



Bishop's Hatfield Girls' School

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BHGS Prospectus 2017 School Information

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"This is an OUTSTANDING school" - Ofsted 2016



Pupil Premium Awards 2016
Local Winner
 Secondary schools with published KS4 results

About the School

Bishop's Hatfield Girls' School was founded in 1960 as Hatfield Girls' Grammar School. In the 1970s, it grew in size and became fully comprehensive. We are now able to admit up to 150 girls and have 788 pupils on roll at the moment, including 127 in the Sixth Form.

Each year group contains girls of every ability and of varied backgrounds and this has become one of the school's strengths and attractions. Girls come from a wide area, including Hatfield, Welwyn Garden City, Welwyn itself, Potters Bar and some of the outlying villages.

We place Literacy at the centre of all we do, acknowledging that the skills of communication (speaking, listening, reading and writing) are fundamental to learning and progress in all subjects and beyond the classroom.

In January 2012, we achieved academy status.

Arrangements for Admissions

Parents/carers are invited to visit the school to hear the Headteacher speak on the evening of Tuesday 20th September 2016. If you would like to see the school during the day when normal lessons are taking place then appointments can be made for Monday 26th September, Tuesday 27th September, Wednesday 28th September or Thursday 29th September during the morning by telephoning the school office.

The number of places available in September 2016 was 150. The number of applications for a place at the school was 407. The school's published admission number for 2017 is 150.

Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs that names their school. Schools must also admit children with an EHC (Education, Health and Care) Plan that names the school.

The school's current admissions' policy is that of the Local Authority which administers it. The criteria for admissions for single sex schools, which are only applied when there are more applications than places, are:

Rule 1 Children in public care (children looked after) and children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or a special guardianship order).

Rule 2 Medical or Social: Children for whom it can be demonstrated that they have a particular medical or social need to go to the school.

Governors will determine whether the evidence provided is sufficiently compelling to meet the requirements for this rule. The evidence must relate specifically to the school applied for under Rule 2 and must clearly demonstrate why it is the only school that can meet the child's needs.

Rule 3 Sibling: Children who have a sibling at the school at the time of application, unless the sibling is in the last year of the normal age-range of the school. Note: the 'normal age range' is the designated range for which the school provides, for example Years 7 to 11 for an 11-16 secondary school, Years 7 to 13 in an 11-18 school.

Children who live in the priority area*

Places will be allocated to each parish/unparished area or town in proportion to the number of applications made. In the event of there being more applications than places available to a particular parish/unparished area or town, places will be allocated as follows:-

Rule 4 Those for whom it is their nearest Hertfordshire maintained school or academy that is non-faith and non partially selective and makes provision for children of the relevant gender, (if more children qualify under rule 4 than places, the tiebreak would be those that live closest to the school).

Rule 5 Any remaining places available to a parish/unparished area or town. Places will be allocated on a random basis.

Children who live outside the priority area

Rule 6 Places will be allocated on a random basis, based on the principle that every child will be allocated an individual random number once their name has been entered onto the database. If a preference is expressed for a single sex school/academy school, this number will be used in the random process.

*The school's priority area comprises the following towns/parishes/unparished areas.

Hatfield, North Mymms, Welwyn, Welwyn Garden City, Woolmer Green, Potters Bar, Knebworth, Codicote

Equality

As a school community, we place a high value on all principles of equality and promote equality of opportunity throughout the school, both for those adults within the community and for all pupils. There is an Equality Policy, underpinned by policies on Race Equality and Disability Equality. We promote positive attitudes towards anyone with a disability and encourage participation of all pupils in all activities.

Communication with Parents/Carers

Each year parents/carers have an opportunity to visit the school on a variety of occasions, some of them through social events organised by the Parents' Association, others through activities organised by the school. These include school productions, musical events, sporting events and other display or information evenings. In addition a Parents' Consultation Evening is held for each year group in the school. Here, parents/carers are able to discuss their daughter's progress with her teachers. A "Welcome" Evening is also organised for all new parents/carers in the Autumn Term of each year.

In Years 7-11, parents/carers are kept informed of their daughter's progress with a tracking report at the end of each school term. The first two of these include targets for improvement and altogether these provide parents/carers with a comprehensive picture of how their daughter is progressing at each stage of her education and offer suggestions as to how to maintain and further enhance achievement. Target setting interviews are held twice a year when girls can individually discuss ways of improving attainment with their tutors, their Head of Year or senior staff. Parents/carers of students in Years 12 and 13 receive feedback through regular progress checks.

Newsletters from the Headteacher give a very full picture of the many achievements and activities which take place at Bishop's Hatfield Girls' School, including details of examination results and future developments. The school's website is also regularly updated with a fortnightly bulletin called "The Bishop's Blog" which reports on charity events, sports fixtures, visits and theatre trips; this should be read regularly by parents/carers. We also maintain a Facebook page to celebrate successes. We use a text messaging system daily to enquire about unexplained pupil absence and parents/carers are encouraged to use this to let us know if their daughter is unwell or will be absent for any reason. Most communications are now sent home electronically via InTouch.

For the majority of parents/carers, these arrangements, both formal and informal, prove entirely satisfactory. Parents/carers are nevertheless encouraged to contact the school at any time should a concern arise.

General matters should normally be brought to the attention of the Form Tutor or the appropriate Head of Year whereas Heads of Faculty should be consulted if the concern is over a specific curriculum matter.

Heads of School / Heads of Year

There are three Heads of School (one each for Key Stages 3, 4 and 5) who are responsible for monitoring each girl's academic progress across all her subjects. They deal with academic issues whilst the Heads of Year deal with pastoral issues. The Head of School for Sixth Form has an assistant and between them, they deal with both academic and pastoral matters.

- **Head of Year 7**

The Head of Year 7 is a very important person in the lives of Year 7 pupils. With her tutor team, she helps to ensure that the transition from Primary School to Secondary School is as smooth as possible, and that the girls soon settle down and adapt to their new surroundings.

- **Heads of Year for Years 8 – 11**

Guidance, support and careful attention to each individual's needs are continued into Years 8-11.

In Years 8 and 9 the Head of Year and tutors play an active role in guiding pupils and parents/carers with GCSE subject choices for Years 10 and 11. Once the girls have embarked upon their GCSE courses in Years 10 and 11 they are given specific help with the organisation of their time and the meeting of GCSE deadlines.

- **Sixth Form Head of School (Years 12 & 13)**

The Sixth Form Head of School leads the tutor teams in overseeing students' progress during the Sixth Form study years. Careers advice and support and guidance with Further and Higher Education courses are key areas for your daughters. All pastoral staff in these years encourage girls to use private study time effectively, to set work schedules they can maintain and to be realistic about post-school ambitions.

The work of the Heads of Year is co-ordinated by Mr Dudley, one of the Deputy Headteachers. Parents/carers can contact the appropriate Head of Year to discuss any issue, while any member of the school's Senior Leadership Team is available to discuss a confidential matter should the need arise.

Form Tutors

All pupils are placed in form groups, led by Form Tutors. The tutor sees his or her group daily for registration. The Form Tutor also has the help of Sixth Form Prefects who are allocated to the form for a year. We are always pleased to see the positive learning relationships which develop between the prefects and the younger girls. Form Tutors play a key role in helping the girls to organise and plan their time and work, as well as helping them to develop harmonious relationships with others.

School Council

Each year, a team of Head Girls and Senior Prefects are elected by their peers from Years 12 and 13. It is one of the Head Girls' responsibilities to organise regular School Council Meetings which are attended by form representatives. At the beginning of each term, tutor groups elect a Form Captain, Form Vice Captain, Games Captain, Charity Representative and School Council Representative and it is their duty to gather information and ideas from the members of their form before attending the School Council Meetings.

The Head Girls discuss issues raised at School Council with the Headteacher and decide on a response together.

We lay emphasis on involving pupils as much as possible in the running of the school by seeking their views on a wide range of issues and pupil representatives attend meetings to discuss how improvements to teaching and learning can be made. The Head Girls are also invited to Governing Body meetings.

Attendance

We are sure you will agree with us that regular attendance is of the utmost importance. We feel it is crucial that girls should not be absent except in cases of illness or family emergency. We would ask parents/carers to make medical and dental appointments for their daughters outside school time whenever possible and, similarly, arrange holidays outside term time. This has, of course, become increasingly important since the introduction of GCSE controlled assessments. In any year, absence may result in gaps of knowledge and experience; this loss can never be made up satisfactorily. There is a strong link between good attendance and success in examinations.

Legislation requires schools to publish statistics showing the rate of authorised and unauthorised absences and parents/carers are reminded that they have a legal responsibility to ensure that their children attend school regularly. Only the school has the power to authorise a pupil's absence. Moreover, parents/carers do not have a right to take their children out of school during term-time for the purposes of a holiday.

The school has discretion to grant leave of absence in very exceptional circumstances, but this is not automatic and needs to be requested in advance from Ms Nickson. By law, holidays cannot be authorised.

Attendance Figures 2015-2016

During this period the total number of registered pupils of compulsory school age on roll for at least one session was 615. Overall the attendance of these pupils across the year was 95.4% with the following absences:

Authorised absence	4%	Unauthorised absence	0.6%
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PROVISIONAL SCHOOL TERM AND HOLIDAY DATES 2017-2018

AUTUMN TERM 2017

Wednesday 30th August to Tuesday 21st December 2017

Half-Term: Monday 23rd October to Friday 27th October

SPRING TERM 2018

Wednesday 3rd January to Thursday 29th March 2018

Half-Term: Monday 12th February to Friday 16th February

SUMMER TERM 2018

Monday 16th April to Friday 27th July 2018

Half-Term: Monday 28th May to Friday 1st June

We still need to set 5 INSET days and 6 Occasional Days within these dates when pupils will not be required to be in school.

The School Day

8.35 am	Registration/Assembly
8.55 am	Lesson 1
9.45 am	Lesson 2
10.35 am	Break
10.55 am	Lesson 3
11.45 am	Lesson 4
12.35 pm	Lunch
1.20 pm	Lesson 5
2.10 pm	Lesson 6
3.00 pm	End of School
3.00 pm – 3.50pm	Enrichment Activities every day apart from Tuesday

While the school buildings are generally open for some time before and after school, it is advisable that pupils do not arrive too early or remain for any length of time after school finishes. This is because we cannot provide supervision beyond 10 minutes at the start and end of the school day. This does not, of course, apply when girls are taking part in Enrichment Activities organised by the school or are in detention. Girls not taking part in these activities should be off site by 4.30pm.

Facilities

The buildings are situated in very pleasant landscaped grounds and gardens with good playing fields adjacent. Pupils take a pride in their environment and have free access to all non-specialist rooms and areas at all times.

In addition to 25 teaching classrooms, the new building has well equipped specialist rooms including:

- A 4-court Sports Hall
- A Main Hall with retractable seating
- 6 Science laboratories and a Science studio
- 2 Art rooms
- Drama Studio
- Music rooms
- Food, Textiles and Graphics rooms
- A Library
- 3 ICT rooms
- A Dance and Activities Studio
- A Pupil Support Centre

The Sixth Form area is particularly well served by a large common room, a social café area and good access to ICT facilities.

Library

We have excellent fiction and non-fiction sections which are constantly updated and there are always fresh book displays on a variety of topics. The book collection is supplemented by information files compiled from newspaper and other materials. A wide range of magazines and daily newspapers is available for girls to read and there is also a collection of DVDs.

The ICT facilities available in the Library are excellent and include Internet connection, multi-media machines and a computerised catalogue system that enables pupils to gain easy access to a wide range of information useful for homework, projects and GCSE and 'A' level learning. The issuing system is computerised and the Library also houses a Careers Information section.

The Library is an integral part of the work of many subjects taught in the school. It is very popular and is open at break times and lunch times, before and after school, from 8.15am to 4.30pm for browsing, exchanging books and for reference work. The Homework Club is also run every day after school in the Library.

ICT

We have recently upgraded many of the ICT facilities in the school so that girls are able to work with the most up to date equipment and learn with current software. All computers in the school are networked so that classes may work together on similar activities or individuals and groups may simultaneously be using a range of different programmes. Pupils have filtered access to the Internet on over 200 computers and can access their school files from home. Suites of ChromeBooks are also available for use to enhance learning in ordinary classrooms.

Most subjects use computers as teaching aids and to support learning, for example, in Art and Design lessons for design work, in Science for data logging, in Music to help with composition and in many more subjects. Good use is made of ICT for researching Careers Information.

All girls learn to use computers with confidence and develop the basic skills essential for success in most career areas.

Curriculum

• Key Stage 3

In **Year 7** the majority of lessons are taught in all-ability form groups except for Mathematics, Computing and Science where they are taught in ability bands. The subjects studied in Year 7 are English, Mathematics,

Computing, Science, two Modern Foreign Languages from French, German and Spanish, Humanities which includes Geography, History and Religious Education, Design Technology, Food, Art, Music, Drama, Physical Education including Dance and one lesson per week of Life Skills which includes Citizenship, Personal, Social, Health and Economic Education.

Subjects studied in Year 7 are continued into **Years 8 and 9**. Banding continues in Mathematics, Computing and Science. Groups are banded for English, Languages and Humanities from Year 9. This enables each girl to learn most effectively at her own pace. Some girls receive extra Literacy support instead of taking a second language, dependant on their individual needs.

In Design Technology and Food in Years 7, 8 and 9, girls are taught in smaller groups of about 24-26.

Specific information about the content of each subject can be found on our website.

• **Key Stage 4**

In **Years 10 and 11** pupils continue to study English, Mathematics, Science, Religious Education, Life Skills and Physical Education. In addition pupils choose from a list of optional GCSE subjects including French, German, Spanish, Geography, History, Drama, Music, Art, Catering, Graphics, Textiles, Physical Education and BTEC in Health and Social Care.

Some pupils also benefit from extra learning support classes. ICT is integrated into all subjects. All pupils take public examinations in their core and option subjects at the end of Year 11.

A booklet outlining courses and options is issued to each girl during the Spring Term of Year 9 and meetings are arranged for both pupils and their parents/carers in order to assist with their choices. Specific information about the content of each subject can be found on our website.

• **The Sixth Form**

Bishop's Hatfield Girls' School is a full member of the Welwyn Hatfield Post-16 Consortium which has meant we have been able to expand our Sixth Form curriculum offer to include more A Level subjects and BTEC Diploma courses.

In **Years 12 and 13 (Sixth Form)** a wide range of courses is offered. Girls are currently able to choose from Advanced ('A') Level courses in: Art and Design, Business, Biology, Chemistry, English, French, Further Mathematics, Geography, Government and Politics, German, History, Law, Mathematics, Media Studies, Music, Physics, Physical Education, Psychology, Religious Studies, Sociology, Spanish, Textiles and Theatre Studies. BTEC Vocational programmes are offered at Level 3 in Business, Child Care, Dance, Health and Social Care, Performing Arts, and Sport.

It is right that a school should be judged on the quality and achievements of its Sixth Form and the school's success owes much to the many contributions made by Sixth Form students. The high standards are reached through the hard work of both students and staff and by constant review and re-assessment. The atmosphere in the Sixth Form is relaxed and friendly but always purposeful and encouraging of self-discipline and independence. Students leaving this school after following a Sixth Form course are invariably mature, self-assured and keenly aware of the possibilities open to them in the future.

Individual students will always have their own reasons for joining the Sixth Form but here are some of the factors that commonly play a part in their decisions:

- the school's recognised reputation for very good teaching
- the courses offered match demand
- there is high quality personal and vocational guidance from very experienced staff
- the Sixth Form is large enough to provide a good range of viable courses but not too large that individuals are overlooked
- many friends and familiar students will be returning

- the Sixth Form has a very good reputation for supporting students and helping them gain good results, both for able students and those of average ability
- thorough and detailed UCAS references provided by teachers who have had personal knowledge of students over several years are particularly valued by Universities
- the individual support given by tutors and subject teachers, often in small groups, helps students to gain confidence and develop the independent learning skills essential for Higher Education
- there is a wider life within the Sixth Form which offers students the opportunities to develop their skills and abilities further
- there are opportunities to develop leadership skills by making varied contributions to the life of the school, e.g. counselling and mentoring younger pupils, running extra-curricular activities, acting as Subject Prefects, supporting younger pupils in lessons; students may also be elected to take on positions of responsibility such as Form Prefect, Senior Prefect, Head Girl, Social Secretary and Treasurer
- the social life of the Sixth Form encourages good personal relationships and helps create new friendships
- all Sixth Form students are valued for the contribution they make to the whole school and for the ways in which they promote the school's reputation within the community
- the opportunity to undertake community service, making a real difference to the school and local community whilst gaining valuable experience and skills.

How well do Sixth Form students achieve at Bishop's?

This is a key question that students and parents/carers need to ask because success at the end of a Sixth Form course will contribute to future progress in education and in employment.

The 2016 Ofsted inspection report commented very favourably on the Sixth Form judging it to be Outstanding and specifically stating that, "The sixth form makes a very positive contribution to the school. Sixth formers undertake leadership roles and are effective role models to younger pupils." While all our students invariably perform well when compared with their prior attainment on entry to the school, we have been particularly successful in enabling many of them to achieve the highest grades, comparable to the best in the country.

In 2016 the overall pass rate at A level GCE was **100%** with **58.66%** of all entries being the higher grades of A* to B.

Individual results confirm that our most able students fulfil their potential by gaining the higher grades as one would anticipate. Students of average and below average ability do, however, tend to achieve higher grades than might be expected.

Another measure of success in the Sixth Form is the progression shown. The destinations of leavers (attached with examination results) show the wide range of courses and universities that are chosen.

Careers Education and Guidance

The Careers Education and Guidance provision is designed to enable pupils to develop the skills and confidence to make realistic and informed decisions about their futures, and help them manage the transition from one stage of their career to the next. All pupils receive a planned and co-ordinated programme that is delivered through Life Skills lessons. They have access to a well-stocked Connexions library and the most up-to-date information technology available, which provides them with comprehensive and reliable careers information to assist them with their preparation for key points of transition. They explore the options available and are helped to identify their training and educational needs.

Pupils gain a valuable insight into the world of work as they participate in a "Work Shadowing" day in Year 8, a two-day 'Insight into Industry' conference in Year 9, whilst Year 10 pupils benefit from taking part in an enterprise initiative and spending a week with employers on work experience. In the Autumn Term of Year 11 an Information Evening is held which allows pupils and their parents/carers an opportunity to discuss courses on offer in the Sixth Form. During Year 11 all pupils prepare an Action Plan, highlighting suitable careers, the qualifications necessary for those careers and the strategies by which these can be achieved.

Careers guidance is provided in Years 12 and 13 to assist with University choices and to help those who wish to take up employment. A meeting is held for students in Year 12 and their parents/carers at which these choices are outlined. Applications procedures are explained and financial information is also provided. The programme is complemented by a further week of work experience at the end of Year 12.

Sex and Relationship Education

Sex and relationship education forms part of health education and is delivered mainly through Life Skills and Science lessons. However, all aspects of the curriculum which lead young people to have a sense of their own worth, a belief that they have some control over their lives and the confidence to act responsibly, contribute to sex education.

The sex and relationship education programme at Bishop's Hatfield Girls' School aims to present facts in an objective, balanced and sensitive manner and it is set within a clear framework of values and an awareness of the law on sexual behaviour, in line with guidance from the DfE. We believe that the school's Sex and Relationship Education Programme plays a very important part in supporting those with parental responsibility whilst their children cope with the emotional and physical aspects of growing up, and the school helps pupils prepare for the challenges and responsibilities which sexual maturity brings. Children are receiving information about sex from various sources such as the media and their friends, and the sex and relationship education programme is designed to correct any misinformation.

Pupils are encouraged to appreciate the value of stable family life, marriage and the responsibilities of parenthood. They are helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They are enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters.

At Bishop's Hatfield Girls' School, staff have for some years, followed an agreed set of guidelines concerning confidentiality. This is now recommended as part of the DfE guidance on Sex and Relationship Education and can be applied to any situation where confidentiality can be an important issue. It is sensible if parents/carers and pupils are fully aware of this policy. The main points are that:

- pupils and parents or carers are aware of the school's confidentiality policy and how it works in practice
- pupils are reassured that their best interests will be maintained
- pupils are encouraged to talk to their parents or carers
- pupils know that teachers cannot offer unconditional confidentiality
- pupils are reassured that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, the school's child protection procedure will be followed
- pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

Parents/carers requiring further information may contact the school to request a copy of the school's Sex and Relationship Education Policy and/or confidentiality guidelines.

Parents/carers are entitled to exercise their right to withdraw their daughters from sex education lessons other than those elements which are required by the Science Curriculum, and from Religious Education lessons and Collective Worship and should contact the Headteacher if they wish to do this.

Assessment and Homework

Regular assessment of pupil progress is carried out by teachers in all subject areas throughout the year. Pupils learn how to make a realistic assessment of their own progress too. From Year 7, in those subjects where pupils are set or banded, progress is reviewed towards the end of each term and, if necessary, pupils are moved to another group from the beginning of the next term.

Homework is an important part of the assessment process and is set and marked regularly. Often homework will be an extension of a topic taught in recent lessons and may take the form of written work, research, reading or perhaps learning. All homework tasks require organisation and good study habits and pupils will benefit by taking the time to do their work carefully and well.

At Bishop's Hatfield Girls' School all pupils are expected to do homework regularly. Homework timetables are provided to inform pupils when homework will be set by their teachers and how long should be spent on each subject. Teachers will tell pupils when the homework is to be completed and pupils are responsible for handing this in on time. The Homework Policy and the school's Marking Policy are available on the school's website.

We understand that not all pupils may have a quiet place in which to study at home or that sometimes pupils may wish to complete homework while still at school in order to free themselves for an evening activity. For these purposes, we offer the facility of doing homework in the Homework Referral Room at lunchtime. This room is supervised by a member of staff for 20 minutes every day. Pupils may also use the library that is open from 8.15am in the morning until 4.30pm each afternoon. The Library is supervised by the Librarians and is a quiet place in which to work at these times before and after school.

Gifted and Talented

The central aim at Bishop's is to provide all our pupils with educational experiences and opportunities that will enable them to discover and fulfil their potential. We recognise that some of our pupils possess outstanding academic ability in many areas or have an exceptional aptitude or talent for learning in one specific area. A variety of methods is used to identify and support these pupils and their needs are met through differentiated activities, extension tasks, master classes, enrichment opportunities and acceleration.

We aim to raise aspirations and attainment of our most able and talented girls by developing their:

- ability to learn
- range of knowledge
- problem solving skills and use of initiative
- higher order thinking
- intellectual curiosity.

The pastoral needs of Gifted and Talented pupils will be recognised and supported by the school.

Enrichment Activities

We have an extensive programme of after-school Enrichment Clubs and Activities every day except Tuesdays. Girls can choose from over 30 clubs and we encourage all our pupils to participate in at least one activity per week. A full list of current activities is available on the school website and some specific examples of enrichment are detailed below.

Enrichment Activities and Clubs also take place during lunchtimes and sometimes during weekends and holidays, eg Duke of Edinburgh Award, World Challenge etc

• Drama

The Drama Department offers a full and varied range of activities. In recent years we have staged major school productions of "Antigone", "The Good Person of Szechuan", "Return to the Forbidden Planet", "Little Shop of Horrors", "Our Day Out" by Willy Russell and "Grease" in collaboration with the Music Department. Rehearsals take place after school and auditions are open to all years. Sixth Form students provide stage management and technical support. We have regular studio performances of examination work by GCSE and AS/A level students. As well as performing, pupils are encouraged to learn and participate in a range of backstage activities including sound, lighting, stage management, set design and construction, costume and make-up. We also arrange participatory workshops and backstage tours and visits from touring theatre companies.

• Music

The Music Department is very active throughout the school year, giving concerts that invariably involve large numbers of pupils. Choirs and orchestras run throughout the year and over the years choirs have taken part in whole school productions such as "Little Shop of Horrors". In all our music making there is great emphasis on creative work and small group or ensemble work. A wide range of music is covered stretching from Jazz improvisation, current chart music and songs from the musicals to Beethoven orchestral music and Benjamin Britten carols. We also take part in the Hatfield Schools' Concert held at the University of Hertfordshire every December and run our own Carol Service annually at St Etheldreda's Church in Old Hatfield.

We offer individual music tuition for girls to learn an instrument or singing. A reasonable charge is made for this.

Our work in the Arts was recognised again in 2012 by the re-accreditation of the Gold Artsmark by the Arts Council England.

• Maths

Each year, girls take part in the UK Schools' Mathematical Challenge at Foundation, Intermediate and Senior levels. Gold, Silver and Bronze awards are given to the girls who have done exceptionally well.

• Science

The Science Faculty runs a Science Club targeted at KS3 pupils. This gains in strength each year and a recent feature has been the development of a school garden. We also have an annual Science Fair where girls can explore a science based interest and prepare a presentation for visiting Scientists/Industrialists who judge the entries and award prizes appropriately.

• Trips and Visits

Many subjects lend themselves to enhancement through educational visits and the teaching staff organise a number of these throughout the year to complement work being done in the classroom. Visits of this sort serve to aid pupils' understanding as well as setting the academic work in context. They can also be motivating by giving greater relevance to classwork.

Places visited include Kew Gardens, the Science Museum, the National History Museum, the Imperial War Museum, the Tate Gallery, London Theatres, the Watford Mosque and local churches. Study trips abroad also take place annually to France and Germany and sometimes further afield, eg Iceland in 2015 and 2016.

Links with Business and Industry continue to grow. Successful conferences are held for Year 9 pupils and Year 12 students when advisers come into school to work with girls on lively and relevant activities, designed to provide some insight into the commercial world.

• World Challenge

Bishop's Hatfield Girls' School first participated in World Challenge in the summer of 1997. A team of Sixth Form students and a member of Staff travelled to Costa Rica to spend a month there meeting a variety of challenges, including a trek in the rainforest, an expedition to climb a volcano and work in a village with some of the local people. The first challenge, however, was for the group to raise as much money as possible towards the cost of their trip during the year before they went. They managed to do this through team fund-raising and part-time jobs. The expedition was a great success and another took place in the summer of 1999, this time to Namibia and equally challenging and worthwhile. Subsequent expeditions in 2001, 2003, 2005, 2007, 2009, 2011, 2014, 2015, 2016 went to Brazil, Thailand, Peru, Honduras, Ecuador, Vietnam, Malaysia, Thailand and Swaziland respectively and again students derived enormous benefit, both from the trip itself and from the work required beforehand.

• Sport

A full range of clubs, practices and matches is offered during the lunch break and after school by the Physical Education Department, achieving a good balance between competitive sports and the creative aspects of the

subject. Hockey, Netball, Gym, Table Tennis, Athletics and Trampolining clubs take place after school for pupils of all abilities. Other sports can also be offered subject to demand.

Each year group puts forward a team that represents the school in district tournaments and County tournaments as well as in friendly matches with local schools. Pupils who show particular promise may be entered for District and County trials to take their sport to advanced standard; this can lead to competitions at National level.

The school also holds a Sportsmark (Sport England) award. Links also exist with a number of local clubs including:

- Herts Phoenix Athletics Club
- Hatfield Leisure Centre
- Hatfield Swim Centre

SCHOOL UNIFORM

We consider that wearing a school uniform is an essential characteristic of Bishop's Hatfield Girls' School, since it encourages girls to identify themselves as members of our school community and it provides a special form of training for later life. We expect a tidy, smart appearance and the wearing of sensible clothes at all times. In order to maintain standards, if a girl is in incorrect uniform and with no note from home to explain why, then we will either ring home and ask for correct uniform to be brought into school or the girl will be sent home to change.

- SKIRT:** BHGS Skirt worn no higher than 7.5cm above the knee.
- TROUSERS:** Smart straight cut plain navy not black. Hipsters, jeans, flares are not acceptable.
- BLOUSE:** School style in honey yellow. If T-shirts are worn beneath blouses, they must not be visible. No polo necked jumpers to be worn beneath blouses.
- JUMPER/
CARDIGAN:** School style knitted material, V- necked with embroidered school logo.
- SOCKS/
TIGHTS:** Plain black tights. NOT PATTERNED. White or black ankle socks.
- SHOES:** Strong black shoes with low heels. No sling backs, backless or toeless shoes, platform, wedges or high heels. Fabric shoes e.g. plimsoll or trainer-like canvas are not allowed, nor are shoes decorated with sequins or diamante. **NO BOOTS or TRAINERS.**
- HEAD SCARVES:** Only plain navy blue or black scarves can be worn for religious purposes.
- ADDITIONAL
ITEMS:** Overall for Science, Art and Technology.
Apron for cookery.
- JEWELLERY:** No jewellery is allowed apart from a watch and **ONE** pair of small plain gold or silver ear studs, one in each lower ear lobe. No ear lobe stretchers. No nose/tongue studs/retainers of any kind, other body piercings or other jewellery allowed. No tattoos (including henna).
One charity wristband can be worn.
- HAIR:** No coloured streaks or hair decorations other than a simple black, navy blue or white hairband or tie. No unnaturally, brightly dyed or shaved hair permitted or hair adornments such as beads plaited into the hair.

**NO MAKEUP, NAIL VARNISH/ACRYLIC OR GEL NAILS/ADORNMENTS.
NAILS MUST BE TRIMMED TO A SHORT LENGTH.**

PE KIT

Bishop's navy with yellow panels school PE top with School emblem and initials

A navy with yellow panels skirt with school emblem and initials.

Trainers

White socks for netball, fitness, athletics, rounders or tennis

Hockey/football boots with long navy socks

Black leotard for gymnastics and dance

Gum shield for hockey and rugby

OPTIONAL: Navy sweatshirt/tracksuit with school emblem and initials

Plain navy jogging trousers

Black leggings for gymnastics and trampolining

Navy sports leggings for fitness and athletics

Initials should be embroidered on the outside of all PE kit so they are clearly visible for the PE staff to see.

Our uniform suppliers are:

- Henry Tilly, via the school or online (PE kit only)
- Lee Joy, High Street, Potters Bar
- Smarty, Town Centre, Hatfield
- Stevensons, Victoria Street, St. Albans

Discipline

Behaviour which undermines our school rules will always be responded to promptly and punished, if necessary. The consequences of bad behaviour are enshrined in the 'Actions and Consequences' document.

This may take the form of:

- Extra work or activities, set to be done either at home or at school.
- Detention - where a girl is detained at lunchtime or after school. We always advise in advance, by letter, of the detention which is to be held after school on a Wednesday for one hour. Detentions are a legal sanction the school can impose.
- Removal from lessons, for a period of time, to the Pupil Support Centre.
- In the event of continued misdemeanours, parents/carers may be contacted by the Head of Year, Head of School or Head of Faculty so that an appointment can be made to discuss the problem more fully.
- In extreme cases a pupil may be excluded on a fixed-term or permanent basis.

A fixed-term exclusion, while it may involve just one day from school, is nevertheless the first step in the school's formal disciplinary procedure, and will be notified in writing to the Governors and the Local Authority. It is, therefore, regarded as a very serious matter.

Further need to discipline may lead to permanent exclusion. Permanent exclusion without previous fixed-term exclusion remains as an option in the event of an exceptionally serious incident.

When parents/carers accept the offer of a place for their daughter at Bishop's Hatfield Girls' School, we expect that they also accept and support the school's rules and values on behalf of their child. Naturally, we expect their co-operation and support over issues such as behaviour, uniform and attendance so that we can work in partnership to provide their daughter with an education appropriate to her needs.

Behaviour Code

Our behaviour code is simple and fair. It exists to create a working atmosphere in school so that the girls can develop a responsible attitude, both in school and in the local community. Our code relates to personal appearance, behaviour, personal safety, consideration for others, personal property and respect for our environment.

We want everyone to act with courtesy and to treat others with consideration and respect. We wish to acknowledge individuality whilst promoting a safe and happy school for all. Everyone has a part to play in this.

Behaviour Code

"Treat others with consideration and respect."

The school expects **ALL** pupils to:

1. **Attend** school regularly and on time. **Wear** school uniform correctly and at all times.
2. **Accept** the authority of adults and follow instructions promptly and willingly.
3. **Behave** and speak respectfully to everyone, using appropriate language at all times.
4. **Respect** all property, keeping it free from damage. Keep the school tidy by not chewing gum or dropping litter and by eating only in the allocated areas.
5. **Arrive** at lessons on time, with the necessary books and equipment, including the BHGS Planner.
6. **Settle** quickly at the start of the lesson and listen to the teacher in silence, putting up your hand if you wish to speak or need any help.
7. **Work** quietly, safely and co-operatively to the best of your ability; complete all classwork and homework on time.
8. **Walk** around the school sensibly and quietly and do not visit other Form Rooms at break or lunchtime.
9. **Not** use mobile phones/smartphones, MP3 players, iPods and any other personal electrical equipment on the school premises during the school day (inclusive of detentions and Enrichment Activities).
10. **Not** smoke or bring into school alcohol, dangerous objects or illegal substances.

"Allow everyone to learn and the teacher to teach"

Praise and Reward for Good Work

Especially good classwork or homework from pupils in all year groups may receive a Merit or Excellent. These awards may also be gained for a piece of work that demonstrates special effort or progress over a period of time. Work that has been given a mark of Excellence is seen by the Headteacher and recorded. Merits are also awarded for improved attitudes to learning and attendance.

Certificates can be awarded in all subject areas at the end of each term to individual pupils. Certificates are also awarded for full and improved attendance over the term. Letters of praise are sent home to parents to acknowledge the various contributions made by pupils to the life of the school.

Healthy Schools

The school regards health promotion as an important part of its role and takes every opportunity to make pupils, staff and parents/carers aware of this.

Our aim is to encourage the development of healthy lifestyles through education about health and by providing pupils with the skills to make healthy choices. Our work also extends to considering all aspects of school life and how they impact on these choices.

We have taken a positive decision not to run a school tuck shop nor to have vending machines in school and we work closely with our schools meals' provider so that a wide range of healthy food options is available.

The Life Skills curriculum includes a wide range of health related topics, including diet, drugs awareness, health and safety and sex education. We have a 'Sport for All' policy that encourages individuals to develop healthy exercise as part of their lives, whether this is team sport or individual sports and health related fitness is included. Our work in this area has earned us the English Sports Council 'Sportsmark' Award.

Anti-Bullying Policy

The school's Anti-Bullying Policy has been agreed by both staff and pupils.

Bishop's Hatfield Girls' School recognises and affirms the right of every person within the school to work in a secure and supportive environment and is committed to the development of strategies for preventing and responding to bullying.

We aim to:

- reduce and eradicate, wherever possible, instances in which individuals are subjected to bullying in any form;
- provide support should an incident of bullying occur;
- ensure that all pupils and staff are aware of the policy and fulfil their obligations to it.

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms but the main types are physical (examples can be: hitting; kicking), verbal (examples can be: name-calling; racist remarks), indirect (examples can be: spreading rumours; excluding someone from social groups) or cyberbullying (via text messages or the Internet) – DfE Circular ref. 00062-2011

All members of the school have a responsibility to help create an environment in which everyone (children and adults) is encouraged to:

- treat everyone with kindness and respect;
- act with thought and consideration to others;
- behave courteously, being polite and helpful at all times;
- be friendly and co-operative;
- be honest and truthful;
- treat people with respect.

Staff have a responsibility to prevent any member of the school community (adults and children) from:

- making unkind or offensive remarks (including comments about people's appearance, accent, ability or disability);
- behaving in a racist, sexist or homophobic manner;
- using foul or unacceptable language;
- being rude or aggressive;
- using physical aggression;
- damaging property.

All members of the school community need to understand what constitutes bullying and be alert to signs that bullying is taking place. This policy needs to be read alongside the school's policy for Behaviour and RAPAS (Rewards, Praise and Sanctions) that includes clear protocols for dealing with bullying in the Actions and Consequences section. This also includes reference to cyberbullying incidents. Any cyberbullying incident is logged by the Deputy Headteacher responsible for Inclusion.

We believe that pupils should:

- be involved in the development and reviewing of behaviour and anti-bullying policies and practice;
- learn about what constitutes bullying and what to do about it;
- have opportunities to develop the skills to resist bullying and to deal with bullying;
- take part in peer mentoring / support programmes;
- be aware that knowing about bullying by or to others and doing nothing is unacceptable.

We believe that parents, carers and families have an important role to play in helping to deal with bullying by:

- discouraging their children from using bullying behaviour at school, at home or elsewhere;
- taking an active interest in their children's school life, discussing their friendships, how breaks/lunchtimes are spent and the journey to and from school, etc.
- watching out for signs that their children are being bullied or are bullying others and contacting the school if necessary. Parents /carers should contact either the Form Tutor or Head of Year in the first instance.

Dealing with Bullying

Every instance of alleged bullying will be judged individually and is likely to have its own set of unique circumstances for those involved. The Headteacher also has the power to regulate pupils' conduct when they are not on the school premises and are not under the lawful control or charge of a member of the school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. (Section 89(5) of the Education and Inspections Act 2006)

This means that employing standard responses would be inappropriate. However, certain common procedures will be used when dealing with cases of alleged bullying. These are:

- The teacher or Head of Year who interviews the pupil(s) concerned will record instances of alleged bullying.
- When an allegation of bullying has been made, a teacher will need to interview those being accused and often other possible witnesses. They may be asked to write their accounts of any incidents.

- The outcomes of these interviews will be recorded.
- If the pupil making the allegation, and/or her parents/carers say that they do not wish any other girls to be interviewed, then the investigation cannot proceed and no further action can be taken. This will also be recorded.
- If bullying is proven, the parents/carers of the girl(s) responsible will also be involved. They will be notified of any sanctions to be imposed and also of the standard of behaviour expected of their daughter(s) in the future. Fixed term exclusions may well be imposed and in extreme circumstances permanent exclusion considered.
- Other actions may be taken to limit the contact between the girls involved e.g. moving form and/or teaching groups, separate seating.
- Any serious incidents of bullying are recorded by the Deputy Headteacher responsible for Inclusion.

Where there are concerns that a child may be suffering significant harm as a result of bullying at the school, the Child Protection School Liaison Officer will be contacted by Mr Dudley (the Designated Senior Person for Child Protection).

Child Protection / Safeguarding

At Bishop's Hatfield Girls' School we place great emphasis on the health, safety and well-being of every girl. We take all concerns seriously as we want our girls to enjoy their time at the school. The school works in partnership with parents/carers to support children in every way possible to help your daughters to achieve their full potential and make a positive contribution. However, all schools have a clear responsibility placed on them by the Children Act 1989 and guidance from the Department for Education to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Hertfordshire's Children's Services if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to Children's Services is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns that have come to the school's attention. This is in accordance with Hertfordshire's Child Protection Procedures.

Bishop's Hatfield Girls' School has a Child Protection Policy and a copy of Hertfordshire Area Child Protection Procedures, both of which are available for parents/carers to see.

Mr Dudley is the Designated Senior Person for Child Protection. He will be happy to discuss any questions or concerns parents/carers may have about Child Protection policies and practice.

The School operates safe recruitment procedures in keeping with DfE guidelines.

The Parents' Association

The Committee of the Parents' Association is an active group which supports the school in its work and provides opportunities for parents/carers to meet socially as well as helping with additional resources not normally covered by the school's budget. A committee meets regularly to plan activities and many more parents/carers offer help on an occasional basis when called upon. We welcome new members on the committee or list of volunteer helpers and are glad of all commitments made. All parents/carers are regarded as members of the Association and we look forward each year to new people with fresh ideas joining us.

As well as making a contribution towards transport for sports fixtures, and a library grant, the Association has raised funds which have been used to buy equipment such as: display screens, digital equipment, computers, library furniture, library books, lighting equipment and portable staging for the Drama Studio, plants for the front of the school, outdoor seating and new stage curtains. Recently, the committee provided the display screen in the Dining Hall and the new Hall curtains.

Charging and Remission Policy

The Education Reform Act (1988) introduced charging and remission requirements for some school activities. Schools are obliged to offer out-of-school activities free of cost during normal school hours unless certain conditions of timing apply. Voluntary contributions from parents/carers are allowable. The regulations do not cover the traditional 'extra-curricular' activities that may proceed in the traditional way.

In this school we have accepted the Local Authority's recommendations to operate a policy that is neither more nor less generous than that of the Authority. This means that optional extras are charged at full cost, but parents/carers in receipt of Income Support or Family Credit are offered subsidies if possible.

With regard to outings within normal school sessions, we ask parents/carers to make voluntary contributions and outings do not go ahead if these contributions do not match the outgoings.

Complaints' Procedure

We hope that most concerns that parents/carers may have will be resolved by informal discussion with the relevant member of the school's staff.

However, should there be formal complaints in connection with the Curriculum, Collective Worship or other statutory responsibilities these will be dealt with as outlined in the Complaints' Procedure on the school's website.

Access to Statutory Documents

Copies of information which must be made available under the Freedom of Information Act are held at school. These may be inspected on request. Parents/carers are informed of the nature of information held at the start of each school year. School policies are available on the school website.

We have taken care to ensure that all the information contained in this Prospectus is accurate at the time of writing (September 2016). There may, however, be changes made before, during or after the beginning of the next school year (September 2017) which we cannot, at present, foresee.

GCSE Exam Results Summer 2016

Comparative Results Information

*(nb these were accurate at the time of going to print;
we are awaiting some re-marks which may raise these further)*

GCSE	2016 BHGS	2015 Herts	2015 National
% pupils achieving 5 + A* - C grades including English & Maths	<u>79.12%</u>	64.4%	53.8%
% pupils achieving 5 + A* - C grades	<u>82.42%</u>	73%	65.6%
% achieving EBACC (grade C or above in English, Maths, 2 sciences, a Language and either History or Geography)	<u>46.15%</u>	32.4%	23.9%

21.46% of all BHGS grades at A* or A
(national figure for 2015 is 21%)

82.67% of all BHGS grades at A* - C
(national figure for 2015 is 69%)

*nb. we are aware that national figures for 2016 have
decreased but official statistics have yet to be released.*

YEAR 11 SUBJECT RESULTS SUMMER 2016

Qualifications normally obtained at the end of Year 11

Number in Cohort = 91

GCSE

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	% A*-A	% A*-C
Art & Design	14	0	1	5	5	3	0	0	0	0	0	7	79
Biology	20	0	6	11	3	0	0	0	0	0	0	30	100
Catering Studies	13	0	1	2	5	3	2	0	0	0	0	8	62
Chemistry	20	1	6	10	3	0	0	0	0	0	0	35	100
Drama	13	0	3	1	6	1	2	0	0	0	0	23	77
English Language	91	3	14	37	27	9	1	0	0	0	0	19	89
English Literature	91	1	13	40	27	9	1	0	0	0	0	15	89
French	30	5	3	9	12	1	0	0	0	0	0	27	97
Geography	39	1	13	16	8	1	0	0	0	0	0	36	97
German	33	0	2	11	11	8	1	0	0	0	0	6	73
Graphic Design	34	0	5	9	11	7	2	0	0	0	0	15	74
Health and Social Care	15	2	2	3	8	0	0	0	0	0	0	27	100
History	67	10	18	24	10	3	1	1	0	0	0	42	93
Mathematics	91	4	19	25	28	9	6	0	0	0	0	25	84
Music	7	0	2	4	1	0	0	0	0	0	0	29	100
Physics	20	1	9	8	2	0	0	0	0	0	0	50	100
Religious Studies	91	7	16	29	20	12	7	0	0	0	0	25	79
Science: Core	71	0	7	17	26	13	6	2	0	0	0	10	70
Science: Additional	58	0	6	17	14	17	4	0	0	0	0	10	64
Sport/PE Studies	21	0	0	4	6	4	7	0	0	0	0	0	48
Textiles	9	0	1	5	1	2	0	0	0	0	0	11	78
BHGS Totals	848	35	147	287	234	102	40	3	0	0	0	21%	83%

YEAR 13 RESULTS SUMMER 2016
Qualifications normally obtained at the end of Year 13

Number in Cohort = 66

A Level Courses

Subject	Entries	A*	A	B	C	D	E	U	%A*-B	%A*-C	%A*-E
Art and Design Photography	1			1					100	100	100
Biology	3			2		1			67	67	100
Business Studies	1					1			0	0	100
Chemistry	4			3			1		75	75	100
Creative Writing	1				1				0	100	100
Drama	1				1				0	100	100
English Language	2				2				0	100	100
English Literature	17	1	1	2	7	4	2		24	65	100
Fine Art	1					1			0	0	100
French	3			3					100	100	100
Geography	11	1	7	1		1	1		82	82	100
German	3	1	1		1				67	100	100
History	24	2	9	7	4	2			75	92	100
Italian	1				1				0	100	100
Mathematics	8	1	3	1	2	1			63	88	100
Further Mathematics	3			1	2				33	100	100
Media Film and TV Studies	8			1	5	1	1		13	75	100
Polish	4	1	3						100	100	100
Politics	3	2	1						100	100	100
Product Design	2				1		1		0	50	100
Psychology	23	4	5	4	4	4	2		57	74	100
Religious Studies	11		2	4		3	2		55	82	100
Sociology	12		1	6	2	2	1		58	75	100
Spanish	2				1		1		0	50	100
BHGS Totals	149	13	33	36	37	20	10		55	80	100

BTEC Level 3 Double Award

	Entries	D*D*	D*D	DD	DM	MM	MP	PP	%A/A	%A*-C
Business	4	3				1			75	100
Health & Social	9	4	1	1	1		1	1	67	67

BTEC Level 3 Single Award

	Entries	D*	D	M	P	%A/A	%A*-C
Child Care	1			1		0	100
Dance	1			1		0	100
Health & Social Care	5	3	1		1	80	80
D* = Distinction Starred, D = Distinction, M = Merit, P = Pass							

DESTINATION OF YEAR 13 LEAVERS 2016

Name	Destination	Degree Subject
Sophie Armitage	University of Hertfordshire	BEd Primary Education
Sarah Avery	University of Bath	Politics with Economics
Sherrifat Balogun	University of Leicester	Criminology
Ellie-Mae Bandy	University of East Anglia	Psychology
Elizabeth Barnes	University of Leeds	Classical Civilisation
Sophie Batcock	University of Hertfordshire	BEd Primary Education
Emma Bentley	Birmingham City University	Social Work
Millicent Betts-Donaldson	University of Leeds	History and Sociology
Coralie Blanc	Gap Year	
Emma Brown	Durham University	Anthropology and Sociology
Oliwia Budzinska	University of Reading	Law
Alannah Bysouth-Bell	Gap Year	
Eustasia Chidarikire	Keele University	Chemistry
Ugne Civilyte	University of Warwick	French and History
Emma Costa Lascelles	University of Lincoln	Product Design
Amy Curtis	University of Northampton	Criminology
Tilly Denham	Employment	
Tianran Fang	University of Birmingham	Mathematics
Harriet Filler	Gap Year	
Reanne Gifkins	Gap Year	
Isobel Grant	University of Southampton	Zoology
Jodie Heinson	University of Hertfordshire	Psychology
Ellie Heyman	King's College London	Philosophy, Politics and Economics
Chelsea Hill	University of Hertfordshire	Psychology
Isabel Hill	University of Birmingham	Psychology
Cicily Hillebrand	University of Hull	Chemical and Energy Engineering
Tanae Holloway	Bournemouth University	Events Management
Katie Hudson	TEFL Course	
Chloe Hutton	King's College London	Nursing Studies
Tolani idirs	University of Sheffield	Journalism Studies
Emame Ivara	University of Essex	Psychology
Gitu Ivara	Nottingham Trent University	Psychology with Criminology
Molly Jackson	University of Portsmouth	Creative and Media Writing
Emily James	University of Exeter	Mathematics with Finance
Henrietta Joo	Bangor University	Philosophy and Religion
Chelsea Kahode	Nottingham Trent University	Psychology with Criminology
Tiffany Lawrence	Emil Dale Academy	Musical Theatre
Eleanor Lister	University College London	History
Rebecca Maxwell	Oaklands College	Information Technology
Chloe McCue	East Herts College	Art Foundation
Louise McDonald	Bath Spa University	History
Taylor Mixides	University of Brighton	English Literature
Paulina Molenda	University of Kent	Law with Spanish
Leandar Mugadza	University of Lincoln	Law
Tariro Musorewa	Birmingham City University	Social Work
Marcella Ntim	Gap Year	
Alison Palminteri	Middlesex University	International Business
Georgina Plant	University of Northampton	Fashion Marketing

Abbie-Jayne Porter	Harrods	School Leaver Programme
Dominika Serafin	University of Hull	Psychology
Nompilo Sibanda	University of Bedfordshire	Events Marketing and Management
Roxie Siuda	Gap Year	
Dagmara Skorek	University of Southampton	Philosophy and History
Madeleine Slader	University of Oxford	History
Florence Slark	University of Kent	Sociology
Chiara Smith	University of Birmingham	History
Chloe Thomas	Birmingham City University	Sociology and Criminology
Bronwyn Turner	University of Hertfordshire	Law
Joana Whyte	King's College London	History

DESTINATION OF YEAR 13 LEAVERS 2015

Name	Destination	Degree Subject
Princess Adeyemi	De Montfort University	Law
Natalie Afford	Royal Veterinary College	Bioveterinary Science
Maryam Al-Imam	University of Derby	Business & Management
Chloe Allanson	Plymouth University	English
Bammy Awogbami	De Montfort University	International Business
Jessica Baker	University of York	Law
Georgia Beretta	University of Manchester	Management, Leadership & Leisure
Toni Boamah	University of Leeds	Social Work
Charis Bontoft	Royal Holloway University of London	Psychology with Neuroscience
Lauren Bracey	West Herts College	Child Care
Beth Brookes-Lamdin	University of Kent	Politics and International Relations
Grace Bullock	Nottingham Trent University	Fashion Communication & Promotion
Susannah Cann	Bodams, Performing Arts College, Barnet	Performing Arts
Sonia Chaudhary	Oaklands College	Further Education
Aniqa Choudhury	University of Hertfordshire	Law
Fahima Choudhury	University of Hertfordshire	Biomedical Science
Emma Clarke	University of Lincoln	Journalism
Elisha Coates	University of Westminster	History
Hannah Curtis	University of Lincoln	Psychology
Nabila Denai	University of Hertfordshire	Education Studies
Deborah Fabiyi	King's College, London	Global Health & Social Medicine
Halima Firdaus	University of Hertfordshire	Accounting & Finance
Eleanor Fitton	Cardiff University	City & Regional Planning
Abigail Greenwood	University of Birmingham	Drama & English
Freya Haggerty	Ocado Hatfield - Human Resources Department	
Nicole Hazell	University of Westminster	Fashion Merchandise Management
Eloise Hollands	University of Durham	General Engineering
Serin Husseyin	University of Kent	Architecture
Chloe James	University of Exeter	Biological Sciences
Emilie James	Swansea University	Medical Engineering
Georgina Kenison	University of Hertfordshire	Primary Education
Tina Lepova	Kingston University	Politics & International Relations
Nelly Luntadila	University, France	
Isabella Maddison	University of East Anglia	History
Emma Maynard	Newcastle University	Geography
Olivia McLaren	University of Arts, London	Fashion Contour
Emily Mizon	University of York	German and Spanish Language
Priyanka Nagpal	University of Leicester	Media & Society
Mariella Oakes	University of Kent	Drama & Theatre
Natasha O'Toole	Tesco - Training Programme	
Shivani Patel	IFS University College	Finance & Accounting

Alexandra Plant	University of East Anglia	Psychology
Daniella Pumilia	University of Liverpool	Psychology
Amy Reynolds	Apprenticeship at Busy Bees Nursery - Child Care	
Amy Rogerson	King's College, London	Medical Physiology
Reshma Santhosh	De Montfort University	Accounting & Finance
Georgia Scott	University of Hertfordshire	Events Management
Isobel Simmons	University of Kent	Anthropology
Grace Simpson	Apprenticeship - Business Administration	
Bethany Thomas	University of Gloucestershire	English Literature & Creative Writing
Anna Turpin	Employment	
Abbie Voller	University of Durham	History
Charlie-Anne Warner	University of Hertfordshire	Nursing (Adult)
Sian Williams	Nottingham Trent University	Psychology with Criminology
Jodie Wilson	McIntyre & Hudson - AAT Trainee Programme	
Emily Wintle	Royal Holloway, University of London	Geography
Charlotte Wood	University of Leeds	Environmental Science
Sian Zwager	Bedford College	Animal Management

STAFF LIST

SENIOR LEADERSHIP TEAM

Ms T Nickson	Headteacher	English
Mr A Dudley	Deputy Headteacher	Science
Mr A Wood	Deputy Headteacher	Humanities
Mrs D Daniel	Business Manager	
Mrs H Partington	Associate Assistant Headteacher	Learning Support SENCO
Dr S Venz	Associate Assistant Headteacher	Languages Head of School (Key Stage 3)

ENGLISH

Miss S Herlock	Teaching & Learning Leader
Mrs S Anderson	
Mrs S Broderick	(Maternity leave)
Ms M Caldwell	
Mrs R Johns	Head of School (Key Stage 4)
Mr J Kench	Assistant Head of Sixth Form
Mrs V Medley	
Miss J Punched	Subject Leader for Music
Mrs S Watt	Subject Leader for English
Mrs C Whitney	
Mrs E Woollatt	

HUMANITIES

Mrs J Ruffhead	Teaching & Learning Leader
Miss J Grossman	Subject Leader for RS
Mrs E James	Head of School (Key Stage 5)
Mrs V Langston	Work-related Learning Co-ordinator
Miss S Maisey	
Miss S Masud	
Mr H Pandya	Subject Leader for History

MATHEMATICS & COMPUTING

Mrs C Dudley	Teaching & Learning Leader
Ms L Watkins	Teaching & Learning Leader
Mrs J Fairclough	
Mr T Goodall	
Mrs J Robinson	
Miss J Sample	
Mr S Shamsher	Subject Leader for Maths

SCIENCE

Ms N Asante-Ansong	Teaching & Learning Leader
Mrs D Blakey	
Dr A Bune	Joint Subject Leader for KS3
Mrs K Cooper	
Mr R Krendel	Joint Subject Leader for KS3
Miss C McLeman	Assistant Head of Sixth Form
Mr J Short	Subject Leader for KS4
Mrs A Wilde	

LANGUAGES

Mr R Taylor Teaching & Learning Leader
 Mrs L Green
 Miss E Hallauer
 Mrs D Hones
 Mrs E Jonchier Subject Leader for French

DESIGN

Ms S Fairbairn Teaching & Learning Leader
 Miss S Hilliard
 Mrs H Terry

HEALTH

Mrs M Jackson Teaching & Learning Leader
 Miss N Cameron Subject Leader for PE
 Mrs J Cardell
 Mrs S Carter
 Miss E Morgan
 Mrs T Redpath
 Ms L Ryder-Davies
 Mrs K Waters

LIBRARIANS

Mrs E O'Connell
 Mrs J Pigott

HEADS OF YEAR

Mrs M Dayton Head of Years 10 & 11
 Miss S Lawrence Head of Years 8 & 9
 Mrs A Wilde Head of Year 7

SUPPORT STAFF

Mrs S Fullerton	Administration Manager	Mrs S Fisher	PSC Manager
Mrs M Bassi	Administration Assistant	Mrs C Coleman	LSA /Cover Supervisor
Mrs T Braybrook	Administration Assistant	Mrs G Gregory	LSA /Cover Supervisor
Mrs A Clayden	Administration Assistant	Mrs W Johnson	LSA /Cover Supervisor
Mrs R Jack	Administration Assistant	Mrs J Keighley	LSA /Cover Supervisor
Mrs D Green	Administration Assistant	Mrs A Newberry	LSA /Cover Supervisor
Mrs W McLaughlin	Reprographics	Mrs J Petar	LSA
		Mrs L Prince	LSA /Cover Supervisor
Mrs J Avey	Finance Manager	Ms K Xavier	LSA /Cover Supervisor
Mrs K Scarisbrick	Finance Officer	Mrs I Sassoon	Counsellor
Mrs C Jordan	Finance Assistant	Mrs A Walker	Science Technician
		Mrs L Day	Food Technician
Mrs E Welsh	HR & Lettings Co-ordinator	Mrs T Riccitelli	Design Technician
Mrs I Fautrero-Sayer	School Development Officer		
Ms C Dalziel	Examinations Officer & Cover Co-ordinator	Mrs A Jones	Facilities Manager
		Mr S Underwood	Caretaker

SCHOOL GOVERNORS / ACADEMY TRUSTEES

Community

Mrs J Bennett

Mr A Boswood

Mrs S Jones – Chair

Mr I Lennox

Mrs R Ramsdale – Vice Chair

Headteacher

Ms T Nickson

Parents

Mr A Oswania

Mr J Barnes

Mr A North

Mr P Richardson

Vacancy

Staff

Mrs D Daniel

Miss J Grossman

Mrs M Jackson

Mrs J Ruffhead