An application form is available from the School Reception.

Charging and Remission Policy

The School recognises the value of extra curricular activities, trips and residential experiences in the educational, personal and social development of students. 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.

School Fund

The School Fund supports a wide range of activities and facilities which benefit the vast majority of students. Many of our extra-curricular activities would not exist without support from the School Fund.

The School Fund is maintained through parental contributions and has become a vital source of revenue in resourcing the school. We hope that more families would welcome the opportunity to contribute £10 per month to the fund but we of course acknowledge that in the current economic climate, some families may feel unable to contribute. If you are able to contribute, please do so through the Gift Aid Scheme, as the School Fund is a Registered Charity (Registration Number 291760).

Staff List 2011 - 2012

Headmaster	Dr D P Lewis	Chair of Governors	Mrs S Burrows
Deputy Headmaster	Mr W Pyke	Assistant Headmaster	Ms K Gillen
Business Manager	Mrs J Wheatley	Assistant Headmaster	Mr S Viney
Art	Information Technology	Religious Studies	
Mrs C Darley*	Mrs S Jones*	Mr R Cook*	
Mrs R McDonnell	Mr W Cudmore	Mr P Beardshaw	
	Mrs C Wood	Mr R Cooper	
Biology	Latin	Administration	
Miss N Gater*	Mrs S Towler*	Mrs J Wheatley*	
Dr L Evans	Mrs R Hawkyard	Mrs M Bennett	
Mrs L Palmer	Miss C O'Neil	Miss A Burt	
Dr C Ferris		Mrs M Brunet	
Mr S Viney		Mrs H Butler	
Business Studies / Economics	Mathematics	Miss J Chapman	
Mr J Reidy*	Mr M Jenkin*	Mrs K Claxton	
Mr S Beal	Mrs P Barnes	Mrs J Davies	
Miss C Gallop	Mr J Bishopp	Mrs L Gale	
Mrs C Wood	Mrs L Fisher	Mr R Graham	
	Mrs S Looker	Mrs S Taylor	
	Mr N Oates		
Chemistry	Mr J Sankey	Pastoral Team	
Dr J Carroll*	Mrs O Watson	Mrs S Coveney	
Mr R Holmes	Mr A Carter	Mrs G Critchley	
Miss M Jadav		Mrs L Fish	
Dr D Lewis	Modern Foreign Languages	Mrs M Gibbons	
Miss E van Holten	Mr A Sinclair*	Mr I Hallam	
Dr M Waite	Mrs J Andrews	Mrs H Lambon	
	Mrs R Chlubek	Mrs S Spears	
Design Technology	Mrs B Cruz-Saez		
Mr A Heyes*	Miss C Darwin	Premises	
Mr M Matthews	Mrs R Frost	Mr M Fuller	
Mr H McAulay	Ms K Gillen	Mr B Martin	
Mr T Moggeridge	Mrs R Hawkyard	Mr A Player	
	Mr S McCabe		
English	Mrs C Reed	Catering	
Mr J Hubbard*		Mr A Phillimore & team	
Mr S Bradbury	Music		
Mr N Chlubek	Mrs S Kanan*	CCF	
Mr M Rixon	Mr J Herbison	Mr J Brown	
Mrs E Teenan			
Miss K Willis	Physical Education	Library	
Mr M Wootton	Mr A Pardy*	Mrs J Morgan	
	Mr D Gibson	Mrs B Gierlichs	
Geography	Mr A Marsh	Mrs C Payne	
Mr N Crawford*	Mr D Robjohns		
Mr D Hughes	Mr P Watson	Technicians	
Mr M Pritchard	Mr J White	Mr L Al-Wasity	
		Mr D Coombes	
History / Politics	Physics / Electronics	Mr O Goves	
Mr B Bonds*	Mr D Worden*	Mrs C Harger	
Mr S Jones	Mr B Cudmore	Mrs B Jousiffe	
Mrs K Milligan	Mr I Johnston	Miss S Mower	
Mr W Pyke	Mr M Milner	Mrs K Singleton	
Mrs H Speller			
Mrs R Wilkes	Psychology		
	Dr H Jolly		
	Mr L Noble		

* - Head of Department

Attendance Information 2010-2011

	2010/11	2009/10
Number of students of compulsory school age on roll for at least one session:	747	745
Percentage of authorised absences in the period:	3.8	5.5
Percentage of unauthorised absences in the period:	0.17	0.05

Statutory School Targets

TARGET	2008 target	2008 actual	2009 target	2009 actual	2010 target	2010 actual	2011 target	2011 actual	2012 target
% gaining 5+ GCSEs at grade C or better	100	100	100	100	100	99	100	99	100
% gaining 5+ GCSEs at grade G or better	100	100	100	100	100	100	100	100	100
Average points score per student (best 8)	425	415	425	411	425	425	430	410	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	146		144	2	
16	184		179	4	1
17	156	140	4	5	7

Key Stage 3 Teacher Assessments 2011

This table shows the percentage of the 150 students at each level at the end of Key Stage 3 2011

Subject/ Level	English	Maths	Science	Art	Design Technology	Geography	History	ICT	Music	Physical Education	Religious Education
Absent											
D											
Below 4											
4									2		1
5			1	14	1	1	3	2	29	18	12
6	44	3	5	81	64	15	46	65	51	75	43
7	52	43	41	5	35	58	49	32	15	7	31
8 and above	4	54	53			26	2	1	3		13

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 2011

Number in Year Group: 146

Subject	A*	A	B	C	D	E	F	G	U	No A*-C	% A*-C
Art Design	0	5	17	14	2	0	0	0	0	36	95
Biology	44	43	36	11	1	0	0	0	0	135	99
Business Studies	22	28	29	7	2	0	0	0	0	88	98
Chemistry	39	41	39	13	3	0	0	0	0	135	98
Design Technology	6	49	45	19	7	0	0	0	1	126	94
Drama	0	3	4	3	0	0	0	0	0	10	100
English Lit	18	60	60	6	1	1	0	0	0	146	99
English Lang	21	70	50	5	0	0	0	0	0	146	100
French	14	24	25	21	6	4	0	0	0	94	90
Geography	19	31	25	19	10	1	0	0	0	105	90
German	1	3	10	5	2	0	0	0	0	21	91
History	39	27	30	4	3	0	0	0	0	103	97
Latin	9	6	3	0	1	1	0	0	0	20	91
Mathematics	46	69	21	10	0	0	0	0	0	146	100
Music	0	5	1	1	1	0	0	0	0	8	89
Physical Education	14	10	12	2	0	0	0	0	0	38	100
Physics	35	48	33	17	2	0	0	0	0	135	99
Religious Studies	16	47	54	20	5	3	1	0	0	146	95
Spanish	21	12	12	5	1	0	0	0	0	51	98
Total No.	364	581	506	182	47	10	1	0	1	1692	97
Total %	22	34	30	11	3	1	0	0	0		
Cumulative %	22	56	86	97	99	100					

A Level Results 2011

Number of candidates: 156

Number taking 2 or more A-levels: 156

	A*	A	B	C	D	E	U	Total	% A*-B	%A*-E	Av QCA Score
Biology	8	7	7	14	9	2	0	47	47	100	230
Bus Studies	1	6	11	6	4	0	0	28	64	100	233
Business & Economics	0	0	0	1	0	0	0	1	0	100	210
Chemistry	7	16	10	6	1	2	0	42	79	100	250
DT: PD	2	4	2	4	3	1	0	16	50	100	231
Drama/TS	0	1	1	3	0	0	0	5	40	100	228
Economics	2	3	7	1	3	2	0	18	67	100	225
Electronics	1	2	0	1	1	0	0	5	60	100	246
Eng Lit	6	10	10	8	2	1	0	37	70	100	246
Fine Art	0	0	0	3	2	0	0	5	0	100	198
French	0	2	0	0	1	0	0	3	67	100	240
Geography	1	3	3	3	1	0	0	11	64	100	240
German	0	0	1	0	0	0	0	1	100	100	240
History	8	11	7	3	5	2	0	36	72	100	247
ICT	0	2	8	7	3	1	0	21	48	100	220
Latin	0	2	1	0	0	0	0	3	100	100	260
Mathematics	18	15	14	7	3	2	0	59	80	100	250
Further Maths	2	2	3	0	1	0	0	8	88	100	265
Music	0	0	0	2	1	0	0	3	0	100	195
Physical Ed	4	2	6	1	3	0	0	16	75	100	232
Physics	4	11	11	5	6	3	2	42	62	95	224
Politics	1	7	6	2	2	0	0	18	78	100	232
Psychology	1	8	8	8	3	0	0	28	61	100	236
Rel Studies	0	5	4	5	0	0	0	14	64	100	240
Sociology	0	0	2	2	1	0	0	5	40	100	216
Spanish	2	3	4	0	0	0	0	9	100	100	267
General Studies	2	4	6	2	2	0	0	16	75	100	244
Total	70	126	132	94	57	16	2	497	66	99	238
%	14	25	27	19	11	3	0				
Cumulative %	14	39	66	85	96	100					

Admissions Information for 2012 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 students 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 student 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

The school does require the parents of all applicants to complete a “pre-test” questionnaire and submit the form directly to the school at least 15 school days before the proposed test date. The form may be accessed and completed through the school website. The completion of the questionnaire is a requirement for all boys who intend to take the test (no matter when they are tested).

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 students who have applied to the Local Authority by the closing date. On the day of testing students will take Verbal 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 (Verbal 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.

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

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

In early March the student'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 student whose ordinary residence is nearest to Bournemouth School, measured by a straight line on a map from the ground floor level of the student'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 students 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, appropriate to the level of entry, carried out at the school. The school will not accept applications from students previously tested by the school and who did not meet the standards required for admission.

In-Year applications are coordinated in conjunction with the Bournemouth Admissions Forum and the Local Authority. 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 students 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. All students should also have an average GCSE points score of 33 or above. The points used are the Department for Education (DCSF) points - 58 A*, 52 A, 46 B, 40 C, 34 D, 28 E. In exceptional circumstances an applicant may be admitted by the school's Admissions Panel if they have narrowly failed to attain the required standard, but their prior attainment and Post-16 course choice suggests that they are likely to succeed in the sixth form. Progression onto the second year of the course (A2) is dependent on successful completion and passing of two or more AS levels. A separate booklet giving information about the Sixth Form is available on request.

Waiting Lists

The school operates a formal waiting list for students 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 2012. Previous applicants wishing to continue on a waiting list must re-apply to the school between 1 and 31 December 2012. Waiting lists for all other year groups will cease at the end of the academic year 2012/13. Applicants will be required to re-apply (in August 2013) 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.

The School Day, Term Dates, School Details

Times of the School Day

The school hours are from 8.20 a.m. to 3.30 p.m. each day. Boys should not normally arrive at school before 8.00 a.m. and must leave the site before 4.00 p.m. unless they are involved in an organised activity as we are not able to accept responsibility for them outside of these times.

Term Dates: 2012/13

Autumn Term	4 September 2012 - 21 December 2012
Half Term	29 October 2012 - 2 November 2012

Spring Term	7 January 2013 - 28 March 2013
Half-Term	18 February 2013 - 22 February 2013

Summer Term	15 April 2013 - 24 July 2013
Half Term	27 May 2013 - 31 May 2013

May Day Holiday - 6 May 2013



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website:	www.bournemouth-school.org