

HINCHINGBROOKE SCHOOL

P R O S P E C T U S

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A Specialist College for Sport

www.hinchingbrookeschool.net



INVESTOR IN PEOPLE



SPORTS COLLEGES



Specialist Schools Trust
EXCELLENCE AND DIVERSITY



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IN SCHOOLS

Headteacher: Keith Nancekivill - Deputy Heads: Stephen Ellison, Di Beddow - Director of Operations: David Riddick

CONTENTS

Introductory Information to Hinchingsbrooke School	2
Our Mission	2
The Hinchingsbrooke Heritage	2
The Curriculum	
The specialism in sport	3
Key Stage 3	3
Key Stage 4	3
Post 16	3
Standards	
Learning	4
Behaviour	4
Participating	5
Citizenship	5
Supporting Young People	5
Inclusion	6
Learning Support	
What is the Learning Support Department?	8
How do we help?	8
How do we know which students need help?	8
Working with Parents	9
Partnerships	9
Looking Ahead	9
Religious Education & Collective Worship	10
Learning Resource Centre	10
The Governors	11
Admissions Criteria 2010/11	12
2009 Examination Results (Provisional)	13
Statutory Performance Targets	17
2009 Leavers' (Intended) Destinations	18
Pupil absence and length of taught week (2008/09)	18

{All quotations in italics are from the Ofsted Report April 2008}

INTRODUCTORY INFORMATION TO HINCHINGBROOKE SCHOOL

I am delighted to introduce you to Hinchingsbrooke School. Whether you are new to the school or already have children here, I hope you will find this guide helpful. Hinchingsbrooke has characteristics which make it special. Many students, staff, governors and parents have a strong affection for the school which is sustained after parting by our alumni association. There is an immense vitality in this educational community. Our students have a rich array of opportunities and we encourage them to take a risk and join in.

Governors have set an ambitious agenda for the future guided by our mission statement which sets out our objectives. "It is our ambition that all Hinchingsbrooke students achieve, at each stage, the highest possible step on their learning journey" and this has been achieved. Hinchingsbrooke is functioning well with good standards of achievement at all levels. The 2009 GCSE results consolidated the major rise in standards achieved in 2008 to provide a new high level benchmark for further development. Our Sixth Form is the largest in any Cambridgeshire School. We were pleased to hear OfSTED Inspectors describe our support for students and commitment to their personal development as outstanding in the 2008 Report. We are especially proud of our Oxbridge entry record and the leading role Sixth Form students take in the life of the school.

We began developing our specialism as a Sports College in September 2005. The Specialist Schools Programme is now an established part of the secondary education system in England. It helps schools to establish distinctive identities through their chosen specialism and achieve their targets to raise standards. Specialist schools have a particular focus on those subjects relating to their chosen specialism, however, in addition to this, they must also meet National Curriculum requirements to deliver a broad and balanced education throughout the whole school. Extra funding attracted by specialist status not only extends and enhances the learning opportunities and experiences for pupils in the specialist subject but also enables better training for teachers within specialism. These teachers, in turn, promote best practice throughout the whole school and wider community. The impact on achievement has been very positive, leading to re-designation for a second three year cycle.

There is much to be done, but we have considerable assets. There is a burning ambition to aim high amongst those who care greatly about the school. The staff and I are committed to that purpose. We hope very much that you will join us in the endeavour.

Keith Nancekievill

OUR MISSION

It is our ambition that all Hinchingsbrooke students achieve, at each stage, the highest possible step on their learning journey. They will have self-confidence, founded in their learning achievements and social skills, to become good citizens. Their physical and spiritual well being will give them energy and enthusiasm for the challenges before them. We expect that they will have pride in their success and find their school life a lasting inspiration. For our students, we seek to be the best.

"There is a strong commitment to meet the needs of all students and those who are vulnerable receive good care."

THE HINCHINGBROOKE HERITAGE

Hinchingsbrooke is a unique state school. Its guardianship of Hinchingsbrooke House and its parkland grounds provides students, staff, governors and parents with a very particular source of pride. We have an exceptional educational environment. This privilege brings with it great responsibilities. We expect students to develop a sense of heritage. Our ambitions should be worthy of the significance of the house in our national history. Everyone is encouraged to aim high, work hard and support each other.

"The headteacher, senior staff and governors set a clear direction for the school, based firmly on raising achievement."

"Students enjoy coming to school and attendance is outstanding."

THE CURRICULUM

The specialism in sport

The physical education curriculum has been diversified to engage those students who do not see themselves as having sporting talents. Healthy and fit young people achieve well academically, so there is a focus on removing barriers to participation. The school receives additional resources annually on a three year cycle and is expected to achieve agreed performance targets.

We chose sport as our specialism because:

- The characteristics of high achievement in sport also underpin high academic achievement
- The close curriculum link with science impacts directly on students' achievement in core subjects
- We have exceptional facilities for sport which enable us to provide a very distinctive curriculum with the additional resources the specialism brings (over £200,000 pa).

The evidence we have to date strongly suggests that it is having a positive impact on achievement. Our assessment framework uses the language of sport and the promotion of student leadership and teamwork in particular are making a difference for students.

Key Stage 3

Students follow the National Curriculum at Key Stage 3. The first objective is to sustain the learning momentum from Year 6 to Year 7. Teachers do this by:

- taking careful note of Year 6 teachers' assessments and of standard attainment tests in English, Mathematics and Science
- teaching 'transition units' which link the end of Year 6 with the start of Year 7
- designing all learning and teaching to build on the Year 6 experience
- working in partnership with our partner primary schools through HuntsNet and with your child's teachers.

The Year 8 curriculum will be challenging and is designed to enable all students to progress as rapidly as they are able. Year 8 students also choose three "preferences", ie subjects they opt to study in Year 9. These include a second Modern Foreign Language. The preferences allow students to study preferred subjects in greater depth and/or to experience new subjects. All our students do, of course, still experience the full National Curriculum.

The Key Stage 3 SATs have been replaced with internally assessed examinations in the core subjects. Year 9 is also an important transition year as it is when the students make their Key Stage 4 choices. We provide extensive support for students and parents/carers throughout the Key Stage 4 choices programme.

Our Advanced Skills Teacher for the Able, Gifted & Talented programme will specifically support those students capable of exceptional achievement in academic subjects, creative arts, leadership and sport.

Key Stage 4

All students study English, Mathematics and Science. Many students study both English Language and Literature. In Science, students complete either one, two or three GCSEs depending on their aptitude for the subject. Students also study ICT, Personal Development (PD), Physical Education (PE) and Religious Education (RE). They then choose a number of options to complete their timetable. As at Key Stage 3, we run a comprehensive guidance programme for progression at the end of Year 11.

Post 16

"Students benefit from a wide range of academic and applied GCE courses."

Sixth Form students have a broad range of subjects from which to make up to five choices. There is a sharp focus on preparation for the next stage. Whilst the majority of our students progress to higher education, our guidance programme is designed to meet the needs of all students, whatever their career intentions or goals. There is a specific programme to support students who wish to enter the very challenging Oxbridge application process. Being a Sports College, we guide students in a full range of physical activity available on and off site. Sixth Form students play a significant leadership role in many school activities.

STANDARDS

Learning

"Standards at Key Stage 3 are above average"

"Teachers provide activities that challenge and engage students, who respond accordingly by enjoying their learning."

Hinchingbrooke is setting a challenging agenda for its students and staff. There are many examples of excellent teaching, as well as first class commitment by students to do their best. Key Stage 3 performance is very good. Close co-operation with partner primary schools is adding momentum to the pace of learning.

At GCSE, in 2009 we confirmed the new benchmark which was set in 2008. 78% of students achieved 5 or more A*-C grades, whilst 66% achieved 5 or more A*-C grades including English and Mathematics. This performance was underpinned by curriculum changes, excellent parental support and extremely high levels of enthusiasm and commitment on the part of our staff and students. Just over 93% of our year 11 students achieved at least one grade C, whilst all of them passed at least one course.

In the Sixth Form, Hinchingbrooke is a high performing school. The large size of the Sixth Form, some 400 students, enables us to provide a wide range of A level and AVCE courses. In 2009, 74% of entries were graded A to C, the highest ever proportion. There is a strong record of progression into higher education including Oxford and Cambridge. We were especially pleased to see two mathematicians achieve places at Oxford in 2009. The school has strong links with Peterhouse and Fitzwilliam Colleges at Cambridge.

Behaviour

Students are *"engaged in their learning"* and *"are clear that any bullying will be treated seriously and dealt with fairly."*

Behaviour standards are also important. The vast majority of students behave superbly and to support this we are working towards a learning plan and profile for every student, which will set clear targets. Students will be expected to take responsibility for their own learning. Their behaviour needs to be consistent with high achievement. There are effective arrangements to support students who find these expectations too demanding.

A new behaviour policy uses elements of sporting excellence to guide students in their working practice. These elements are: Teamwork, Performance, Fair Play, Effort and Leadership and they make up what we call, "The Learning Grid".

The rules at Hinchingbrooke have a purpose. We look to parents to support us in building a strong school community. There is a clear anti-bullying strategy in which senior students are actively involved. The uniform code is simple and supported by a school shop. The shop is managed by the Hinchingbrooke School Association (HSA) and profits are re-invested in the resources for learning.

Conduct on school transport is also an important matter. Most students behave extremely well. However, in co-operation with Cambridgeshire County Council, a structure of sanctions to address instances of poor behaviour was introduced in 2004/5 and is now fully in place.

Participating

"There is a wide range of enrichment activities and trips available."

"Many students enjoy the opportunities to shine through drama and music productions."

There are thriving programmes in sport and the arts. There are four Houses: *Cromwell, Pepys, Montagu and Vesey*. The rivalries are acute and can be seen on the sports field every term in a major programme of team games and activities. Hinchingsbrooke has excellent sports facilities and a record of high achievement and participation in a very broad range of sports. There are unique assets including access to water sports in Hinchingsbrooke Park and our all-weather pitch. The latter was replaced this year thanks to a successful funding bid to the Football Association. A new dance studio, fitness suite and sports/science laboratory are exciting additions to facilities.

The Performing Arts Centre is the home for many significant events for both the school and the community. There is a lively programme of drama and musical concerts. The PAC is also becoming a gallery for the exceptional artwork of our students.

We have developed a full extra-curricular timetable, which is being co-ordinated by our out of hours learning and extended schools co-ordinators.

Citizenship

"Students make a good contribution to the community and many take on leadership roles."

Hinchingsbrooke staff and students have an outstanding record of supporting good causes locally, nationally and internationally. Our Duke of Edinburgh Award students help in the community, particularly with the elderly. Students and staff are considering our 2009 charities at the present time. A Personal Development course uses specialist knowledge from Politics, Social Studies and Business Studies to enhance the Citizenship curriculum. Senior students lead a Student Parliament, called "Hinchingsbrooke United", in order to incorporate democratic views on learning and the environment. Global Citizenship is also important to the school. We are particularly proud of our Malawi Education Link.

SUPPORTING YOUNG PEOPLE

"The school provides good care, guidance and support."

The guidance and support systems at Hinchingsbrooke are constructed around the three educational stages of the secondary curriculum.

- Each Key Stage has a specialist team of Year Heads led by the Head of Guidance. Each year has ten tutor groups.
- The tutors may well, subject to staffing changes, follow their tutor groups through the Key Stage from Year 7 to Year 9.
- The tutor provides continuity of support while the Head of Year addresses the specific issues of the Key Stage and year group.

At post 16 there is a smaller team of professional tutors. The guidance and support issues at this increasingly complex stage, require expert tutoring.

"Students' personal development is outstanding....."

"Staff are very caring and provide outstanding levels of support.."

INCLUSION

"Considerable effort is put into meeting individual needs."

Hinchingbrooke School is dedicated to celebrating inclusion by the promotion of equality and the management of diversity.

Inclusion at Hinchingbrooke is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole-school policy – equality applies to all members of the school community; students, staff, governors, parents and community members.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances. We strive to include and engage all students and to prepare them for full participation in a diverse society.

Hinchingbrooke School will take steps to:

- Promote equality of opportunity and access
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination
- Ensure students with a disability have access to the curriculum

This is achieved through policies and practice that cover:

- Staff awareness and training
- The curriculum
- Teaching and Learning
- Assessment and student progress
- The school ethos
- Behaviour and discipline
- PSHE/PD and pastoral care
- Admissions
- Attendance
- Partnership with parents and the community

This policy is also supported by a detailed Community Cohesion and Inclusion Policy and action plan and is also reflected in the School Development Plan that outlines specific tasks which the school will undertake in order to achieve the aims as set out above.

The Learning Support and Inclusion Department is responsible for the implementation and review of inclusion in school. It also has a specific role in supporting students with additional educational needs or SEN.

The Learning Support and Inclusion Department works with the heads of year and tutors, heads of department and class teachers to ensure that the learning and social needs of all pupils are met. This includes students with learning difficulties, communication difficulties, behavioural problems, sensory and physical disabilities. In addition to its teachers, the department has a team of Teaching Assistants. They have a specific responsibility for students with statements of special educational needs. They also provide a broader support service which is helpful to all students experiencing difficulty at school. The Department liaises closely with primary schools and external agencies.

The Young Peoples' Health Centre, "Helping Hands" is now in its third year. The health centre offers all aspects of well being in line with the school's response to the "Every Child Matters" agenda, including

Be Healthy and Stay Safe, and thus ensures Hinchingsbrooke is part of the national drive to improve health services for young people.

The centre is based in middle school as part of the Learning Support and Inclusion Department. During normal working hours the room operates as the school's medical room. It is open at the beginning and end of the day and during break and lunch times as an information centre. On Wednesdays, at lunch times and after school, the health centre operates as a clinic with PCT nurses and Youth Workers offering help and advice. There is also the opportunity for young people to book a private appointment on Wednesday afternoons.

The Wednesday clinic will provide a confidential health service for young people and will offer support on a range of health and emotional issues that affect teenagers, for example: bullying; worries about weight; depression; relationships and sexual health. Where appropriate, qualified healthcare staff can provide pregnancy testing, condoms and oral contraception and emergency contraception.

Whilst the service is confidential, child protection procedures are paramount and staff always encourage young people to discuss their health issues with their parents and carers.

The service protocols for the clinic are available in detail on the school's website under "Inclusion and Learning Support".

Hinchingsbrooke has completed a major project to adapt the school to provide wheelchair users with increased access to the school buildings and the curriculum. We aim to prevent disabled users of our school buildings from being placed at a substantial disadvantage. We will make reasonable adjustments for disabled students and we will know we have succeeded when disabled students have a full participation in school life.

Hinchingsbrooke School is committed to inclusion and is taking steps to improve the access of its buildings. However, many of the buildings were designed and constructed many years ago. In particular, the building constraints posed by the design and listed status of Hinchingsbrooke House present significant feasibility difficulties that challenge the possibility of providing a standard of physical access that is fit for purpose. Therefore, students with physical disabilities need to be aware that full physical access to the Sixth form is unlikely to be available. Should you have a disability (particularly the use of a wheelchair) students and parents should contact the Learning Support and Inclusion Department at school if they are at all concerned about their needs being met.

In order for effective partnership working between home and school to take place we anticipate that parents will want to:

- Inform the school at the earliest opportunity if their child has an additional need and the exact nature of it (SEN, disability, English as an additional or second language etc).
- Provide the information that the school needs to plan effectively for their child to be a full member of the school community.
- Acknowledge that when deciding whether an adjustment is reasonable, one of the factors the school must consider is the effect of the proposed change on all members of the school community.
- Recognise the importance of school and home working in partnership.

Full details of the school's policies on Inclusion and Equality, SEN, Medical Needs, Child Protection, and Accessibility plus the school's Accessibility Plan and a brochure for parents introducing the Learning Support Department are available on the Hinchingsbrooke School web site at www.hinchingsbrookeschool.net (click "Learning Support and Inclusion").

LEARNING SUPPORT

What is the Learning Support Department?

All students have a right to attend a mainstream school. Some students may have needs that are additional to or different from those of other students at school. These students may have learning difficulties, behavioural problems, communication problems, physical disabilities or emotional and personal issues. Other young people may be in care and looked after, have English as an Additional Language, are from ethnic minority groups or they are new arrivals in the country. It is the job of Learning Support to help these students to overcome their difficulties and to ensure that they attend school and can achieve their potential.

Learning Support is situated in a number of rooms in middle school. It is staffed by teachers and a large number of Teaching Assistants (TAs), all of whom have a variety of qualifications and areas of expertise. The department is lead by the Assistant Head (Inclusion), Tony Heath.

How do we help?

We are open every morning from 8.15 am. The main Learning Support classroom - 102 - is open for Breakfast Club and every break and lunchtime as a social centre for the students to visit or to seek help with school work.

Most of our work is achieved by supporting students in the subject classroom. Support is focused upon the younger students as they establish themselves at secondary school, whilst older students are encouraged to develop independence. Students are also supported pastorally with TAs attached to every Year 7 tutor group, whilst other staff have specific responsibilities for issues such as attendance, PE, English as an Additional Language (EAL), transition or disabilities. Students with statements and some at School Action Plus also have an individual key worker (TA).

Some students will require a greater amount of support. Students are withdrawn from some lessons during KS3 to help develop their literacy and numeracy skills or their behaviour. In Years 10 and 11 students can opt for the Step Course, which is an alternative curriculum with an emphasis on the world of work with opportunities to attend college and work experience as well as studying school based GCSEs.

We have an Inclusion Room to support the needs of students with emotional difficulties who are experiencing problems at school and are at risk of exclusion. There is also an Isolation Room, the highest and most effective discipline measure before fixed term exclusion.

We have a school counsellor and counselling room; a "Helping Hands" Health Clinic with a first aid trained coordinator as well as a school and locality nurse. The clinic is also staffed by a nurse after school on a Wednesday for a student drop-in.

How do we know which students need help?

Before students transfer to Hinchbrooke we are aware of any needs they have. We visit primary schools in both Years 5 and 6 to gather information and to meet parents and students. We also screen all Year 7 students for reading and spelling and numeracy skills when they arrive. Any student in all year groups with a need is included in our Alert Book which summarises any difficulties and identifies ways these can be overcome and supported.

WORKING WITH PARENTS

"Parents and carers are regularly informed about their child's progress, through written reports and at meetings."

It is important that parents are given regular feedback on their child's progress. We will report once each term. It is very important that both students and parents know:

- What standards are currently being achieved in each subject
- What can be done to improve achievement
- How parents can help
- Targets for achievement projected from prior achievement

The reporting schedule is supported by Review Events, Parents' Evenings and curriculum information activities. If there is a problem we will try to address it promptly. We recognise that our partnership with parents is the key to success for our students. However, should you have a concern your first point of contact should be your child's form tutor or the Guidance Support Assistant for your child's year group. Staff at the School are happy to discuss matters concerning your child and the Complaints Procedure Policy is available on the website.

The HSA is our parent/teacher organisation. It is very active and organises many social/fundraising and educational events each year. The school benefits significantly from the HSA. Its newsletter, 'Let's Communicate' is a valuable resource for parents.

PARTNERSHIPS

Hinchingbrooke is a member of many important school partnerships. HuntsNet brings together the town's two secondary schools with their partner primary schools and Spring Common Special School. The HuntsNet schools work together on a variety of common issues. One recent product of this co-operation was a series of master classes for primary pupils.

HSEP is the Huntingdonshire secondary schools' network. It includes Huntingdon Regional College. The new flexibilities to facilitate better vocational education for 14-16 year olds will require increasing collaboration with the College. The network promotes collaboration on a range of issues.

Hinchingbrooke is a Specialist College for Sport and has become the "hub" school for the School Sport Partnership, empowering 68 other schools in the area to provide high quality PE, and School Sport and Club Links. The school leads a cluster of primary schools in extended school activities, developing out of hours learning activities; child care and study support; community access to facilities; family learning and signposting to other services such as health.

There is also a close working relationship with both Cambridgeshire Police and the Huntingdonshire Primary Care Trust. We continue to provide a strong representation of the student body at the Huntingdon Youth Town Council and business links are developing rapidly to the benefit of our Enterprise programme.

LOOKING AHEAD

There is such a wealth of talent in the school, both staff and students, that we can aim high. We are able to attract high calibre staff and invest significantly in their professional development. Expectations of teaching quality have been raised year on year as we seek to improve further on the good progress already achieved. This is a thriving school with aspirations to provide its students with an exceptional secondary education. Governors are committed to achieving a well resourced curriculum, despite the challenges of relatively low funding. Our commercial activities are a source of additional investment, which we intend to spend wisely over the coming years.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

In accordance with the 1944 Education Act, religious education is provided for all students in Key Stages 3, 4 and 5. The curriculum is delivered by specialist staff. The teaching is non-denominational and non-evangelical, seeking to provide both a factual background to Christianity and other religions significant in the UK, as well as an opportunity for students to engage on a personal level with important ethical, philosophical and spiritual questions. Discussion of the relevance of religion to the world around us is encouraged, as is respect for other people's views, including those who do not follow a religion.

RE in Year 7, 8 and 9 is taught in accordance with the Cambridgeshire Agreed Syllabus for RE. All students in Year 10 and 11 follow the OCR GCSE Short Course in Religious Studies, which focuses on philosophical and ethical issues in religion. Students have the opportunity to opt for a full GCSE in Religious Studies and may also continue their studies with the AQA AS/A2 Religious Studies course. Core Sixth form RE is delivered through an annual RE and multicultural conference.

The size of the school makes it impossible to hold full assemblies every day, but the various Houses or Year groups meet on several occasions each week. At these a variety of moral, spiritual and social issues are explored. Assemblies frequently take religious themes but are not of an overtly religious nature and therefore parents should not feel the need to withdraw their child. However, the Education Reform Act allows for parents to withdraw their child from religious education and worship.

Parents who would like clarification on this point are asked to get in touch with Mr Chester, Head of Religious Studies and Philosophy.

LEARNING RESOURCE CENTRE

The Learning Resources Centre (LRC) is a vibrant and welcoming area. Our aim is to support students and staff in both the study of the curriculum and in encouraging life long learning and reading for pleasure. There is a well stocked non-fiction and reference section categorised by Dewey and an exceptional careers library. Our fiction section is superbly stocked and continually updated to ensure that students have the most exciting and relevant texts from which to choose.

The LRC is not just about books; on offer to students are PCs, daily newspapers, educational and entertainment DVDs, and games such as Tantrix and giant draughts which are available before and after school. There is also a Scrabble League and a Knitting Club which run at lunchtimes and in the summer term we shadow the Carnegie Gold Medal award.

THE GOVERNORS

The school is Voluntary Controlled in status. The Hinchingsbrooke Foundation owns the premises, and possesses endowments, the income from which can be used for the benefit of pupils and young people from Huntingdon who are under 25, in financial need and have at least two years' education in a Huntingdon secondary-level school or college.

The present Governing Body has places for four Foundation Governors of whom one must be a woman, and three nominees of the County Council. Seven Parent Governors, three staff Governors and two community Governors are elected to serve for a four-year period; and one Associate Governor also holds a post. The Headteacher is Governor ex-officio.

Foundation Governors

Mrs M Bartimus
Mr R Harold
Mr J Brown
Vacancy

LEA Governors

Mr I Bennett
Mr M Joyner
Mrs C Sheffield

Community Governors

Mrs A Brennan
Mr P Fenney

Parent Governors

Mrs A Bunting
Mrs J Winter
Mr G Litherland
Mrs O Stevens
Mr Driver
Mrs Balthazor
Vacancy

Staff Governors

Mr J Parker
Mr G Fullard
Miss T Page

Headteacher/Governor

Mr K Nancekievill

* * * * *

Clerk to the Governors:

Mrs S Homewood

ADMISSIONS CRITERIA 2010/11

Contact Details	Brampton Road, Huntingdon, PE29 3BN Tel: 01480 375700 www.hinchingbrookeschool.net
Headteacher	Mr K Nancekievill
Age range and type of school	11 – 18 Voluntary Controlled School with Sports College status
Number on roll January 2009	1482 pupils aged 11–16 and 399 sixth form students
Catchment area	See below
Admission Number	300

The catchment area includes the catchment areas of the following primary schools: Brampton, Buckden, Brington, Cromwell Park, Godmanchester, Offord, Spaldwick and St Anne's Godmanchester. The catchment area also includes part of the catchment areas of the following schools: Huntingdon Junior, Thongsley Fields and St Johns detailed as follows - Huntingdon to the south and west of Ermine Street (except the Stukeley Meadows Estate), Cromwell Walk; Brookside and Nursery Road; Hinchingsbrooke Park Housing Estate, and the following streets from the northern part of Huntingdon - Surrey Road, Richmond Close, Kingston Close, Kent Road, Dover Close, Deal Close, Maple Drive, Sycamore Drive, Sapley Square, Essex Road, Nene Road, Thames Road, Norfolk Road, Sapley Park, Medway Road, Foster Court, Lucas Court, Lavender Court, Garner Court, Armstrong Court, Beale Court, Gimber Court, Tomlinson Court, Godeby Court, Judson Court, St Barnabas Court, Selby Court, Cotton Court, Hazelwood Walk and Coneygear Road (even numbers 40-62). Although the whole of St John's catchment area is not located within Hinchingsbrooke's area, the school itself is.

This school is sometimes over subscribed. At the time of the initial allocation in March 2009 all children were admitted under criteria 1-8 and some from criterion 9 as described in the admissions booklet for 2009/2010. There were 7 appeals for places in Year 7 in September 2009 of which two were successful.

Further information from The Admissions Team on: 01223 718472 or 01223 717916

Oversubscription Criteria for 2010/2011:

Children who have a statement of special educational needs that names the school will be admitted. NB: Those children with a statement of special educational needs that does not name the school will be referred to Student Assessment to determine an appropriate place.

1. Children in care, also known as Looked After Children (LAC).
2. Children who live in the catchment area, attend primary schools within the catchment area and who have a sibling at the school at the time of admission.
3. Children who live in the catchment area with a sibling at the school at the time of admission.
4. Children who live in the catchment area who attend the primary schools within it.
5. Children who live in the catchment area.
6. Children who live outside the catchment area, who attend primary schools within it and who have a sibling at the school at the time of admission.
7. Children who live outside the catchment area who have a sibling at the school at the time of admission.
8. Children who live outside the catchment area who attend the primary schools within the catchment area.
9. Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit, priority will go to children living nearest the school according to the shortest straight line distance.

SUMMER 2009 EXAMINATION RESULTS (PROVISIONAL)

ADVANCED GCE RESULTS

Subject	Entries	A	B	C	D	E	U
Art	11	2	3	2	3	1	0
Art & Design	7	1	2	2	2	0	0
Biology	29	2	8	12	4	3	0
Business Studies Applied	3	0	1	2	0	0	0
Business Studies	12	1	3	4	4	0	0
Chemistry	9	1	4	2	1	1	0
D&T: Resistant Materials	12	6	4	2	0	0	0
D&T: Technical Graphics	5	1	0	3	0	1	0
D&T: Textiles	6	0	1	1	2	2	0
Economics	5	0	1	1	3	0	0
English Language Studies	37	2	10	17	7	1	0
English Literature	35	9	12	9	3	2	0
Film Studies	19	1	6	11	1	0	0
French	2	1	0	0	0	1	0
Geography	30	4	7	10	5	4	0
German	2	0	1	1	0	0	0
Health & Social Care	1	0	0	1	0	0	0
Health & Social Care Double Award	8	0	1	2	4	1	0
History	35	9	11	5	7	3	0
Information Technology	18	1	3	9	4	1	0
Law	6	0	1	2	1	2	0
Mathematics	39	8	9	10	6	5	1
Further Mathematics	7	3	2	1	0	1	0
Music	4	2	0	2	0	0	0
Music Technology	4	2	1	0	1	0	0
Performing Arts	11	2	3	2	3	1	0
Philosophy	19	3	4	6	4	2	0
Physics	17	4	5	2	4	2	0
Politics	12	6	4	2	0	0	0
Psychology	28	7	8	5	5	1	2
Religious Studies	3	0	3	0	0	0	0
Sociology	10	2	2	4	2	0	0
Spanish	1	0	1	0	0	0	0
Sport/PE Studies	16	3	2	4	3	1	3
TOTALS:	463	83	123	136	79	36	6
% of entry		17.9	26.6	29.4	17.1	7.8	1.3

AS RESULTS

Subject	Entries	A	B	C	D	E	U	X
Art	24	5	6	3	2	6	2	0
Art & Design	16	11	3	2	0	0	0	0
Art & Design Double Award	18	16	2	0	0	0	0	0
Biology	69	6	8	13	14	13	15	0
Business Studies	28	4	6	7	5	3	3	0
Chemistry	46	3	6	15	6	6	10	0
Critical Thinking	16	4	4	5	3	0	0	0
D&T: Technical Graphics	13	0	4	6	3	0	0	0
D&T: Textiles	11	0	1	2	2	4	2	0
D&T: Resistant Materials	25	4	4	11	5	1	0	0
English Language	46	3	7	20	14	2	0	0
English Literature	42	6	12	11	7	6	0	0
Film Studies	38	9	13	13	3	0	0	0
French	11	3	1	4	1	1	1	0
Geography	48	13	16	6	9	3	1	0
German	10	4	2	2	1	1	0	0
Health & Social Care	10	0	0	1	3	3	3	0
Health & Social Care Double Award	12	0	1	7	2	2	0	0
History	88	21	28	15	14	6	3	1
Information Technology	24	0	0	8	12	4	0	0
Law	17	0	1	2	1	5	8	0
Mathematics	58	9	12	5	6	12	14	0
Music	5	3	0	2	0	0	0	0
Music Technology	4	0	1	3	0	0	0	0
Performing Arts	25	3	4	9	3	2	3	1
Philosophy	36	0	4	7	8	9	8	0
Physics	32	6	7	6	6	3	4	0
Politics	16	2	1	3	4	4	2	0
Psychology	49	3	8	7	14	5	12	0
Religious Studies	3	1	0	0	1	1	0	0
Sociology	21	2	4	2	1	6	6	0
Spanish	5	0	2	3	0	0	0	0
Sport/PE Studies	19	3	4	2	3	5	2	0
TOTALS:	885	144	172	202	153	113	99	2
% of entry		16.3	19.4	22.8	17.3	12.8	11.2	0.2

GCSE RESULTS ACHIEVED BY PUPILS

Subject	Entries	A*	A	B	C	D	E	F	G	U	X
Art	41	7	14	6	10	1	2	1	0	0	0
Art & Design Double Award	46	13	10	11	10	2	0	0	0	0	0
Art & Design	11	0	0	0	1	4	2	3	0	1	0
Biology	116	8	44	36	25	2	0	1	0	0	0
Business Studies	27	0	3	2	9	7	5	0	1	0	0
Chemistry	116	24	27	38	24	2	1	0	0	0	0
Child Development	23	0	2	0	10	6	3	1	1	0	0
Dance	8	1	0	3	1	2	1	0	0	0	0
D & T : Food Technology	21	0	1	3	7	9	0	0	1	0	0
D & T : Resistant Materials	73	3	11	17	17	13	9	3	0	0	0
D & T : Graphic Products	20	1	3	6	3	1	1	2	1	2	0
Drama	48	0	6	13	13	9	5	2	0	0	0
English	291	12	55	89	84	27	15	7	2	0	0
English Literature	247	30	39	71	77	19	6	1	0	3	1
French	46	6	16	7	11	4	1	0	1	0	0
Geography	113	17	25	22	26	14	5	2	0	2	0
German	61	6	13	24	13	5	0	0	0	0	0
Health & Social Care Double Award	7	0	0	0	0	0	0	2	4	1	0
History	117	18	33	28	13	9	8	6	1	0	1
Mathematics	292	38	36	44	87	41	21	12	9	4	0
Music	42	0	17	9	5	6	2	3	0	0	0
Physical Education (Full Course)	49	4	9	11	14	10	1	0	0	0	0
Physical Education (Short Course)	25	1	8	7	4	2	1	0	0	1	1
Physics	116	18	38	47	10	1	2	0	0	0	0
Pottery	12	0	2	5	3	1	0	1	0	0	0
Religious Education (Full Course)	36	13	16	6	1	0	0	0	0	0	0
Religious Education (Short Course)	254	14	32	38	50	44	30	17	14	10	5
Science - Single Award	174	0	9	38	50	37	20	12	8	0	0
Science Additional	118	0	6	23	37	34	11	5	1	1	0
Science Applied	42	0	0	0	12	20	4	5	0	1	0
Spanish	31	2	7	11	9	2	0	0	0	0	0
Textiles	18	1	1	8	5	1	0	0	0	2	0
TOTALS:	2641	237	483	623	641	335	156	86	44	28	8
% of entry		9.0	18.3	23.6	24.3	12.7	5.9	3.3	1.7	1.1	0.3

BTEC

Subject	Distinction	Merit	Pass
First Certificate in Sport	2	5	2
Introductory Certificate in Sport & Leisure	4	1	0

OCR Level 2 Nationals in ICT

Subject	Distinction	Merit	Pass
Level 2 National First Award in ICT	52	75	113
Level 2 National Award in ICT	3	2	1
Level 2 National First Certificate in ICT	4	3	1

Entry Level Certificates

Subject	3	2	1	U	X
English	4	6	5	1	0
Science	4	11	0	0	0

NVQ Results

NVQ Level 1 Food Preparation & Cooking (completed)	:	6
NVQ Level 1 Food Preparation & Cooking (selected units)	:	8
NVQ Level 2 Exercise and Fitness	:	6
NVQ Level 3 Exercise and Fitness	:	4
NVQ Level 1 Hairdressing	:	Information unavailable at time of printing
EDI Skills for Life - Motor Vehicle	:	Information unavailable at time of printing
EDI Skills for Life - Skills for Working Life	:	Information unavailable at time of printing

STATUTORY PERFORMANCE TARGETS

2008

	Targets set	Performance achieved
<u>KS3</u>	<u>Level 5 +</u>	<u>Level 5 +</u>
English	93%	86%
Maths	92%	86%
Science	91%	85%
ICT	92%	86%
 <u>GCSE</u>		
5A*-C	70%	79%
5A*-C incl Eng & Ma	60%	68%
5A*-G incl Eng & Ma	94%	98%
APS (capped)	331	340

2009

	Target set	Performance achieved
<u>KS3</u>		
% of 14 year olds achieving L5+ in both English and Mathematics	88%	80%*
% of 14 year olds achieving L5+ in Science	91%	91%*
% making 2 NC levels progress in English from the level attained at the end of Key Stage 2	47%	31%*
% making 2 NC levels progress in Mathematics from the level attained at the end of Key Stage 2	79%	37%*
<i>(* Internally set tests taken 3 months earlier than the national test schedule)</i>		
 <u>GCSE and equivalent</u>		
% achieving 5+ A*-C including GCSE English and Mathematics	62%	66%
% making the equivalent of 2 NC levels progress in English from the level attained at the end of Key Stage 3	76%	84%
% making the equivalent of 2 NC levels progress in Mathematics from the level attained at the end of Key Stage 3	40%	30%

Targets set for 2010

	Target set	Performance achieved
<u>GCSE and equivalent</u>		
% achieving 5+ A*-C including GCSE English and Mathematics	70%	
 <u>A Level</u>		
A – C	76%	
A - E	98%	
APS (per entry)	82.4	
 <u>AS Level</u>		
A – C	60%	
A - E	91%	
APS (per entry)	36	
 <u>Attendance targets</u>		
% Combined authorised and unauthorised absence	6.0%	
% Persistent absence	3.6%	

2009 LEAVERS' (INTENDED) DESTINATIONS

Year 11 pupils

Sixth Form	64%
College	31%
Employment	2%
Other School	3%

Year 12 pupils

Stayed on in the Sixth Form	91.5%
College	3%
Employment	0%
Unknown	5.5%

Year 13 pupils

Higher Education (straight away)	72%
Gap Year	12%
Further Education	7%
Employment/ Training	3.5%
Stayed on in the Sixth Form	2.5%
Moved from area	0%
Unknown	3%

PUPIL ABSENCE AND LENGTH OF TAUGHT WEEK (2008/09)

Attendance	93.7%
% of Sessions of Authorised Absence:	5.1%
% of Sessions of Unauthorised Absence:	1.2%
Length of Taught Week (Lesson Time):	25 hours