

THE BRADBOURNE SCHOOL 
A Foundation School and Visual Arts College

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From Primary to Secondary School

The Bradbourne School aims to make the transfer to secondary education as smooth and easy as possible for our students. Senior staff, including the Head Teacher, maintain close links with feeder primary schools through regular visits and discussions with primary colleagues.

Students from primary schools are invited to join in lessons and to take part in different activities such as dance and drama productions. In the summer term, Year 5 students from cluster primary schools are invited to spend a day at the school. They attend a wide range of lessons and are well looked after by both staff and students.

Year 6 students who have been offered a place at The Bradbourne School are invited to spend a day at the school in July to meet with their tutors and tutor group and have the chance to familiarise themselves with the building and daily routines.

The Curriculum

The governors and staff support the view that the curriculum to the age of sixteen should be broadly based providing a balanced educational experience with the necessary knowledge and skills. The curriculum fulfils the requirements of the National Curriculum. The curriculum is reviewed annually to ensure that the best possible opportunities are offered to our students.

School Curriculum – Key Stage 3 (Years 7–9)

The school offers students a broad, balanced, relevant curriculum. The core subjects within the National Curriculum include English, Mathematics and Science.

The foundation subjects within the National Curriculum include Art and Design, Design and Technology, Geography, History, Information and Communication Technology, a Modern Foreign Language, Music and Physical Education. Religious Studies is a compulsory subject. Students also have a Personal & Social Education and Citizenship lesson every week and as an Artsmark gold school, Dance and Drama are taught as discrete subjects.

School Curriculum – Key Stage 4 (Years 10–11)

All students follow a core curriculum. They study English, English Literature, Mathematics, Science, Information & Communication Technology, Physical Education and Religious Studies. Students then choose subjects from a very wide range of other GCSE subjects including many Art and Design options. All this gives balance to the curriculum whilst allowing the opportunity for students to develop individual aptitudes and interests. Girls have the opportunity to take up to ten GCSE subjects.

Careers Education

Careers Education is an integral part of the school's PSE programme and is an entitlement for all students throughout the school, including Post 16 students. All students have the opportunity to participate in work placements from Year 10 onwards. Consultants from the Kent Careers Service come into school regularly and offer an additional advisory service for senior students and their parents through a programme of individual and group interviews. The school has a well-resourced careers library which all girls are encouraged and taught to use.

Teaching Groups and Teaching Styles

On admission all students are placed in mixed ability tutor groups of approximately 30 girls. The school aims to maintain these groups throughout the school with the tutor moving up with their group whenever possible. Using information from primary schools and KS2 SATs, Year 7 students are grouped either into a 'fast track', mixed ability or a special support class for most of their lessons. Art and Design and Design and Technology are taught in smaller groups of around 22 students. We operate 'fast track' art groups for our most talented students who progress through the examination system at a much quicker rate. From year 9, students are set according to ability for English, Mathematics, Science and French. Students also have the opportunity to take GCSE examinations early in other subjects. All groupings of students are reviewed regularly.

An Additional Educational Needs Department helps students who require extra support to access the curriculum. A strong team of Learning Support Assistants work closely with class teachers. A wide range of teaching styles is used to meet the different demands of the various subjects. Throughout the curriculum there is an emphasis on information and communication technology applications.

Sixth Form Curriculum

Most students wish to continue into the school's successful sixth form where a wide range of courses is offered. These include academic subjects at AS and A2 Level, Applied GCEs and advanced and intermediate vocational courses. The sixth form has its own study rooms, ICT network as well as a modern common room where students can socialise and relax.

All students have Key Skills lessons in ICT, Communication and Numeracy as preparation for gaining essential qualifications in these important areas. In addition, students are given guidance in Careers and follow a Personal and Social Education Programme of Study.

Students have the opportunity to take on responsibilities around the school to develop leadership and team-work skills and find they benefit from the continuity of working with teachers they have known lower down the school.

Students' achievements enable them to progress on to degree courses at University, Arts Colleges and Colleges of Higher Education.

The Bradbourne School welcomes students from other schools to join us for the sixth form. The school enjoys a co-educational environment as part of a Post 16 Consortium with The Wildernesse Boys School. Detailed descriptions of all sixth form courses can be found in the school's Post 16 prospectus.

Assessment for Learning

In our quest to add value to the individual learner, students and subject teachers agree 'go-for-it' targets every year and learning targets every six weeks; their progress towards these is monitored regularly. In addition, learners and their parents have an annual meeting with the form tutor to establish more collective learning targets; these are monitored and reviewed as part of our three-monthly pupil tracking programme.

School Examinations

Helping students to achieve success in public examinations is a very important part of the school's work. Success is not just measured simply in terms of the number of subjects passed, but in the quality of the grades gained, relative to students' abilities.

There are end of year examinations for all students. They provide parents and the school with important assessment data and give students the opportunity to experience a formal examination situation before sitting public examinations.

The school has invested in a full programme of revision sessions to assist students in their preparation for public examinations. Well staffed and resourced revision sessions take place throughout holidays during the spring and summer and 'Grade Booster Sessions' immediately prior the examinations have proved to be very popular with our students instead of study leave.

Extra Curricular Activities

There are a wide variety of clubs and extra curricular activities in which students are encouraged to participate. Sporting activities include: gymnastics, dance, netball, hockey, trampolining, basketball, tennis, football, athletics and rounders. Other subjects also offer extra-curricular opportunities. The school is proud of its art, dance, drama, music and homework club. Other regular school events include: gym and dance displays, sports day, ski trips and residential courses. There are frequent dance and drama productions and music concerts which are greatly enjoyed by those who come to support them. The school has a growing music department supported by ensemble groups, a school choir and a range of instrumental clubs.

The school organises regular residential visits abroad to enhance the learning of modern foreign languages as well as providing opportunities to visit other parts of the world. The school is involved in the EU funded Comenius Project to promote good relations among students and teachers from across Europe. Visits to Palermo, Madrid and Berlin have taken place.

Throughout the year there are educational outings to theatres, art galleries, museums, historical sites and other places of educational interest. Students also have the opportunity to join the well established Duke of Edinburgh Award Scheme from the age of fourteen. Students may enter for the Bronze, Silver and Gold Awards and learn many valuable life skills from the activities involved.

The students are encouraged to support local and national charities. They are frequently involved in organising and taking part in fund raising activities.

Additional Music Provision

An instrumental music service is available to students who show interest and aptitude. Specially gifted students may be given supplementary tuition and these students may take early examinations in their chosen field. Visiting teachers provide tuition in a range of musical instruments and students are encouraged to become involved in the musical life of the school.

Gifted and Talented

The school operates a 'fast track' scheme for certain students through which those identified as gifted and talented are provided with extension work. Parents are encouraged to support with this additional workload. The school also encourages such students to enter early for public examinations.

Homework

Homework is regarded as vitally important for all years and is a requirement of the school.

It enables students to:

- Work alone
- Plan and organise work.
- Practise skills learned in the classroom.
- Do background work to prepare for the next lesson
- Improve their problem-solving skills.
- Reinforce their learning of facts.
- Revise for tests and examinations.
- Carry out private reading and research.

Students are issued with a homework timetable at the beginning of each academic year, and are expected to hand the work in to their teacher at the correct time. All homework must be recorded in the school planner.

Time allocated for tasks varies according to age. On average in Years 7–9 there are up to three subjects per day. Year 7 and 8 students should expect to spend at least one and a half hours per evening on their homework with Year 9 spending at least two hours. In Years 10 and 11 there are up to four subjects per day and students are expected to spend at least two hours per evening on their homework. In Years 12 and 13, the students are expected to complete any work necessary for their chosen courses of study.

Parents are asked to actively support and encourage their daughters with their homework.

Student Voice

We encourage our students to play an active part in school improvement and welcome their views on the educational experience we provide. The elected School Council meets regularly with the leadership team to discuss teaching and learning and school facilities. The Council has instigated changes to school procedure and play an important role in hosting visitors and social events. The School Council holds its own budget and has provided improved recreational facilities for its fellow students including a DVD lending service. They have also introduced a School Council Award for students with consistent good effort and behaviour throughout the year. Our head girl chairs the School Council and is MC at presentations and prize givings. The year 11 prefects and sixth form senior prefects are given important responsibilities and privileges for the work they do.

As part of our student tracking and subject reviews, we seek the opinions of a cross section of our students through interviews and questionnaires.

Pastoral Care

Students thrive best in an atmosphere where they feel valued and secure. The needs of our students as individuals, their physical, moral, cognitive, social and emotional development, form the basis of the school's pastoral structure.

On entry into the school, each pupil is allocated to a pastoral tutor group which is under the care of a form tutor. The tutor meets the group twice daily for registration and throughout the week for tutor sessions and assemblies. The form tutor not only has responsibility for the students' welfare on a day-to-day basis but plays an important part in raising achievement through target setting and supporting students academically.

All form tutors work closely with a year leader and are all supported by the leadership team who are also involved in individual target setting and student tracking.

Attendance

Regular and punctual attendance is essential if students are to be successful at school. The only acceptable reason for students to be absent is as a result of genuine illness. A telephone call on the first day of absence is required followed by a written note immediately upon the student's return. The school does not authorise holidays taken in term time unless there are exceptional family circumstances. Unauthorised absence may result in a fixed penalty fine being issued by the local authority.

Very good attenders are rewarded with a special trip out at the end of the school year and by the award of a badge for 100% attendance.

Students are expected to be punctual for school and lessons. Those who arrive late to school on three occasions for no good reason will receive an after school detention.

The School Day

The school day, which begins at 8.45am and finishes at 3.25pm consists of six, fifty minute, lessons with an hour for lunch and a fifteen minute morning break.

Assemblies

Collective acts of worship are organised on a year and tutor group basis. Parents who wish their daughters to be excused from assembly on religious or ethical grounds should contact the Head Teacher so that suitable alternative arrangements can be made.

Home and School Links

Education is a partnership between home and school and parents are regarded as members of the school community. Help and involvement in supporting homework assignments and academic progress is strongly encouraged. The school adopts an 'open door' policy through which we invite parents to contact the school should they have any concerns about their daughter's welfare or progress.

The main opportunities for consultation and communication are listed below:

- Parents' Evenings. These are held at least once a year for all year groups.
- Reports. Parents receive one formal report each year and another interim report in certain years.
- Letters. Parents receive general information throughout the year. The Head Teacher's letters are issued at the beginning and end of each term. Parents are asked to read them carefully.
- Commendations. Staff are encouraged to inform parents either verbally or in writing about their daughter's progress.
- Consultations. The school encourages parents to contact staff if they are concerned. Equally the school will contact parents. Parents are requested to telephone for an appointment if they wish to see staff.
- The School Profile.
- Open Days. Parents are encouraged to tour the school while it is 'at work'.
- Home School Agreements. Parents are asked to sign a 'Home School Agreement' to ensure that a positive partnership exists between parents and staff.
- Questionnaires. Parents are regularly surveyed for their opinions on teaching and learning within subject areas.
- Information on school website: www.bradbourne.kent.sch.uk

School Planner

Our planners are the principal method of communication between home and school and hold useful information for our learners. Students use it to help them improve their work and attendance by recording their achievements and house points. Students' individual school targets, set in conjunction with their tutor and parents, are recorded in their planners. The front cover shows students how to improve their work and the back cover is a white board used for teamwork and starter sessions in lessons.

The planner also enables our students to record the homework set each day. It can be used to keep track of the materials and equipment needed on a daily basis and to record important dates and events throughout the year. The planner is also a valuable means of sending messages between home and school and for this reason parents are asked to monitor and sign this book each week.

Praise and Reward

Good work and effort in lessons, progress and good attendance are always rewarded. Good class work and homework are acknowledged by written comments next to the piece of work. Comments can also be recorded in planners for parents to see. Students can be rewarded with house points for work or achievement, hard work and effort, good attendance and behaviour and service to the school. Certificates of Achievement are awarded in assemblies to girls who have achieved milestones in the gaining of house points.

Public recognition of students' strengths takes place at parents' evenings, Celebration of Achievement ceremonies and awards evenings.

Good Behaviour

The school believes that students need firm, fair and structured discipline which allows them to develop into responsible, self-disciplined adults who show consideration for others. Students are expected to be courteous and co-operative. The school rules are designed to foster a good working atmosphere and a community where there is mutual respect and integrity.

We believe:

- in teaching students the skills of self discipline, co-operation, respect for others and tolerance. These are skills which can be learnt, particularly if the school works closely with parents.
- that everyone has the right to be treated as an individual and with respect. Good relationships are vital to the successful working of the school.
- in valuing achievements of every kind both academic and non-academic and that everyone should have equal opportunity to achieve their potential.
- that students respond well to high expectations. The school expects everyone to work hard and give their best.

The school rules are regularly reviewed after discussion with students, teachers, parents and governors. Students are encouraged to care about people and the school building. This helps the school run in a pleasant and efficient way. Students are expected to take responsibility for the care of their own form rooms and locker areas.

Staff ensure that students are rewarded for good effort and progress, with students responding well to praise and encouragement. If however, students fail to exercise self-discipline or fall short of expectations in other ways, sanctions such as detentions and the withdrawal of privileges are applied.

As in other areas of school life, good discipline depends upon co-operation between staff and parents. The Bradbourne School is proud of the excellent relationship it has with parents.

Detentions

A detention will be given if a pupil breaks the school rules, does not complete homework, misbehaves or is repeatedly late to school.

Detentions usually occur at break or lunch time. After school detentions take place for one hour on Mondays once parents have been given ample notice. It is the parents' responsibility to make arrangements for their daughter's travel home following an after school detention. Saturday detentions are given to students who do not uphold our code of conduct.

Assessment and Reporting Policy

On entry all students are assessed using standardised tests. In addition, teachers keep detailed records which help them to plan appropriate work for their students.

All students receive one full report a year and in certain years an additional interim one. Students are encouraged to be responsible for recognising their achievements, evaluating their successes and building upon their individual strengths and abilities. The school's house point system rewards good behaviour, good work and effort. This and other information contributes to each pupil's profile and culminates in the Progress File which every student receives upon leaving the school.

SATs (National Curriculum Standard Assessment Tasks) form an integral part of the school's programme of assessment. They are taken by students at the end of Year 9. GCSEs are usually taken by students during Year 11. Students may be entered early for certain subjects.

At the end of each year events are held to celebrate students' achievements in Years 7–10. An Awards Evening is held annually to celebrate the achievements, effort and industry of students in Years 11–13 in their public examinations. Parents are invited to attend and share in all these events.

Arts Education Policy

As a Specialist Visual Arts College, The Bradbourne School is committed to quality teaching and learning experiences and long term, creative partnerships in the arts.

We aim to:

- promote inclusive opportunities to engage with the arts
- raise standards within the arts
- celebrate achievement through performance and display
- build self confidence and self esteem
- develop intellectual capabilities and aesthetic awareness
- understand and celebrate world cultures
- enjoy and benefit from the arts whilst at school and throughout life
- promote and support broad community involvement

Anti-Bullying Policy

We have a pro active Anti-Bullying Policy which was produced in consultation with our students. The Bradbourne School is a 'telling school'. Bullying is not tolerated and students are encouraged to tell the staff if they are being bullied or if they know of anyone being bullied. The majority of our students are eager to be members of 'School Watch' and in addition we have appointed Peer Mentors who are trained to look out for signs of bullying and assist their fellow students in seeking help and advice from staff. All reported incidents of bullying are followed up as a matter of urgency.

Examination Entry Policy

We believe that all students capable of achieving a grade should be entered for public examinations provided they have successfully completed their coursework. Parents of students re-sitting examinations may be asked to pay any necessary fees.

Health and Sex Education Policy

The essential features of the health and sex education programmes are the promotion of quality of life and the physical, social and mental well-being of individuals. The school aims to provide information about what is good and what is harmful as well as encouraging the development of skills that will help individuals to use their knowledge wisely. Much of this information is delivered within the personal and social education (PSE) programme and science lessons. It is taught simply and sensitively with an emphasis on the importance of a sound moral framework. Parents who are concerned about the teaching of sex education should contact the Head Teacher for further information. Parents can withdraw their children from all or part of sex education, except those elements taught as part of National Curriculum science.

The school nurse runs a weekly 'Drop-in' session where students can seek confidential advice.

Religious Education Policy

Students receive a broad religious education of a non-denominational nature which is Christian in content. It also includes the study of other great world religions and discussions of moral, religious and ethical issues. The school has adopted the Kent Agreed Syllabus for Religious Education. Parents may also withdraw their children from religious education in consultation with the Head Teacher.

Special Needs Policy

All students share the right to a broad and balanced curriculum. The school has a well-established system for helping students with special needs and takes care to identify those who may need extra help as quickly as possible. Students receive additional help with learning through differentiated work set by teachers and supported by LSAs in the teaching groups. Some students may be withdrawn from lessons to receive individual help according to their needs. Frequent reviews are held to make sure that students are correctly placed. The school has a SENCO (Special Educational Needs Co-ordinator) who advises staff on teaching and learning styles, co-ordinates with parents and supervises a team of classroom assistants.

Facilities

The school is situated on a single site with modern blocks of accommodation. The building is set in extensive grounds offering delightful playing fields, picnic facilities and tennis courts. There are five well equipped ICT suites in the school as well as computers in all departments and wireless and portable laptop trolleys offering students access to multi media technology and the internet all around the building. The school has excellent science laboratories, a media studies suite, an outstanding art and design area, a fully equipped gymnasium and an auditorium. The well-stocked learning resource centre is designed to support learning throughout all the curriculum areas.

The recently built extension to the school has provided us with specialist ICT and graphics facilities, a suite of mathematics classrooms and improved Sixth Form accommodation.

School Meals and Lunch Breaks

The school has an excellent, newly refurbished dining room that provides a range of hot and cold snacks and meals throughout the day.

A light breakfast can be bought from 8.15am. A range of healthy food is sold at morning break. Main meal of the day with a vegetarian alternative and a salad bar are served at lunchtime.

The school aims to provide a healthy and varied diet so there is always a good choice of healthy food available. The dining room has received awards for Healthy Eating and Clean Food from Sevenoaks District Council.

The dining room operates on a cashless, smart card system whereby parents send in cheques to charge up a card which is then used by the students to purchase food.

This system enables both parents and the school to monitor what students spend and eat and allows us to present reward vouchers for healthy eating options.

Arrangements are made for those who are entitled to free meals to receive the same smart card with a daily maximum spend.

Special dietary needs can usually be met if prior notification is given. The school provides ample space in the dining room and on picnic benches outside for students bringing packed lunches to school. All students in Years 7–11 are expected to stay on site at lunch time.

Parent Teachers Association – PTA

There is an active Parent Teacher Association and all parents are automatically members. There is no annual subscription but the committee welcomes parental support at the various events held throughout the year. The parents are very supportive of the school and have already presented many items of equipment which have benefited the students.

Medical Facilities

Parents are asked to provide the school with the name and address of the family doctor and any up to date medical information. Any new medical condition that may affect their daughter's performance should be reported to the school immediately. The school also needs a daytime telephone number of someone who may be contacted if there is any emergency. The school does have a medical room that is available in an emergency. The school nurse visits once a week and is available at a 'drop in' session for girls who may wish to see her in confidence. Parents coming to collect a pupil who is too ill to continue at school should report to reception.

Medicines

Students using Ventolin inhalers may keep these with them. Spare inhalers clearly labelled may be deposited in the school office for emergencies. In all other cases, students needing to bring medicines into school must hand them into the school office upon arrival at the beginning of the day. The medicines must be clearly marked with the name of the drug, the name of the pupil and the instructions for use. Students are responsible for collecting the medicines when they leave school.

Medical and Dental Appointments

Parents are asked, where possible, to ensure that these appointments are taken outside school hours or during the school holidays. However, if a student has a medical or dental appointment during the school day, she must bring in a note or the appointment card and show it to her form tutor. Permission will then be given for her to leave and this will be written inside her planner. Students are responsible for signing in and out of school.

Holidays

Parents are asked not to take family holidays during term time. Students are seriously disadvantaged when they miss important parts of their course work and there is also the risk of them missing important internal and external examinations and key stage 3 SATS. Many GCSEs are now modular and examinations take place throughout the year. The Head Teacher does not approve holidays taken in term time.

Pupil Personal Accident Insurance

Personal accident insurance is not provided by the school. If parents would like their daughters to have this insurance cover whilst they are at school, they must make their own arrangements. For planned activities during the school day students are covered under the school's general insurance.

Travel Grants and Financial Assistance

Information regarding financial assistance for travel, uniform or free school meals entitlement is available from the school or the Local Education Office:

West Kent Area Education Office

17 Kings Hill Avenue

Kings Hill

West Malling

Kent ME19 4UL

Telephone: 01732 525000

Transport – students who live more than three miles from the school and are in the designated catchment area are entitled to free transport.

Meals – families who receive Income Support are entitled to free school meals.

Parents are asked to note that arrangements have been made for public service buses to drive into the school grounds and to pick up and collect students. Details of the bus routes can be found at the back of the prospectus. Parents are asked not to drive into the school grounds at the beginning or end of the school day to drop off or pick up their daughters as this causes major congestion and endangers other students.

Complaints Procedure

Parents who wish to make a complaint about the curriculum or any aspect of the school's work should first contact the Head Teacher. If the complaint is not resolved they should contact the Chairman of Governors. The official school document about complaints is available to anyone who wishes to consult it.

Other Information

Details of the Governing Body's policies, statutory instruments, circulars, syllabuses, schemes of work and other material can be obtained from the Head Teacher upon request.

The School Fund

Upon entry all parents are asked to make a contribution of £50 to cover the years of their daughter's compulsory schooling. If parents wish to pay on an annual basis they may do so. Parents are encouraged to "Gift Aid" the fund so that the school may benefit from claiming money back from the Inland Revenue. The school fund enables us to provide our students with lots of extras which the normal budget would not meet.

Parental Charges

- Food Technology – ingredients are not usually provided from school funds and in normal circumstances students bring their own ingredients from home and the parents receive the finished product. Costs are always kept to a minimum.
- Design Technology – parents are sometimes asked to pay for materials if they wish to receive the finished product.
- Photocopying – photocopies of materials wanted for school work can be obtained at cost providing copyright is not breached and sufficient notice is given. Students must request copies through the school librarian.
- Breakages – the school will ask parents to pay the cost of, for example, replacing a broken window or a damaged or lost textbook, where this is the result of a student's misbehaviour or negligence.

Visits

- **Activities inside the normal school day.**

When a visit is planned, a letter will be sent home explaining the details, the purpose of the visit and advising of the cost.

Parents will be asked if they wish their daughter to take part in the visit and be invited to make a financial contribution. There will be no obligation to contribute and students will not be treated differently according to whether or not parents have contributed. Some visits cannot be funded without voluntary contributions from parents, and if these are insufficient, the visits will not go ahead. Parents with financial difficulties are invited to write to the Head Teacher.

- **Activities outside the normal school day.**

Participation in any optional activity will be on the basis of parental choice and a willingness to meet such charges as are necessary. The agreement of parents is therefore a necessary prerequisite for the provision of these optional extras. Parents will be notified of any activity which will require their consent and for which a charge might be made.

School Uniform

The name and address of the school uniform stockists is John Lewis, Bluewater, Greenhithe, Kent. Uniform is worn by all students in Years 7–11. A high standard of appearance is expected and all parents are asked to ensure that their daughter is correctly dressed and in full uniform at all times. Students who are not dressed correctly for school will not be allowed to join their classes for lessons. Sixth form students are expected to dress smartly in a business-like way.

Winter Uniform

- Long sleeved/short sleeved open neck white shirt
- Plain dark navy blue box pleated skirt
- Plain dark navy blue V neck pullover
- Dark navy blue school blazer with a sew on school badge
- Knee length/ankle length white socks or black tights
- Plain, black flat or very low-heeled shoes (trainers are not acceptable)

Black or navy blue outer coats/jackets are part of the uniform. Denim or leather jackets are not acceptable nor are brightly coloured anoraks or jackets with logos, slogans and patterns.

The summer uniform is the same as for winter but students need not wear the pullover, may wear skin coloured tights and can remove blazers at the discretion of their classroom teachers.

PE and Dance Kit

- Short pleated grey skirt
- Navy blue shorts
- Navy blue polo shirt with school logo
- Spare pair of short white socks
- Grey sweatshirt with school logo
- Navy tracksuit bottoms (Optional)
- Dark navy blue/black dance leotard and tights (Optional)
- Plimsolls/trainers with non-marking soles

Additional Items

- A PVC apron for Food Technology
- A white laboratory coat for Science
- An Art apron or overall

Students are expected to wear their uniform properly at all times, including when travelling to and from school. All uniform must be named.

Jewellery and Personal items

Jewellery should not be worn. The PE staff will take care of essential valuables during lesson time, but only those items listed below. All personal items must be clearly marked with the owner's name. The school cannot be held responsible for lost items.

Items allowed in school include:

- Wrist watch
- Purse
- One pair of small plain, gold or silver studs (one to each ear lobe). Earrings are not to be worn for PE or dance lessons.

Items NOT allowed in school include:

- Mobile phones
- Personal stereos/Walkmans/iPods
- Jewellery other than stated above
- Glass bottles
- Aerosols
- Illegal items such as cigarettes, matches and lighters.

Admissions Policy and Procedure

Up to 10% (15 children) will be admitted on their artistic ability. Please note that children applying for this will need to sit an art assessment test at the school which will be assessed according to published criteria. We cannot guarantee that KCC will pay transport costs for children admitted under this heading.

Any parent wishing their daughter to sit the Art assessment must fill in a separate form which be obtained from the school.

The remaining places will be offered without reference to aptitude or ability.

Over-subscription

1. For 90% of places
 - a) For Children in Local Authority Care
 - b) Where the child has a sister attending the school at the time of entry.
 - c) Where the child lives within the Sevenoaks, Tonbridge and Tunbridge Wells scheme of education on the basis of proximity to The Bradbourne School, measured by the nearest available walking route.
 - d) Where the child lives outside the above scheme of education on the basis of proximity to The Bradbourne School and with reference to ease of access to The Bradbourne School.
2. 10% of places

On ability in the visual arts as determined by the school's assessment procedure.

In order to fairly administer the assessment on artistic ability we ask all parents to complete the supplementary admissions form which must be received by the school by 7 November 2008.

Arrangements for Prospective Students and Parents to Visit the School

Come and see the school at work during the open mornings which take place on:

Monday 29 September 2008 9.30 am – 12.30 pm

Tuesday 30 September 2008 9.30 am – 12.30 pm

Open evening, which gives visitors the opportunity to talk to teachers and students about the work of the school, takes place on: Thursday 25 September 2008 6pm – 9pm

The Head Teacher will talk in the auditorium at 6.15pm and 7.45pm

Destination of Student Leavers

	FE/HE	The Bradbourne School Sixth Form	Employment	Other categories
Post 16 Students	68%	18%	13.7%	0%

	The Bradbourne School Sixth Form	FE	Employment	Other categories
Year 11 Students	39%	58%	0%	2.7%

Attendance whole school

	Bradbourne 2007-2008	Bradbourne 2006-2007	Bradbourne 2005-2006	National Average 2006-2007
Percentage attendance	92.8%	92.5%	92.7%	93.4%
Percentage authorised absence	7.5%	6.7%	7.1%	5.9%
Percentage unauthorised absence	0.5%	0.6%	0.6%	0.8%

Figures may not total 100%, due to rounding.

Post 16 Results

National Certificate

There were 15 students in the School post 16 engaged in National Certificate Awards

Subject	Level	Entries	Pass	Merit	Distinction
Health & Social Care	2	12	4	8	0

There was a 100% pass rate.

A Pass is equivalent to 4 GCSE passes at grade C. A Merit is equivalent to 4 GCSE passes at grade B

Financial Studies

I/s School of Finance

	Entries	A	B	C	D	E	Fail
Certificate	1	1	0	0	0	0	0
Diploma	3	0	1	1	0	0	1

There was a 100% pass rate

AS Level Subjects

Subject	Entries	A	B	C	D	E	U	% pass	%AB
Art & Design	9	6	0	2	1	0	0	100	67
Art & Design Graphics	9	4	2	2	1	0	0	100	67
Art & Design Textiles	3	2	0	1	0	0	0	100	67
Applied Business	8	0	3	3	1	1	0	100	38
English Literature	8	0	0	0	2	4	2	75	0
Geography	7	0	0	2	2	2	1	86	0
Health & Social Care	16	1	3	5	7	0	0	100	25
History	5	0	0	0	0	0	5	0	0
Applied Information Technology	5	0	0	0	1	3	1	80	0
Law	6	0	0	0	3	2	1	80	0
Leisure and Recreation	2	0	0	1	0	1	0	100	0
Mathematics	2	0	0	1	0	0	1	50	0
Media Film & TV Studies	14	2	2	4	2	3	1	93	29
Science Single Award	2	0	0	0	0	2	0	100	0
Sport/PE Studies	3	0	1	2	0	0	0	100	34
Travel & Tourism	22	0	1	4	11	4	2	91	5

There were 121 entries at AS Level and the breakdown is as follows:

88% A – E

22% A – B

A2 Level Subjects

Subject	Total	A	B	C	D	E	U	% A – E	%AB
Art & Design	5	2	2	0	1	0	0	100	80
Art & Design Graphics	10	4	4	0	1	1	0	100	80
Art & Design Textiles	2	0	0	1	1	0	0	100	0
Applied Business	6	0	1	2	3	0	0	100	17
Business	1	0	0	1	0	0	0	100	0
English Literature	2	1	1	0	0	0	0	100	100
French	1	0	1	0	0	0	0	100	100
Geography	2	0	0	2	0	0	0	100	0
Health & Social Care	7	2	2	3	2	0	0	100	58
Applied Information Technology	2	0	0	0	1	1	0	100	0
Law	5	0	0	0	2	1	2	60	0
Leisure and Recreation	2	0	0	1	0	1	0	100	0
Media Film and TV Studies	8	0	2	3	2	0	1	88	25
Religious Studies	2	0	0	1	0	1	0	100	0
Travel & Tourism	11	0	3	6	2	0	0	100	27

There were 66 entries at A2 Level and the breakdown is as follows:

95% A – E

38% A – B

GCSE Subjects

There were 147 pupils in the school studying at GCSE level.

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	%A*– C	%A*– G
Art & Design	42	3	19	13	7	0	0	0	0	0	0	100	100
Art & Design Graphics	35	8	7	9	10	1	0	0	0	0	0	97	100
Art and Design Textiles	16	2	8	3	1	1	0	0	0	0	1	88	94
Business Studies	77	3	13	13	20	10	10	5	2	1	0	64	99
Dance	29	0	3	5	4	6	4	6	1	0	0	41	100
Drama	34	2	1	10	15	5	1	0	0	0	0	82	100
English Double Award	138	0	17	61	53	7	0	0	0	0	0	95	100
English Single Award	72	0	0	9	29	16	11	4	1	0	0	53	100
Food Technology	21	1	3	4	8	3	1	1	0	0	0	76	100
French	48	0	4	9	17	10	4	3	0	0	1	63	98
Geography	60	0	7	9	28	8	6	1	1	0	0	73	100
History	50	2	11	11	9	15	2	0	0	0	0	66	100
Child Development	48	1	7	4	26	3	3	2	2	0	0	79	100
Information Technology	21	0	0	0	9	5	2	3	1	1	0	43	95
Information Technology Short	121	0	0	9	27	23	18	24	12	8	0	30	93
Mathematics	145	1	4	18	55	32	25	8	2	0	0	54	100
Media Film and TV Studies	57	0	6	10	14	11	5	3	5	0	0	53	95
Polish	3	0	2	1	0	0	0	0	0	0	0	100	100
Physical Education	21	0	0	2	5	9	4	1	0	0	0	33	100
Religious Studies	111	1	16	38	28	12	12	2	0	2	0	75	98
Religious Studies Short	34	0	1	4	6	4	6	4	6	1	2	32	91
Science Single Award	146	1	10	32	43	32	15	10	2	0	1	59	99
Science Additional	146	0	4	11	38	45	22	12	9	4	1	36	97
Statistics	27	0	6	7	13	1	0	0	0	0	0	96	100

61% 5+ A* – C

46% 5+ A* – C including English and Maths



End of Key Stage 3 Results – School Results

These tables show the number of pupils at the end of Key Stage 3 achieving each level in 2008.
The total number of pupils at the end of Key Stage 3 is 148.

Teacher Assessment											
Number at each level											
	W	1	2	3	4	5	6	7	8	EP	% Level 5+
English	0	0	1	5	16	56	69	0	0	0	85
Mathematics	0	1	0	11	12	50	50	20	3	0	84
Science	0	0	0	5	23	60	54	6	0	0	81

Teacher Assessment											
Number at each level											
	W	1	2	3	4	5	6	7	8	EP	% Level 5+
Art	0	0	0	0	1	79	53	6	8	0	99
Dance	0	0	0	0	2	68	54	23	0	0	99
Design and Technology	0	0	0	0	1	124	22	0	0	0	99
Drama	0	0	0	0	7	106	29	5	0	0	95
Geography	0	0	0	0	14	69	45	20	0	0	91
History	0	0	0	2	11	51	54	30	0	0	91
ICT*	0	0	0	3	35	85	25	0	0	0	74
MFL**	0	1	3	20	18	75	30	0	0	0	71
Music	0	0	0	1	36	101	10	0	0	0	75
Physical Education	0	0	0	0	5	101	32	0	0	0	97
Religious Studies	0	0	0	1	16	78	52	0	0	0	88

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1

EP represents exceptional performance

* Information and communication technology

** Modern foreign languages

Test Results 2008 and National 2007

Percentage at each level									
		Below level 3/4 *	3	4	5	6	7	8	Students absent
English	School	9		5	45	36	5		0
	National	9		13	41	24	8		4
Reading	School	7		2	40	41	10		0
	National	13		13	39	23	10		3
Writing	School	9		12	44	30	4		2
	National	10		14	40	24	9		3
Mathematics	School	1	6	13	25	34	18	3	0
	National	2	6	14	20	27	21	8	3
Science	School	3	5	22	49	18	1		0
	National	2	5	17	32	25	15		3

* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science or below level 4 in English.

Comparative Report

These tables show a summary of the National Curriculum results of pupils in the school (2008) and nationally at the end of Key Stage 3, as a percentage of those eligible for assessment.

Figures may not total 100 per cent because of rounding

The number of eligible children is: 148

Results of Teacher Assessment 2008 and National 2007								
Percentage at each level								
		2	3	4	5	6	7	8
English	School	1	3	11	38	47	0	0
	National	1	5	18	38	27	9	0
Mathematics	School	1	7	8	34	34	14	2
	National	1	5	14	23	28	21	7
Science	School	0	3	15	40	37	4	0
	National	1	5	18	34	29	12	0

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