



ST IVO SCHOOL

PROSPECTUS

FOR PARENTS/CARERS OF
STUDENTS ENTERING YEAR 7
IN SEPTEMBER 2010

دینے والے کو اس سند (document) کے اجراء میں مدد ملنا چاہیے تو
اس کے لئے اسکول کو 01480375400 پر رابطہ کریں یا اس کے ذریعے
اس کے لئے (note) کے ذریعے رجسٹریشن (reception) پر جائیں۔

آپنی یہی وہی باتیں انگریزی میں دیا کرتے ہیں 01480-375400 نمبر
اسکول کے ساتھ رابطہ کریں یا آپ کے اسکول کے ساتھ رجسٹریشن کے لئے
نوٹ لیا جائے۔

اگر آپ کو اس دستاویز کے سمجھنے میں مدد کی ضرورت ہے، تو برائے مہربانی اسکول سے
پر رابطہ قائم کریں یا اپنے بچے کے ہاتھ استقبالیہ کو ایک رقعہ بھیجیں۔
ٹیلیفون نمبر

If you would like help with translating this document,
please contact the school on 01480 375400,

INTRODUCTION



Welcome to St Ivo

Dear Parent/Carer

At St Ivo we are proud to be a comprehensive school, serving the needs of the local community.

Our two main priorities are to do all that we can to enable each member to feel happy and safe at school, whilst aiming to provide the best education we can for our youngsters.

On arrival at the school, students are placed in Tutor Groups, with a number of such groups making up the full Year Group. This system seeks to break the large unit size into smaller, more manageable units so that students receive the levels of care and support needed within the full school context. It is important, of course, to recognise that the benefits of being part of this large school are in terms of the resourcing and staffing we are able to provide, thus ensuring a wide range of learning experiences for all students.

Our success as a school can be measured in a number of ways. Certainly examination **results at GCSE, 'A' level and Applied courses are of a high standard, and we recognise the importance of this for our students.** We are particularly pleased with the progress which students are making at both GCSE and A level with a significant improvement at GCSE in recent years. Similarly, our sporting achievements, school productions, concerts, exchange visits and cultural experiences all serve to enrich the lives of our students. It is also important that we have a strong, positive ethos based upon mutual respect and that the school has a calm, purposeful atmosphere.

This prospectus contains much more detail of our organisation and expectations at St Ivo. I hope it proves readable and informative, but should you require any further information, **please contact your child's tutor or head of year in the first instance.** I look forward to working with you over the coming years.

Headteacher

INTRODUCTION

What Year 7 students say ...

"Before I came to St Ivo I was worried about getting lost, but I haven't yet. Since being here I have enjoyed the netball club and History lessons. I have made lots of new friends."

Bethany Skelham

"I have really enjoyed my first week at St Ivo. My favourite lesson has been Science. I have met loads of new people and have made some great friends. Overall I think I have had a brilliant start to the Ivo."

James Horrey

"I have enjoyed most of the Ivo so far, I have made lots of friends, and I have also liked the dinners."

Faye Brindley

"I was really scared at first and I felt really small with all the big people around me, but after the first week or so I really started to enjoy everything - even getting lost!"

Clara Robinson

"My first week at the Ivo has been great. I like the Science and Maths that we do and I enjoy going to the resource centre where you can take out books."

Daniel Beckett

"I thoroughly enjoyed my first day at St Ivo School although I was quite scared and nervous to start with, but I got used to the work and getting around the school. The other pupils and staff were very nice and made me feel at home."

Matthew Cook

"The first week at St Ivo has been great! Although for some of the lessons I wasn't sure where I was going, it was really easy to fit in and I was welcomed by all the other children as well."

Poppy Budworth

"My first week at St Ivo has been awesome and I have made loads of friends. My lessons are quite cool and Science is probably the best. The food at the canteen is really nice."

Lee Collings

"My first impression of the school was big, very big! You do get lost for the first couple of days, but just stick with your class and you will be fine."

George Mead

"The thing I have enjoyed most at St Ivo is going to the library. I don't really know which lesson I like the most because I love them all!"

Molly Cousins

INTRODUCTION

Overall Evaluation.

"Pupils' personal development is good and in some respects outstanding."

"The school provides a well-organised, very supportive environment where the majority of pupils are happy, confident and enjoy school due to good supervision."

"Standards are beginning to rise further and pupils are beginning to make better progress."

"The school is successful in ensuring that no group underachieves."

Alan Alder about St Ivo School
OFSTED Lead Inspector – October 2007

Facilities

St Ivo School is a specialist Humanities College with extensive facilities for students to enjoy.

A light, bright dining room is available for students to enjoy hot or cold school dinners or packed lunches. Breakfast is available between 7.30 am and 8.30 am and snacks are served at breaktime.

Each subject has its own suite of teaching rooms, and the science department has 14 well-equipped laboratories.

A large art and design block houses specialist accommodation for art and technology, including food technology rooms, a kiln and a photographic dark room.

Sports facilities are of the highest quality. On site, these include a large sports hall, weights room, rugby and football pitches, a well-equipped gymnasium, floodlit tennis courts, and an artificial cricket wicket. The school also has use of a synthetic athletics track and all-weather hockey pitch at the nearby Outdoor Centre, plus the swimming pool at the Leisure Centre. By arrangement with the local authority, the school can use these facilities until 3.00 pm, after which they are available for community use.

Performing arts are well provided for, with a purpose-built drama studio in the Leisure Centre, and a music suite including practice rooms and a performance space.

INTRODUCTION

The Resource Centre is open daily from 8.00 a.m. until 3.50 p.m. and welcomes students throughout the day and after school. Students will find a bright, spacious area where they can do research, prepare exam work, and homework, borrow and return resources. The Resource Centre is much more than just a library, with over 11,500 items, including books, audio CDs and DVDs available to borrow plus a reference section and a growing selection of magazines. There are 16 computers with flat screen monitors that can be used by students during lesson times, break and lunchtimes and before and after school. All the applications on the school network are available in the Resource Centre including the school's intranet, known as the 'Learning Zone' and the Internet. Students can use the designated computer to search SEARCHSTAR, the database of all items held in the Resource Centre. **The Resource Centre's own intranet page is developing all the time and provides links to websites covering numerous topics plus important information.**

Information and communication technology (ICT) facilities are developing all the time. The whole-school PC network, shared with Adult and Community Education, can be accessed from 10 ICT suites as well as the Resource Centre. Many departments also have laptops, mobile devices, and other computers in their teaching areas. Items of ICT equipment, including interactive whiteboards, digital cameras and multimedia projectors, are available for use throughout the school to enhance teaching and learning, including some public areas such as the main hall. From September 2009, every suitable classroom has a data projector, and interactive whiteboard.

INTRODUCTION

The School Day

8.00	Resource Centre opens
8.30	Tutor period
8.45	Period 1
9.45	Period 2
10.45	Break
11.05	Period 3
12.05	Period 4
13.05	Lunch
13.55	Registration
14.00	Period 5
15.00	End of school day
15.50	Resource Centre closes

Adult & Community Learning classes run on Monday, Tuesday and Wednesday evenings.

Tutor Groups

Our students come to us from five main junior/primary schools in this area, with additional numbers coming to us regularly from further afield. This intake provides a good mix of student ability and aspiration, and we seek to secure a positive working relationship with our cluster of local schools in order to achieve the necessary continuity between phases.

Each student is allocated to a tutor group on entering the school. These groups are carefully put together to ensure that each group is balanced in gender and ability.

Tutor groups form the basis for most teaching throughout Year 7, and a student's form tutor is the first point of contact between home and school if any concerns arise.

Teaching Groups

In Years 7 and 8, students are taught for most subjects in their tutor groups. Students are put into ability groups for maths in Year 7 and for languages and science at the beginning of Year 8. Technology is taught in smaller mixed-ability groups.

In Year 9, different mixed ability groups may be created for English, humanities and music.

In Key Stage 4 (Years 10 and 11), students are grouped by ability for maths, English, science and ICT. Groupings for other subjects are largely dictated by option choices. Students remain in the same tutor groups as in Years 7 to 9. The Head of Year will also move through with them.

CURRICULUM

Key Stage 3

All students follow a broad balanced curriculum, with a typical Year 7 timetable as shown below. All lessons are one hour long and we operate a 2-week timetable.

EXAMPLE

Week 1 (A)

Mon	Tutor period & assembly	Tutor period	RE	Break	PE	English	Lunch	Registration	ICT
Tue		Maths	Tech.		Science	Games			Geog
Wed		Maths	Tech		Geog	French			History
Thu		Dance	English		Art	Science			Music
Fri		English	Geog		History	Science			Maths

Week 2 (B)

Mon	Tutor period & assembly	History	RE	Break	PE	English	Lunch	Registration	ICT
Tue		Maths	Tech		Science	French			Geog
Wed		Maths	Science		Games	French			Tutor period
Thu		Drama	English		Art	Tech			Music
Fri		English	French		History	Science			Maths

In Year 8 and Year 9 there are slight variations on the allocation of time given to each subject.

Key Stage 4

All students take English, mathematics, science, ICT and PE. PSHE includes careers work, RE and health education. They choose four further options from a wide choice; students are guided to choose from different areas so that they have a broad base for further/higher education choices. All subjects reflect an element of citizenship. For most students, this curriculum will result in their obtaining 10 GCSEs.

CURRICULUM

English

Students in Key Stage 3 follow a core programme of project based schemes of work covering the National Curriculum. The key elements of our work are the development of reading and writing skills. A broad range of literature is used to achieve this. In Key Stage 4 students are banded by ability and the majority are entered for both literature and language GCSE.

Maths

Year 7 lessons follow the National Numeracy Strategy, building on the mental skills and knowledge developed during Key Stage 2. Students are placed into sets of ability at the beginning of the first term, enabling all students to progress at an appropriate rate. The setting is regularly monitored and adjusted throughout Key Stage 3 and 4. Students are entered for appropriate papers at GCSE. Teaching in mathematics includes ICT, as well as a variety of strategies to ensure progress and a suitable challenge.

Science

The science programme of study reflects recent exciting changes in science education. The rationale behind the design of the new programme is to meet the diverse aims and **ambitions of today's students** – those who simply want to understand the world around them, as well as those who want to progress onto further, in-depth study. As a result the development of learning skills underpins the development of scientific understanding and hands-on investigative work. It is our aim to ensure that all students have the opportunity to experience enjoyment, challenge and support in science lessons.

In Year 7, students are taught in mixed ability tutor groups on a topic based curriculum incorporating ideas and experiences from Biology, Chemistry and Physics. This curriculum continues into Year 8. From Year 8 onwards, students are organised into teaching groups based on their ability in the subject. The performance of students is carefully monitored **and tracked to ensure that students' needs are effectively met. In Year 9 students are offered a variety of pathways for progressing in science.** This flexibility allows us to ensure that students experience an appropriate level of challenge and support in order that they achieve their full potential in the subject. Motivated and able students who have an interest in further study in science will be offered the opportunity to study triple science (GCSE Biology, Chemistry and Physics). Students who do not fall into this category, but who still wish to keep A Level Biology, Chemistry and Physics as a future option will study GCSE Science and Additional Science (the traditional KS4 pathway). Students who would engage successfully with a more hands-on, vocational approach to science study will be offered the BTEC pathway (BTEC qualifications are equivalent to GCSE qualifications).

Modern Languages

In Year 7 students study either French or German in their tutor groups. In Years 8 and 9, students are grouped by ability and the most able pupils pick up a second language in addition to their main one.

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In Years 10 and 11, three languages are being offered in the normal school timetable, French, German and Italian. Pupils wishing to take one language are strongly advised to opt for their main language, that is, the language they have studied from Year 7. Pupils wishing to take two languages are advised to opt for their main language plus their second language or if they have taken a Junior CULP course in Italian in Year 9 may choose instead to continue with Italian to GCSE in Years 10 and 11.

Art

Key Stage 3 students will have the opportunity to study art in three discrete areas: drawing and painting, textiles and 3D. During this time they will explore a range of techniques, such as pottery, printmaking and a variety of painting and drawing techniques. Drawing homework is a regular feature. At Key Stage 4 students can choose to take one or two of the areas to GCSE. Students will produce sketchbooks of research and a portfolio of work on these GCSE courses. All these courses culminate in an exhibition of work at the end of Year 11. There is also an externally set assignment set by the exam board, which will incorporate a 10 hour exam. Students are encouraged to visit art galleries as part of their **GCSE course. During Year 11 there will be a trip to London's art galleries. This kind of enrichment is important as it helps students to produce imaginative pieces of work.**

Dance

In Key Stage 3, students have the opportunity to explore the use of choreographic devices through choreography; to perform and appreciate dances. Students explore various stimuli through the language of dance. There is a strong emphasis on choreography, performance **and appreciation of students' own work and professional works throughout Key Stage 3 Dance. All work relies upon students' ability to problem solve and work in groups.**

At Key Stage 4, students can opt to take GCSE Dance. This builds on students' skills acquired in Key Stage 3 Dance. Students are assessed in their performance in a group dance, performance of a set study, choreography, appreciation of a professional work and dancer in action.

Students are encouraged to participate in many public performances, such as 'Evenings of Dance' and 'Spotlight'. The annual dance performance 'Spotlight' has a large uptake of over 250 students from across all Key Stages. They come together to perform a spectacular dance performance. Students are encouraged to take part in various dance trips to the theatre throughout the year.

Drama

Students of drama at St Ivo School are taught a range of skills through the medium of movement. They are taught to use their voices, facial expressions, body language and Students of drama at St Ivo School are taught a range of skills through the medium of movement. They are taught to use their voices, facial expressions, body language and movement to create characters, moods and atmosphere. The focus in Year 7 is on teamwork, learning skills and techniques such as tableaux, thought-tracking, naturalistic and abstract responses to stimuli; issue-based drama dealing with bullying and prejudice and voicework.

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In Year 8 students study skills such as stage-fighting and learn about genres such as **melo-drama, commedia dell'Arte and spontaneous improvisation techniques.**

Year 9 lessons cover the styles, techniques and working practices of the great theatre practitioners: Stanislavski; Brook; Godber. This gives students a flavour of the GCSE course with its emphasis on developing understanding of a range of performing styles, genres and techniques.

Students have the opportunity to take part in a number of drama events throughout the year - from Interform Drama Challenges to full scale productions, such as the Christmas Pantomime.

Drama GCSE is an intensive course of learning, in which students broaden their knowledge and understanding of performance. They also acquire a detailed and extensive vocabulary of dramaturgical terms which enables them to evaluate their own work and that of others, and deepens their understanding of the subject. At GCSE students work in teams in the process of devising, rehearsing and performing - this strengthens their skills and techniques in problem-solving, teamwork, time-management and interactive learning. Students develop their skills in Year 10 and are assessed in three controlled conditions performance-based examinations in Year 11.

Geography

In Key Stages 3 and 4, students in geography follow programmes of study which aim to develop their knowledge and understanding of places, patterns and processes as well as of environmental change and sustainable development. Case studies, which are both local and global, are examined and contrasted, as well as current affairs. Enquiry skills are developed throughout Key Stage 3 and also at GCSE where a local project is an important coursework element. Fieldwork is given a high priority where students are encouraged to become actively involved. Over the last few years an opportunity to visit Kenya/South Africa has been open to GCSE geographers, while Year 10 students also have the chance to visit Iceland at the end of the summer term.

History

In Key Stage 3 and Key Stage 4 students study the key events of British history from 1066 to the present day, as well as selected events from European and modern world history. Work at all levels is aimed, in particular, at developing the skills of extended writing, use of historical sources and research. A variety of teaching strategies are used with an increasing emphasis on the use of ICT. Visits to castles, museums and World War I battlefields form an integral part of Key Stage 3 studies, while the GCSE groups have had the chance to visit Russia and China. A trip to Vietnam is being planned for 2011.

CURRICULUM

ICT

In Year 7, students continue to develop their skills in ICT by following a structured course based on the new National Curriculum for ICT. They will learn how to use the St Ivo network efficiently, researching and selecting appropriate information, combining text and graphics for a purpose and develop their skills in using presentation software. In Year 8, students continue to develop their skills and understanding of ICT and in particular look at creating and using a database, designing and creating a website and further developing their understanding of spreadsheets. They follow a course based on the Key Stage 3 National Strategy Framework. Year 9 students will follow a project based course building upon work covered in Years 7 and 8, leading to a formal assessment in ICT towards the end of Year 9.

Students in Years 10 and 11 follow the OCR Nationals course in ICT which could lead to the equivalent of a GCSE award.

Music

Work in music is based on the requirements of composing, performing, listening and appraising. Much of the work is taught in a practical way, using the voice, keyboards and a range of other classroom instruments. Topics studied include Jazz, Gamelan, African drumming, Samba, Blues and Ragtime music. Students are encouraged to use their own instruments wherever possible. The GCSE option course is based on the three skills of performing, composing and listening. Listening is assessed by a written exam, while the other two components are based on a portfolio of coursework developed over the two years. GCSE students are encouraged to involve themselves fully in music making both in and out of school. A level students study and analyse a number of set works, as well as developing listening, composition and performance skills. This remains a very popular course at A level. Pupils at KS4 and KS5 have access to Sibelius and Cubase software to support them in their composing, along with the sequencing keyboards available to all year groups.

Religious Education

Religious Education is taught to prepare our students for the multi-cultural world in which they live, and it follows the locally agreed syllabus, in line with national guidelines. It is important for our young people to have an understanding of those with whom they share the world. In our multi-cultural society and with the fact that many people now travel, live and work abroad, the skills of empathy and of understanding different cultures and traditions are essential. We also give the students the opportunity to reflect on their own experiences and place in the world. Students will acquire a knowledge and understanding of the six principal religions in Great Britain, particularly Christianity. We aim to link what we teach about these religions to current affairs, giving our students the opportunity to see the relevance and role of religious traditions within history, politics and the ethical issues which flood the media. In Years 7 to 9, RE is taught for one hour a week. In Year 10 it is taught by specialists within the PHSE programme and they have an Ethics Day in the summer term. In Year 11 students will study a module on Global citizenship. Ethics can be taken for GCSE, and at AS and A2 students can study Philosophy, Ethics and Theology.

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Technology

Design and Technology aims to prepare students for the needs of an ever changing world. Through the design process they will be encouraged to develop creative design strategies and make decisions based upon aesthetic and functional requirements. They will analyse existing products and consider the properties of materials and the impact upon world resources. In all areas health and safety in their practical work will be promoted through good procedures. They will be required to work in a variety of ways from individual to small group and be encouraged to assess outcomes in a number of different ways. Links with industrial practice, sustainable technology and environmental issues, along with new **'smart' technology will be investigated. They will incorporate literacy, numeracy, ICT, citizenship and work related learning in many aspects of the subject throughout the key stage.** Throughout Key Stage 3 students will cover four areas of study, these being food entitlement, graphics, electronics systems and control and resistant materials. Through design and technology students can become discriminating and informed users of products and start to realise the wide range of occupational areas open to them as future career options. Design and technology options will be available as areas of study in Key Stages 4 and 5.

PE

Students in Key Stage 3 cover a range of activities which give a balanced PE programme. The major games are taught in single sex groups (rugby/football for boys, hockey/netball for girls). Swimming is also taught in these groupings in Year 7 and Year 8. Athletics, gym, cricket, rounders, tennis, badminton, orienteering and health related exercise are taught in tutor groups. In Key Stage 4, students have three PE lesson a fortnight in which they have the opportunity to select some activities. There are also optional GCSE courses in PE and BTEC sport.

Homework

We believe that homework forms an important part of student's learning, and that it has been a significant factor in the academic success the school has enjoyed in recent years. Subject teachers will set a variety of forms of homework, and students should record the tasks set in their planner (see page 30). A homework timetable is published at the start of the year, so that students know what homework to expect each day. For students in Years 7 to 9, homework will be set once or twice a week in most subjects. In Year 7, the demand will be for approximately half an hour per subject per week, rising to about one hour per subject per week by Year 9.

We hope that parents and carers will encourage their child with their homework, both by checking their planner regularly, and by discussing the work with them.

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Personal, Social and Health Education

The PSHE curriculum throughout the school includes personal organisation and study skills, health education (including drugs education, sex education and personal safety), citizenship and careers education. The PSHE curriculum is delivered by specialist staff, outside speakers and through workshop days.

Beyond PSHE lessons, personal, social and health education is an integral part of the school. Across the whole curriculum, we aim to develop students' knowledge, personal and social skills, attitudes and values, to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. This takes place not only in lessons, but also in all the other interactions and activities which form part of the life of the school community.

Sex and Relationships Education

We believe that sex and relationships education belongs within a broader framework of knowledge, social skills, attitudes and values. As well as providing information, our course aims to encourage students:

- ◆ To understand their responsibilities
- ◆ To form mature and stable relationships in the context of family life
- ◆ To accept and explore the attitudes and beliefs of a variety of cultures, religions and peoples.

We are committed to sharing this role with parents and carers, who are the key figures in **their children's social and moral development. Sex education is given in science and** Personal, Social and Health Education lessons:

- ◆ Year 7 – during the year students do inter-active lessons about puberty with the school nurse.
- ◆ Year 8 – the programme includes family life, the human reproductive system and contraception. Health Day is run during the Spring Term.
- ◆ Year 9 – the programme includes work on dealing with risk, stereotyping and prejudice.
- ◆ Years 10 and 11 – the SRE education course within the PSHE programme based on relationships aims to encourage responsible behaviour within family and social groups.

The Education Act 1993 gives parents and carers the right to withdraw their children from any part of a school's sex and relationships programme, apart from those required under the National Curriculum for science. This right applies to all students, including those over compulsory school age. You are welcome to talk to your child's Head of Year about the course, and to see the materials we use. If you want your child withdrawn from any part of this programme, you must send a letter to the child's Head of Year. Before doing that, please contact our PSHE Co-ordinator. Supervision for any students withdrawn from sex education will be arranged by their Head of Year.

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Collective Worship

Students take part in a Year Assembly once a week. Assembly themes address a very wide range of issues important to young people, including those of a spiritual, moral, social and ethical nature.

Parents/carers have the right to withdraw their child from collective worship and religious education should they wish to do so. Students who have been withdrawn will be provided with alternative work.

Careers

Careers education is developed throughout the curriculum, but particularly in PSHE, which includes work on interviewing skills, information finding, decision making, idea generation, work experience and action planning and for Post 16 options. CV and application letter writing is taught in Core ICT, as part of that department's Work Related Learning element. Students are encouraged to find out information and explore career opportunities through the use of the Connexions Resource Centre and webpage. The Resource Centre has up-to-date literature, DVDs, CD-ROMs and diagnostic software. Students also have the opportunity to seek guidance from Connexions advisers and visiting professionals.

The careers department is represented at parents'/carers' evenings and separate information evenings are held on Post 16 options (Year 11) and Higher Education (Year 12). Year 9 and 11 students participate in a **'World of Work' day where they have the opportunity to ask questions and find out information from visiting businesses and occupational areas.** The careers department will always try to respond to the individual needs of the student and help in developing their understanding of the career path that they wish to pursue.

Work Experience

All Year 10 students participate in a work experience placement/ enterprise activity during the summer term. This is designed to give students an insight into the world of work environment.

The students are prepared thoroughly for work experience and their progress is monitored by form tutors who visit the work placement. The response from parents/carers, students and employers over the years has been very positive, and work experience has become a very valuable addition to the curriculum at St Ivo.

Enterprise

Year 10 students participate in enterprise activities. The Careers department together with the Business Studies department works with Year 11 and 12 students to run a number of youth enterprise teams.

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Complaint Procedure

As required by the 1988 Education Act, there is a curriculum complaints procedure, through which parents or carers can register a complaint that the school is failing to meet its statutory obligations in teaching the National Curriculum. In addition, parents and carers **are able to contact the school on any aspect of their child's education or welfare.**

	Curriculum i.e. any questions, concerns or information to do with your child's studies	Pastoral i.e. any questions, concerns or information relating to your child's general wellbeing, e.g. health, behaviour
1 st Contact	Subject Teacher	Form Tutor
2 nd Contact If first contact not available or unable to help, or if unsure who to contact	Head of Subject	Head or Deputy Head of Year
3 rd Contact If not satisfied with response	Headteacher	Headteacher

Supporting the Curriculum

Information and Communications Technology

All students are allocated individual user names and passwords to allow access to a range of applications, including the Microsoft Office and Macromedia suites, photo and graphic manipulation software, department specific software, as well as the school Intranet and the world wide web. They have their own area for storing work, as well as an individual school **email address through a "Digital Brain" account. Access to curriculum resources is through 'Projects'** - an internal section of the network organised by subject area. Resources and **information are also available through the school's 'Extranet' at www.stivoschool.org or via** the main school website. Computers are available for use at break, lunchtime and after school in the Resource Centre and through a number of clubs. The main school website address is www.stivoschool.com.

The Resource Centre

Year 7 students are introduced to the Resource Centre at the beginning of Year 7, with one of the many resource-based learning projects that they will be involved in throughout their time at school. Projects encourage students to use a wide variety of resources such as encyclopaedias, the Internet, CD-ROMs and books. Students are taught the independent research skills that help in lifelong learning.

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The Resource Centre is open for parents to visit as part of the Year 6 into 7 Evening in July. Parents/carers can look at newly purchased resources and see examples of the information skills materials that will be used with Year 7. Parents are encouraged to take an active part **in supporting their children's learning and homework.** The Resource Centre, along with many out-of-school-hours clubs and activities, shows how the school supports children and parents. A Homework Club takes place every afternoon except Friday in the Resource Centre between 3.00pm-4.30pm.

Special Educational Needs

St Ivo School believes that all students should have full access to the curriculum, whatever their ability. Students entering St Ivo in September with particular learning needs are first identified by close liaison with primary schools. The Special Educational Needs Department spends considerable time during Year 6 working with future students. On admission to the school, new Year 7 students are given the London Reading Test in English lessons. The results of this test are then passed on to the relevant subject staff, pastoral staff and Deputy Head. In addition, a register of all students with special needs throughout the school is circulated to all teaching staff in early September.

Some students require additional support to ensure their access to the school's curriculum. In practice, no curriculum area is denied support. This may take the form of teacher, learning support assistant and sixth form support. The management of special needs emphasises integration rather than segregation, with access to both formal and informal opportunities for learning support.

Withdrawal from mainstream lessons is only operated on a very limited basis, in line with County policy. The aim is to provide a flexible system which can respond and adapt to the changing needs of staff and students. In order to achieve this, each department has a named contact person who is the link with a named member of the Special Educational Needs Department. This flexibility is extended to all areas of student support, whether special needs, welfare or behaviour.

In some circumstances it may be necessary to work with a student on an individual basis, while in other situations a group may be seen as the most appropriate format.

Gifted and Talented Students

St Ivo is a comprehensive school catering for the full range of abilities. As an inclusive school, we seek to enable each student to achieve their full potential, across the curriculum, and through extra curricular activities. However, we do recognise that there are some students who have a particular gift in one discipline, or talent in a range of different areas, such as sport, music or drama. Some may be advanced in their social development, demonstrating exceptional leadership skills or other qualities.

CURRICULUM

St Ivo refuses to accept mediocrity, having constantly high standards which are set according to each individual's needs. In the classroom we aim to challenge our gifted and talented students by differentiated teaching, extension activities and provision of development tasks that go beyond the classroom. Students are encouraged to pursue their own areas of interest, to compete in local and national competitions and to strive for excellence in all of their achievements. Similarly, departments offer various opportunities for extension to students across the age range. All new entrants to the school are closely but discreetly monitored and parents/carers are invited to actively engage in discussion with the school, so they can have a share in our high expectations of their children.

Books over Breakfast

This small club is for all those students who wish to come and read fun plays. We are a friendly lot and we often have a sixth form volunteer to help us. We have games too! We start at 7.30 am with cereals and toast, tea, coffee, orange and apple juice. We finish at 8.30 am. We run on Wednesdays and Fridays. We make everyone welcome.

Ethnic Minority Achievement Grant Team (EMAG)

The EMAG team, consisting of a teacher, specialist teaching assistants, bilingual assistants and a home/school liaison officer work with students, teachers and parents to raise the achievements of black and bilingual students. Interpreters are available at parent/carers' evenings and school meetings to ensure that effective communication takes place.

Homework Support Club

Homework club runs on Monday, Tuesday, Wednesday and Thursday after school, between 3.00pm and 4.30pm. Teaching Assistants are available to offer help and guidance in as many subject areas as possible.

Years 7, 8 and 9 Additional Literacy

All students at St Ivo are assessed on their reading ability. Some students, who fall below their chronological age in reading, are offered the opportunity to improve their literacy skills. This includes spelling strategies, study skills, understanding of text and reading confidence. The aim is to enhance learning across all areas of the curriculum.

The Year 7 Reading Development Programme is a short, intensive programme where students are withdrawn from 3 lessons per week over the course of 6 weeks. In Years 8 and 9 additional literacy sessions take place periodically over the course of the academic year. Parental permission is sought and very much appreciated.

In addition a Year 7 Literacy Intervention programme is run for 20-30 students based on need. This involves students being withdrawn from all Modern Foreign Language lessons over KS3.

CURRICULUM

SIXTH FORM

The majority of St Ivo students return after GCSEs to the St Ivo Sixth Form. The school offers AS/A2 levels, Applied Advanced GCEs and a range of Level 2 qualifications including BTEC and OCR. A separate sixth form prospectus is available from the school.

Courses available include:

AS/A2 Level :

Art	Ethics	History	Resistant Materials
Biology	Film Studies	Law	Technology
Business Studies	Food Technology	Maths	Psychology
Chemistry	French	Maths (Further)	Sports Studies
Dance	Geography	Music	Textiles
Economics	German	Physics	Theatre Studies
English Literature	Graphic Products	Politics	

BTEC/other Level 2

BTEC Sport
Business
French/German (Foundation level)
Preparing for the World of Work
Public Services
Travel and Tourism OCR
New Diploma in IT

Applied Advanced GCE:

Art and Design
Business
Health and Social Care
Information and Communication
Science
Technology
Travel and Tourism
Level 3 Sport

In addition, students follow a PSHE programme and participate in key skills, PE/games, community service and/or work placements.

Students following vocational style courses participate in a work-related activity or work placement related to the subject they are studying. A level and Applied Advanced GCE students can undertake a work placement in which they develop a piece of research related to their A level studies.

BEYOND THE CLASSROOM

Day Trips

There are times in every school year when we accompany groups of pupils to visit places of local interest. The visits normally involve leaving the school site at the beginning of a lesson and returning by the end of it. Some visits take up part of a morning or afternoon.

The work of the classroom is reinforced by immediate and relevant visits and obviously, under these circumstances, it is not possible to inform you in advance. We would like to assure you that the local visits will be organised with the highest degree of attention paid to the safety of your child. We would, of course inform you by letter of any visits which would involve travelling beyond a three mile radius of the school or if the timescale extends beyond that indicated.

The school has used the Outdoor Complex at California Road for some years. Pupils come and go from the school to the Outdoor Complex at various times during the day to attend their physical education lessons. Our practice is to escort pupils up to the Outdoor Complex in the first few instances. The pupils are shown the safest route to the Complex by members of the PE department. This route uses the crossing on Houghton Road and takes in Elm Drive, Acacia Avenue and the footpath past Thorndown School. Pupils should cross Hill Rise using the zebra crossing next to Thorndown School, and then proceed along the pavement of California Road to the Outdoor Complex. After this initial guidance, pupils are expected to make their own way to the Outdoor Complex.

A number of departments organise trips related to the topics students are studying. These pages give a flavour of the visits undertaken this year.

Key Stage 3 Visits

- ◆ Year 7 visited Mountfitchet Castle and Hedingham Castle as part of their history work on castles.
- ◆ Year 7 students visited Ely cathedral where they learned about the history and religious significance of this important local landmark as part of their RE course.
- ◆ Year 8 students visited the Black Country Museum in Dudley as part of their study of the Industrial Revolution. Over 200 students had exciting experiences including a boat trip through limestone tunnels and an underground tour through a mine.
- ◆ Year 8 pupils of French spent four days in Normandy, visiting the town of Bayeux (where they viewed the tapestry, the cathedral and the town), the 360° cinema in Arromanches, Pegasus Bridge and Honfleur.

BEYOND THE CLASSROOM

- ◆ Year 8 study rivers in geography, and went to Yarwell Farm and Sacrewell Mill to study the River Nene close-up. They got a little wet, but succeeded in measuring the speed of flow and depth of the river.
- ◆ Year 9 study the First World War in history. More than 200 pupils visited the Somme battlefields in November as they do every year. The day is a long one, but students find it a deeply moving experience.
- ◆ Year 9 pupils of French and German attended theatre performances at school in the Autumn term and were delighted to discover that not only could they understand them, but found them being very funny and have recommended we invite the companies next year again!
- ◆ **Year 9 have the chance to be practically involved in a 'Japan Day' in which they have the chance to learn about social, cultural and geographical aspects of life in Japan.**
- ◆ Talented Science students in Years 7-9 will attend demonstrations, workshops and presentations at the Cambridge Science Festival in March 2010.
- ◆ Each year a team of students from Years 7-9 participate in a regional Science competition, The Swavesey Science Challenge.

Key Stage 4 Visits

- ◆ Year 10 geographers went to Dunwich, where cliff erosion has reduced the second largest east coast port to a tiny village. They did some practical work and looked at different methods of coastal protection.
- ◆ Year 10 students of German developed their language skills whilst having plenty of fun during the Stadthallendorf exchange.
- ◆ During Year 10 geography students also have the opportunity to visit Iceland at the end of the summer term.
- ◆ Year 10 had an Ethics Day where they had the chance to spend time listening to and asking questions of a survivor of the Holocaust.
- ◆ Year 10 and 11 students had the opportunity to visit Auschwitz with the RE department. Here they visited the camps, listened to survivors and those awarded bravery medals for helping hide Jewish people during Nazi occupation.
- ◆ Year 11 historians took part in a revision conference, where the Chief Examiner went through all the different aspects of exam technique and gave some useful tips on how to succeed.
- ◆ History GCSE students have the opportunity to visit China in 2010, and a trip to Vietnam is being planned for 2011.

BEYOND THE CLASSROOM

- ◆ Year 11 to 13 art students visited the National Gallery, Tate Gallery and Saatchi Gallery.
- ◆ Year 11 Ethics students visited Walsingham in north Norfolk as part of their GCSE coursework. They also visited Rome (Italy) and Auschwitz (Poland).
- ◆ **Year 11 students of Spanish went to see a performance of "El carmine" in Comberton** and could not remember when they had last laughed so much.
- ◆ Year 11 students of MFL were offered a range of booster classes, masterclasses and Saturday revision sessions as well as oral practice at lunchtimes and after school. This year the attendees found these so useful they have recommended that we run them again next year.

Sixth Form Visits

- ◆ Visits to Curwen Print Studio for Years 12 and 13 art students. Also there is a Year 13 Art Bursary to the Print Studio. Year 12 students visited Venice to extend their knowledge of Art History.
- ◆ In Ethics Year 12 and 13 visited Poland to compliment their knowledge and experience of the Holocaust and listen to the inspirational stories of those who were involved and survived the atrocities.
- ◆ Year 12 and 13 took part in over twenty trips related to A-level and vocational studies, including lectures, conferences and fieldwork visits. They attended a higher education conference at Wood Green Animal Shelter and had the opportunity to go to university open days either individually or as part of a group. A highlight this year was Year 12 historians' 4-day visit to Berlin as part of the study of Germany 1933-63.
- ◆ Year 12 and 13 students of French and German visited their target language countries to gather resources for the preparation of the oral examination, to enjoy local specialities and to visit friends they had made in recent years.
- ◆ Sixth Form students have visited Barcelona taking in major cultural and architectural highlights of the city.
- ◆ Year 12 and 13 vocational students also visited Disneyland, Paris to see how the organisation uses ICT to support its commercial operations.
- ◆ Year 13 history students enjoyed a visit to Dublin as part of their study of Irish history.
- ◆ Year 12/13 travel and tourism students have the opportunity to visit New York in 2010 as part of their vocational course.
- ◆ Year 12/13 geography students have the opportunity to go on a residential fieldtrip to **Snowdonia, as well as day visits to the north Norfolk coast, London's Docklands and Cambridge.**
- ◆ Year 12 students attended a Masterclass at Cambridge University on particle physics.
- ◆ Year 13 biology students went on a field trip to Grafham Water to obtain field results for their ecology project.
- ◆ Year 13 biology students attend a field trip where they develop their fieldwork skills as part of the A level curriculum.

BEYOND THE CLASSROOM

Other Visits

- ◆ Pupils in Years 8-12 participated in the award winning Junior CULP (Cambridge University Language Programme) and followed courses in either Spanish, Chinese or Italian. **The programme includes "awaydays" at the Language Centre in Cambridge and twilight sessions in school on Mondays.** Some of the Year 9 students of Italian are now taking GCSE Italian. Next year we will be offering pupils of Year 8 Latin language and culture and Year 9 Italian.
- ◆ In February, Years 11, 12 and 13 donned their ski boots on a ski trip to Swiss region of Crans Montana.
- ◆ In April, Year 10 students went on a ski trip to the Swiss resort of Arosa.
- ◆ During the course of the academic year 2008-2009 the drama and dance departments **arranged a number of visits to the theatre including a trip to see 'Blood Brothers' at the Phoenix Theatre; 'The 39 Steps' at The Criterion Theatre; 'The Woman in Black' at the Fortune Theatre and 'Billy Elliot' at the Victoria Palace. In addition, several of our students were privileged to see 'Oh What a Lovely War!' at the Mumford Theatre in Cambridge.**
- ◆ In 2007 students of German participated in a conference in London on topics such as immigration and the environment.
- ◆ Year 11, 12 and 13 ethics students spent a few days in Rome visiting sites such as the Vatican, Sistine Chapel and the Coliseum. They were also lucky enough to have an audience with the Pope.
- ◆ An intrepid group of Year 9 students travelled all the way across Scotland in open Canadian canoes carrying with them all they needed to survive for a week. Paddling for 7 hours a day and rough camping at night in extremely wet and windy weather brought out their best in terms of tenacity, leadership and teamwork.

Residential Visits

Modern Languages

Year 8 main language pupils are offered the opportunity to spend 4 or 5 days in France or Germany. On both trips, pupils use their language skills in the residential centre and in the local towns to make purchases, to ask for information and to do surveys in the target language. In France in 2009, pupils explored Bayeux (where they saw the tapestry), Arromanches (with its 360 degree cinema), a chocolate factory and the Normandy coast. In Germany in 2008, pupils visited a castle along the Rhine, travelling by boat along the

Charging Policy and Remission

The 1988 Education Act includes a section on charges that may be made for day visits, residential activities and materials and ingredients for technology work. In general terms, the Governing Body's policy is that no charge is made for statutory requirements for examination entries, but that voluntary contributions may be requested where we feel this is the only way to run a particular activity. Where a student is unable to meet the voluntary cost, or where a parent/carer is in receipt of Family Credit or Income Support, there are some funds available to support such needs. In these cases, you should write to the Headteacher, who will treat your application in the strictest confidence.

BEYOND THE CLASSROOM

Moselle, through the lock at Beilstein, explored the Roman ruins in Trier and stayed in a former Prussian fortress.

Year 9 and 10 pupils of German are invited to participate in a short exchange visit to Germany and an equivalent opportunity is currently being researched for Year 9 and 10 pupils of French. We are also planning a day trip for pupils in Years 9 and 10.

Pupils in Year 12 and 13 are offered the chance to do work experience in their target language country be it French or German. In the case of German, pupils spend a week of their Easter holidays in Germany totally immersed in German life and living with a German family but taking part in work experience. Students of French are invited to participate in a joint ICT and French trip to Paris. The students of French work on AS topics related to the world of work and on grammar as well as visit Paris where they gather materials and Disneyland where they interview unsuspecting tourists about matters relating to their oral topics.

Geography

Since October 2000 groups of students from Year 10 to Year 12 have bi-annually travelled to Kenya establishing a link with a Kenyan school, visiting national parks, local tribes and the Rift Valley. The next visit in October 2010, however, is to South Africa - which again includes opportunities to go on safari and learn about the social/cultural geography of the country.

A level geographers visit the Snowdonia National Park to undertake practical geography fieldwork. Year 12 students visited North Norfolk studying coastal erosion, features, sand dunes and salt marshes, as well as visiting the London Docklands and Cambridge as part of their urban studies.

History

The history department has taken many residential trips over the years to Russia and World War 1 Battlefield sites. Every March Year 12 students visit Berlin as part of their AS studies on Germany 1933-63. Year 13 students visit Dublin as part of their studies of Irish History. Furthermore, another trip to China will take place in Autumn 2010, and a trip to Vietnam is being planned for 2011.

Ski Trip to Switzerland

Two ski trips are organised annually for students, which usually take place in February half-term and at Easter. Students opt for skiing or snowboarding, and there is an instructor for beginners, intermediate and advanced groups. The chalet accommodation is excellent and the evening entertainment programme is extensive. Next year the Sixth Form and Year 11 are going to Crans Montana in Switzerland, whilst Year 10 students will be going on a trip to Arosa, also in Switzerland.

BEYOND THE CLASSROOM

Coming up ...

Year 7 history students will visit Mountfitchet Castle and Hedingham Castle in October.

Year 7 will celebrate a Christmas Carol service at a local church.

Year 8 history students will be visiting the Black Country as part of their study of the Industrial Revolution.

GCSE geography students will have the opportunity to visit Iceland as part of their course. The proposed date is summer 2010.

Year 9 history students will visit the Somme battlefields in November with some places also available to Year 9 parents/carers and members of the local community.

KS4 and KS5 musicians will be invited to an orchestral concert held in West Road Concert Hall where they will have the chance to open their minds to new music.

Year 10, 11, 12 and 13 students will be visiting Auschwitz, Poland in February 2010. This trip is open to all pupils regardless of whether they study Ethics.

Travel and tourism students doing the Year 12 vocational A level will be visiting New York in March 2010.

Year 12 history students visit Berlin every March as part of their AS studies of Germany 1933-63.

Year 13 history students will be visiting Dublin as part of their Irish history studies.

Extra-Curricular Activities

Sport

In addition to their timetabled PE and games lessons, Years 7 to 10 also take part in a series of inter-form tournaments. These usually take place across a whole morning, with all students from the Year group participating, but some tournaments are held at lunchtimes. A trophy is awarded to the winning form in each Year group. Forms learn to work together as a team, and students enjoy the competition.

Clubs are organised for a range of sports: rugby, football, hockey, netball, cricket, tennis, short tennis, basketball, badminton, rounders and athletics. Clubs are open to all students, regardless of ability. There is also a comprehensive midweek fixture list involving teams from St Ivo competing with other local secondary schools. St Ivo students are invited to trials for District and County teams.

BEYOND THE CLASSROOM

Dance

A range of dance clubs meet on a regular basis, including a boys' dance club, and the hugely popular Thursday workshop sees dozens of students staying at school until 4.30 pm. In December, entries are taken for the annual **"Spotlight"** dance show, in which individuals, pairs, and small groups perform an impressive range of dances. The dance clubs and GCSE and A level groups also contribute, and over 250 performers take part on the two nights.

Drama and Theatre Studies

The drama and theatre studies students, with help from others from Years 10 and 11 put on a production of the internationally acclaimed play 'The Visit' in the drama studios in November. The dance and drama departments put on a production of 'Rob Roy' (its world premiere) in the school hall in December. In the forthcoming programme of events for 2009-2010 we will be performing 'Oh What a Lovely War!' and 'Cinderella' during the Autumn term.

Our A level students performed a number of pieces during the Spring term including edited versions of such well-known dramas as 'The Trial', 'The Woman Who Cooked Her Husband', 'Bouncers' and 'Shakers'.

Charity Events

The school has a long tradition of raising money for charity. Many students participate in the British Heart Foundation Sponsored Swim and profits from discos organised by the year councils are usually donated to charities chosen by the year group.

- ◆ Year 7 students chose to support Cancer Research UK. Pupils raised over £200 through a disco and a Talent Show.
- ◆ The chosen charity for Year 8 students has been Starlight, a charity that aims to grant wishes for seriously ill children. The year group have organised a 'Year 8's Got Talent' competition. During the summer term the Year Council planned a 'Summer Fayre' with several stalls organised by the pupils including 'throw a wet sponge at the Head of Year and Assistant Head of Year'.
- ◆ Year 9 students have supported a number of charities this year, raising money for Motor Neurone Disease, NSPCC, Teenage Cancer Trust, and Parkinsons Disease. Over £2,000 was raised by the students.
- ◆ Year 10 students took part in a number of activities during the year, which included a Year 10 boy raising over £250 for Children in Need by shaving his head.
- ◆ Year 11 raised money for a fellow Year 11 student who needs a new artificial limb. Students washed cars and baked cakes.
- ◆ The Sixth Form supports a number of charities throughout the year, including raising money for cancer research, collecting boxes for Christmas presents for disadvantaged children in Eastern Europe, as well as regularly donating blood at local session. Students are also encouraged to become bone marrow donors and last year one student donated bone marrow over the summer break.

BEYOND THE CLASSROOM

- ◆ The whole school raised £2,500 on Red Nose Day when students paid to attend school wearing their own clothes and wearing Red Noses.

Music

Peripatetic staff from the Cambridgeshire Instrumental Music Agency visit the school, providing tuition for students in strings, woodwind, brass, percussion and voice. We also have a piano and keyboard teacher and an electric guitar and drum tutor.

Clubs presently on offer include junior choir, chamber choir, advanced signers, Barbershop, orchestra, percussion club, folk group, concert band, swing band and a Ukulele group. An annual **'Come and Play Day'** is held for **KS3 and Year 6 musicians to come together to rehearse and perform as one.** The next one will be held in Summer 2010. The Christmas concert will as usual be a celebration of pupils music making over the Autumn term with a **festive theme.** **An upper school concert in the Spring will show off our older students' talents** and the Summer concert should end the year with a bang!

Year Councils

Each Year group has a Year Council, with elected representatives from each form. The councils organise social events, make decisions about donations to charity and provide a forum for discussion of issues concerning the school, its environment and community. The Year Councils are often consulted about matters of school policy.

School Council

Two representatives from each Year group, together with additional co-opted members, form the St Ivo School Council. Meeting every fortnight, the School Council examines whole-school issues and makes recommendations to the Senior Management Team. The School Council makes a practical and positive contribution to the successful development of the school, helping students to use their voice in an assertive rather than aggressive way. Having a School Council encourages students to reflect upon things and look at what are actual possibilities, what are non-negotiable and how to work projects through to completion.

St Ives Youth Town Council

This council was set up in 1999, with proper elections held in the school. Each Year group has two representatives and the council has made major contributions to the planning of the St Ives Carnival and other celebrations. Five members of the council visited their counterparts in Stadtallendorf. A major project has been setting up youth groups in the town and working on the St Ives regeneration.

UK Youth Parliament

One of our students is the nominated representative on the UK Youth Parliament for this area and eight other students sit on the local Steering Committee. This is an exciting opportunity to be involved in discussion and decision-making at a national and occasionally international level.

BEYOND THE CLASSROOM

Press Matters

Items are released to the local press regarding school or individual achievements. A 'press' board is available in the foyer to highlight these activities.

Mathematics

Students in all years enter national competitions organised by the UK Mathematics Trust, with a number gaining certificates. Each year, up to nine Year 8 students take part in a series of five mathematics workshops in Cambridge. The Saturday morning workshops are organised under the auspices of the Royal Institution of Great Britain. Speakers include university lecturers, and participants work on challenging areas of mathematics outside the school curriculum.

Other Opportunities

The 'Green Fingers Club' originated about 14 years ago and with the 'Crazy Compost Company' acts as the fund raising arm of 'The Animal Shed' club which looks after the school rabbits and guinea pigs. The 'Green Fingers Club' grows plants for sale to staff and the public and the 'Crazy Compost Company' recycles the animal waste into garden compost or mulch. Around £650 gross is raised in this way each year and the profits used for repairs, veterinary bills and for investing in new stock.

In the past four years the 'Green Fingers Club' has been actively involved in developing the school garden, a plot of land adjacent to St Ives golf course. Each stage of the development has been entered into a national garden competition for the under 18s. The club's vegetable clocks, 'Garden of Reflection' and biodiversity garden have each won the Eastern region heat of each competition entered and as such have gone on to represent the region in the national finals.

Our woodland edge garden has led to an increase in the number and species of birds and invertebrates. We have seen an increase in wildlife, including great-crested newts, dragonflies and birds of prey including Kestrels.

The 'St Ivo Ballroom Club' started in January 2006. Currently more than 15 couples now attend from all year groups, and new members are always welcome. The club runs at least one social dance evening per term in the school hall and holds Sunday tea dances from time to time. The dances which are studied are the 10 Ballroom and Latin dances which include the Waltz, Quickstep, Tango, Rumba, Jive and students also learn basic Salsa and some sequence and Scottish reels. Participating in Ballroom and Latin dance is a wonderful way to keep fit, develop confidence and improve learning ability.

BEYOND THE CLASSROOM

A teaching session for Year 7 takes place on a Wednesday lunchtime in the Hall. Practise sessions are available on other lunchtimes. Students at improver level and above attend the club on Friday afternoons at 3.15-4.15pm in the Hall. Once Year 7 complete their first year they can attend the Friday sessions as well.

ADULT AND COMMUNITY LEARNING

Adult and Community Learning organises a range of adult education courses during the school day and through into the evening and weekend, mainly based on the school site. As well as members of the local community, several school students choose to take courses with us in addition to their school studies.

Post 16 courses include:

- ◆ Entry level, GCSE, AS
- ◆ Other qualification courses in accounts, book-keeping, SAGE, horticulture, counselling, food hygiene and computing
- ◆ Non qualification courses include languages, art and craft, yoga, exercise, cookery, creative writing, martial arts, touch typing, digital photography, family history, DIY, curtain making and law.

Information about Adult and Community Learning courses is available from the ACL office in the school - telephone 01480 495717 or visit the website at www.aclearning.org.uk.

STUDY SUPPORT ACTIVITIES

There are a number of opportunities that take place out of lesson time and add something of value to a young person's school experience.

Opportunities tend to change throughout the year but this list gives a flavour of what's on offer.

- ◆ Books over Breakfast starts at 7.40 am in the Community Lounge on a Wednesday and Friday where students can have breakfast before going to the Resource Centre for a reading session with Sixth Form students.
- ◆ Homework Clubs are held on Monday, Tuesday, Wednesday and Thursday from 3.00 to 4.30 pm in the Resource Centre. These clubs are staffed by Teaching Assistants and co-ordinated by a member of the teaching staff. Attendance is voluntary but form tutors and subject teachers are encouraged to refer students who have any difficulties with homework. Attendance by Year 7 students is particularly encouraged.
- ◆ Parents/Carers as tutors In October the school holds an evening meeting to help parents/carers of Year 10 students understand what they can do to support their child in their Year 10 studies.

Similarly in July, parents/carers of Year 6 students who will be joining St Ivo's Year 7, are also invited to an evening at the school to meet their son's/daughter's tutors. This is followed by a parents/carers and tutors meeting in October of Year 7.

STUDENTS AND PARENTS

THE ST IVO CODE

St Ivo is a large school, which succeeds as a community by all members supporting an agreed code of conduct.

RESPECT

Everyone deserves respect. School property and personal property also need to be shown respect.

SAFETY AND SECURITY

It is a fundamental right for everyone to feel safe and secure when at St Ivo. We seek to avoid risk to ourselves and each other. Bullying and intimidation are not accepted in our community.

TEACHING AND LEARNING

St Ivo promotes a positive learning environment and recognises the value of all forms of achievement. We recognise the importance of praise and support and agree to take responsibility for ensuring that teaching and learning are not disrupted by ourselves or others.

RESPONSIBILITY

Each member of the St Ivo community has a duty to take responsibility for their actions.

INVOLVEMENT

We encourage and promote opportunities for everyone to become active in the community life of the school. This includes clubs, societies, social events and opportunities for good citizenship.

COMMUNICATION

We believe in keeping everyone informed of what is happening in our community. Everyone has a right to be heard and have their views respected.

STUDENTS AND PARENTS

Rewarding the positive at St Ivo

Our school seeks to recognise achievement of all kinds. We foster a culture of success and reward. Those who achieve well in any of our areas of work are noticed and rewarded. We aim to promote a sense of pride in achievement, to build confidence and self-esteem and to emphasise the positive in our school. Praise and reward take many forms at St Ivo.

Good work and homework

- ◆ Verbal praise from teacher
- ◆ Written comments on pieces of work
- ◆ Comments in student planners/diaries
- ◆ Merit marks using on-line system
- ◆ Verbal praise from the Head of Department, the Head of Year or the Headteacher
- ◆ Displays of praiseworthy work.

Sustained Effort

- ◆ Ongoing praise and encouragement as above
- ◆ Certificates awarded for reaching particular numbers or merit marks
- ◆ Commendation certificates at end of year
- ◆ Praise in Records of Achievements.

Group Activities

- ◆ Announcement of sports results in assemblies
- ◆ Press coverage of productions, charity events and other successes
- ◆ Certificates of participation
- ◆ Praise in assemblies
- ◆ Inclusion in the half-termly newsletter.

Special Achievements, in or out of school

- ◆ Recording in student planners
- ◆ Praise from form tutor and Head of Year
- ◆ Praise in assemblies
- ◆ Commendations at the end of year
- ◆ Inclusion in the half-termly newsletter
- ◆ Recognition in the local press
- ◆ Displays of press cuttings in school
- ◆ School prizes for sport, endeavour, music, history, food technology and drama
- ◆ Logging of achievements for inclusion in Records of Progress and references.

In all these ways and in other less formal ways, our aim is to recognise achievement, praise positive qualities and build self-confidence and self-esteem.

STUDENTS AND PARENTS

And when things go wrong...

We all make mistakes; these are part of learning. When we behave in ways that fall below the St Ivo standards we will be judged fairly. Criticisms and punishments will be constructive and help us to behave better. We will be offered ways to support our learning of good behaviour. We will be asked to accept responsibility for our behaviour and to try harder next time. If necessary the school will inform and involve our parents/carers and will call upon outside support agencies to help if needed. The on-line system will also be used to record incidents.

Organisation of work and homework

- ◆ Discussion with student
- ◆ Communication with form tutor
- ◆ Communication with parent/carer through planner
- ◆ Lesson or homework report
- ◆ Departmental detention.

Punctuality and attendance

- ◆ Note in planner on each time student is late
- ◆ Discussion with student
- ◆ Punctuality or attendance report
- ◆ Lunchtime reporting system
- ◆ Telephone call home after 3 days absence
- ◆ Letter home, if problem persists.

Behaviour

- ◆ Discussion of the incident with student
- ◆ Temporary removal for a "cooling-off" period
- ◆ Report of the incident to Head of Department, form tutor and/or Head of Year
- ◆ Detention
- ◆ Daily lesson report and contact with parent/carer
- ◆ Individual support plan.

Very serious disobedience, insolence, violent or abusive behaviour will result in:

- ◆ Immediate isolation
- ◆ Parent/carer involvement
- ◆ Exclusion approved by the Headteacher or Deputy.

Where appropriate, we will expect a student to rectify the problem or damage caused.

STUDENTS AND PARENTS

Supporting your child at St Ivo

The school has set up ivoOnline, a secure online system which facilitates communication between the school and parents/carers. Amongst the information available is real-time attendance data, behavioural data and merit points, letters home, assessments and reports, and the business centre, where you can purchase school uniform, canteen credit and much more.

All parents/carers are encouraged to create an account so that they can benefit from the information provided by this system. It has been used for the past year, and currently over 90% of parents/carers are using the system. For them it is a quick and easy way to get some feedback on how students spend their time in lessons, and at lunchtime so that they can discuss current progress as a family and with the school. In addition the usual ways of home-school communication as described overleaf complements the system.

You will want to ensure that your child makes a good start to their secondary education. Ways that you can do this include:

- ◆ Providing them with a place at home to do their homework and to keep their books
- ◆ Helping them make sure they bring everything they need for their lessons each day
- ◆ Taking an interest in what they have done, and in their homework
- ◆ Helping them to use their planner well.

Each child is provided with a St Ivo planner in which to record their homework. Students are also encouraged to use their planners to note in any achievements (in or out of school), and to write down anything they need to remember. There is also a section for them to write any comments on each week, and to set themselves targets. The targets do not need to be huge: examples might include remembering PE kit, asking for help with something they have found difficult, learning a few spellings, putting their hand up at least twice in class discussion, or making a special effort with a particular homework. This planner is a three-way process; student co-operation, parental supervision and the tutor overseeing this by signing the planner weekly. It is important that this system is maintained to keep the whole process running smoothly and any problems can then be spotted quickly.

STUDENTS AND PARENTS

If you have concerns about your child or their work, their form tutor is usually the most appropriate person to contact, either via the planner, or by leaving a telephone message. **Your child's form tutor sees them every day, and will be looking at planners regularly.** For serious or urgent matters, it is usually best to contact the Head of Year or Assistant Head of Year. When telephoning the school, it is helpful if you can say what tutor group your child is in.

Assessment

Assessment is an integral part of teaching and learning, and students' work will be regularly assessed, informally and formally. Students of all abilities have a range of opportunities to show what they can do. We aim to involve students in their own assessment, by making them aware of the criteria by which their work will be assessed. Books are marked regularly, and oral or written feedback is designed to be helpful and constructive. In Key Stage 3, each department will have identified points in the year when students are encouraged to reflect upon their progress, often following completion of a major piece of work.

Records of Progress

All KS3 and KS4 students will receive three assessments a year which will show their **progress against national targets.** **If there are any concerns about a student's progress** there is the opportunity for a member of staff to write a comment about progress.

Parents and carers are asked to discuss their child's assessment with them, and can respond on the sheet provided if they wish. The targets on the assessment sheet are a **guide to a student's potential and the student should be aware of the skills they need to acquire** and the tasks they need to do to reach their target in a particular subject.

Parents/Carers Evenings

At least one evening is held for each Year group, when students book appointments for their parents/carers to see their subject teachers. In addition, there is an opportunity in the first term of Year 7 for parents/carers to see their child's form teacher to discuss how their child is settling in. In Year 9 there is a consultation week when parents are invited to discuss option choices for Year 10 and a curriculum evening when the GCSE courses are described and explained. Also, there is an open evening for Year 11 students who are considering continuing into the Sixth Form.

STUDENTS AND PARENTS

Attendance

Form Tutors work closely with parents/carers, Heads of Year, the Attendance Officer, the Education Welfare Officer and students to achieve a high rate of student attendance and punctuality.

Absence

If a student is unable to attend school through illness, the Education Act (1993) requires the parents/carers to inform the school and provide a note giving the reason for absence **on the student's return to school**. For all other absence, parents/carers are **required to apply to the school in advance for approval or 'authorisation'**. A note is needed for medical or dental appointments.

After no more than 3 days' absence, often earlier, our attendance manager will contact parents/carers if an explanation has not been received.

Lateness

Parents/carers are asked to support the school by ensuring that their child arrives at school on time. The school has electronic registration with a register being taken at each lesson. If a student arrives late to school he or she should go straight to their lesson. In afternoon tutor period, they will need to explain their reason for lateness and have their planner signed. The electronic registration system will flag up any students who are absent. (Parents/carers may be informed automatically by telephone, e-mail or SMS message **of their child's absence**.) **Any student with several late marks, without a valid reason**, will be required to attend a late detention after school.

Signing in and out

A student who has to leave school for a medical or dental appointment or other valid **reason needs an absence note**. **He/she reports to reception to 'sign out' of school, and 'signs in' on returning to school**. Any student without an appropriate absence note cannot be allowed to leave school.

Lunchtime

Parents/carers are asked at the beginning of the year to indicate whether their child will go home (not to town) or remain in school at lunchtime. Any alteration to this arrangement should be notified to the school in writing.

The school dining hall is open before school, at break and at lunchtime, and sells a range of hot meals as well as filled rolls and snacks. Those on free meals are currently allowed to spend up to £2.10, and this is ample to obtain a full meal and drinking water. We operate a cashless card system, which has a daily limit set by parents.

STUDENTS AND PARENTS

Transport

Buses

Bus transport for students is arranged by the Local Education Authority. Students whose **homes are three or more miles from the school and in the school's designated catchment area** are currently entitled to free transport. Free transport is available for secondary school students from low income families to one of the three nearest qualifying schools where they live more than two miles, but not more than six miles. Students qualify on the grounds of free school meals or where parents are in receipt of the maximum level Working Tax Credit will only be agreed for the current year and will need to be reviewed each year.

Subject to the availability of seats, children who travel from Hemingford Grey, can purchase tickets from the Local Education Authority, for the Hemingford Service.

Cycles

When students bring cycles into school, they should observe road safety rules and maintain their brakes and lights frequently during the winter months. Helmets are strongly recommended. Bicycles can be left in the racks provided for cycles in the school grounds. **They are left at the owner's risk and students should lock them and remove possessions** from them. The police inspect the bicycles from time to time. Riding of cycles in the school grounds is not allowed. Students should not leave their bikes at the Leisure Centre.

Car

If you bring your child to school by car, please do not bring the car on to the premises. The best place to drop your child off is in the Leisure Centre car park, to avoid congestion in the streets around the school. Please do not drop off your child at the roundabout at the top of High Leys. Visitors cars are not allowed onto site between 8.10 and 9.00 in the morning and between 2.45 and 3.30 in the afternoon.

STUDENTS AND PARENTS

Uniform

Our over-riding aim is that student clothing should be clean, tidy and safe. It should also be suitable for a school environment, and the school may refuse to accept any item of clothing, which is considered inappropriate.

Boys

White polo shirt with school logo
Plain trousers (black or dark grey)
School sweatshirt (maroon)
Plain socks (neutral shades)
Plain shoes (black or brown)

Girls

White polo shirt with school logo or kameez (in white, black or medium grey)
Plain skirt, trousers or shalwar of acceptable design (black or dark grey)
School sweatshirt (maroon)
Plain socks or tights (white, grey, black or natural)
Plain shoes (black or brown)

School sweatshirts embroidered with the school badge, are obtainable from the Business Centre. **Sweatshirts should be worn properly or kept in student's bags.** White polo shirts with the school logo on, green PE polo shirts and grey sweatshirts are also available from the school Business Centre.

Training shoes are not considered appropriate.

Outdoor clothing such as coats and anoraks should be of a sensible style and in plain colours without badges, slogans or decorations. Denim or military-style jackets are not acceptable.

Jewellery and make-up. Students may wear one plain finger ring but any items of adornment considered dangerous or offensive will be removed for the term. Students may wear only simple sleepers or studs, one per ear. Girls below Year 11 are not allowed to wear nail varnish or **make-up in school, and senior girls' make-up** must be discreet. Jewellery must not be worn in PE lessons, and hair should be tied back during practical work.

All clothing and equipment should be clearly marked with the owner's name.

Very expensive items should not be brought to school. (e.g. mobile phones and mp3 players)

STUDENTS AND PARENTS

Equipment

Essential PE Kit

Girls:

Green polo shirt with St Ivo logo*
Grey sweatshirt with St Ivo logo*
2 pairs of plain black shorts
Maroon hockey socks*
White socks
Trainers (non marking)
One piece swimsuit (any colour, no two piece swimsuits)

Boys:

Green polo shirt with St Ivo logo*
Maroon reversible rugby shirt*
2 pairs black shorts
Maroon rugby/football socks*
White socks
Trainers (non marking)
Rugby/football boots
Swimming trunks/shorts (not Bermuda type)

Optional PE Kit

Tracksuit bottoms (outdoor work only, at discretion of PE staff)
Towel (shower facilities are available for all students)
Gum shield* - recommended for rugby and hockey
Shin pads* - recommended for rugby, football and hockey.

* Available from the Business Centre at St Ivo School

All clothing should be clearly marked with the owner's name.

Basic Equipment

Pens (blue/black)	Pencils	Ruler	Rubber	Pencil sharpener
Protractor	Compasses	Calculator	Glue stick	

All the above items can be purchased from the school Business Centre at cost price. In addition they may purchase other items such as art sketch books and SATs revision book-lets.

Many students find it useful to have the following items: coloured pens/pencils and a USB pen.

Students will need a sturdy bag in which to carry equipment and books. They will be issued with a number of text books, which should be looked after and returned in reasonable condition. All students are allocated a locker, which may be shared with one other. Students provide their own padlock and key which can also be purchased at the Business Centre.

STUDENTS AND PARENTS

Medical Care

There is a medical care assistant in attendance during school hours to deal with emergencies and health problems that occur during the school day. We ask all parents/carers to give, in confidence, information about illnesses, infirmities or disabilities. This should include children with nut or any other severe allergies and if they require an EpiPen or any other medication in school, which needs to be supplied by the parents. It should be emphasised that the medical care assistant should not be regarded as a substitute doctor and children who are unwell should not be sent to school.

The medical care assistant can arrange hearing, vision or speech screening for any child if parents/carers so request. We cannot express too strongly the need for parents/carers to contact their family doctor to arrange anti-tetanus protection for students before they take part in environmental courses or activities involving animals.

Procedure for Dealing with Cases of Suspected Child Abuse

It may be helpful for parents/carers to know that the law (Children Act 1989) requires all school staff to pass on information which raises concern that a child may be at risk from non-accidental injury, neglect or emotional or sexual abuse.

This procedure is intended to protect children and schools are encouraged to take the attitude that where there are grounds for concern it is better to be over-cautious than to **risk a child's safety. In some cases they therefore have an unavoidable duty to contact Social Services without reference to parents.** On other occasions, the school will contact parents prior to contacting Social Services.

Occasionally, this duty on headteachers means that they must risk upsetting some parents/carers by reporting a concern which, on investigation, proves to be unfounded. In these circumstances, it is hoped that parents/carers will appreciate how difficult it is for schools to carry out this delicate responsibility and accept that the headteacher was acting in good faith and had to take these steps in the best interests of children. The designated member of staff with responsibility for child protection is a senior member of staff.

Bullying

St Ivo School is firmly opposed to all forms of bullying. Students are expected to treat each other with consideration and respect. We emphasise the importance of good relationships with others in all aspects of school life. The topic of bullying is included in our Personal, Social and Health Education programme. Older students are encouraged to support younger students through a variety of schemes; one of these is The Listening Service (TLS). Within the Year 7 PSHE curriculum we have a unit in which we introduce the Anti-Bullying policy through a variety of activities. The school will react firmly and promptly when bullying is identified. If you suspect your child is being bullied, please inform the Head of Year immediately.

Insurance

There is no insurance policy to cover compensation for accidental injury during normal school time; for example, there is no compensation for injury sustained on the sports field unless that injury arises through negligence. Parents/carers requiring such cover should take out a policy for themselves. There is also no insurance for personal property lost or stolen in school; any valuable items (e.g. personal stereos, mobile phones etc) should not be brought to school.

USEFUL INFORMATION

SISA

The St Ivo School Association, known as SISA, is the Parent Teacher Association for the school. It is a registered charity (number 1043018) and is affiliated to the National Association of PTAs.

SISA exists to enhance the links between the school and its wider community. It provides a forum for parents and carers to meet one another, to support the staff and to raise funds to purchase items of equipment or services that will benefit all the children attending the school.

Every parent/carers who has a child at the school is automatically a member of the association and is entitled to stand as a member of the committee.

Fund-raising Activities

- ◆ Social events such as quiz nights, theatre trips, race nights and a fashion show/sale.
- ◆ Fund-raising events such as car boot sales.
- ◆ A Christmas quiz book.
- ◆ 200 Club - a relatively simple way of supporting our fund-raising, where for only £12 a year, paid by standing order, your allocated number is entered into a monthly draw. **50% of the 'pot' goes into the SISA account and 50% is distributed to the 1st, 2nd and 3rd prize winners.**

Recent Purchases Supported by SISA

- ◆ Safety helmets for cricketers.
- ◆ A high speed copier for audio tapes for the Modern Languages department.
- ◆ Sound and vision system for the main school hall.
- ◆ Satellite dish for the Modern Languages department.
- ◆ Video cameras for Media Studies.

Getting Involved

- ◆ Please come along and support the fund-raising events that we organise: look out for letters sent home with your child/children, or send SISA your e-mail address.
- ◆ Join the 200 Club. You should receive a letter explaining the details in the Autumn term.
- ◆ Come to the friendly and informal committee meetings, which are held two or three times a term on a weekday evening at the school.
- ◆ Come along to the Annual General Meeting held in the September of each year.

We also welcome help from people who do not wish to join the committee, but would like to contribute to the smooth running of the school and are willing to give a few hours of their time occasionally - **this loyal group of people is referred to as 'the friends'**.

Contacting SISA

You should receive further information about SISA when your child joins the school. If you would like to know more, please contact the SISA Chairperson via the school.

USEFUL INFORMATION

Admission to St Ivo

St Ivo School is one of the largest county comprehensive schools in Cambridgeshire with some 1,450 students in the 11 to 16 population and 350 students in the Sixth Form.

The published admission number (PAN) for St Ivo is 296. St Ivo School serves Hemingford Abbots, Hemingford Grey, Holywell, Needingworth and St Ives, but is usually heavily oversubscribed by requests for admission from outside this catchment area. The criteria of the Local Education Authority (LA) which are used for the allocation places are as follows:

1. Children who are looked after or have a statement of special educational need which names the school;
2. Children who live in the catchment area, attend primary schools within the catchment area and who have a sibling at the school at the time of admission;
3. Children who live in the catchment area with a sibling at the school at the time of admission;
4. Children who live in the catchment area who attend the primary schools within it;
5. Children who live in the catchment area;
6. Children who live outside the catchment area, who attend primary schools within it and who have a sibling at the school at the time of admission;
7. Children who live outside the catchment area who have a sibling at the school at the time of admission;
8. Children who live outside the catchment area who attend the primary schools within the catchment area;
9. Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit, priority will go to children living nearest to the school as measured by a straight line.

Please note, Year 7 families can apply for places at St Ivo on-line at https://ems.cambridgeshire.gov.uk/admit_transfer

Transfer Process

- ◆ During the year prior to entry, parents/carers of Year 6 students are visited by St Ivo staff at their junior schools, and are invited to spend part of a morning being shown around St Ivo School.
- ◆ An Open Evening is held in October, during which students and their parents/carers will have the opportunity to familiarise themselves with all areas of the school.
- ◆ Visits to junior schools are made by the Head and Assistant Head of Year 7, and the Head of Special Needs, to discuss issues relating to student transfer.
- ◆ In July, new students will spend a full day at St Ivo, in their new form groups, and will meet their form tutors.
- ◆ On the same day, in the evening, parents/carers are invited in to meet their children's form tutors.

USEFUL INFORMATION

General Information about the School

GOVERNING BODY September 2009

LA Governors:	Susan Campbell – Chair		01480 393833
	Chris Hillsdon – Vice Chair		01487 842286
	Frank Newton		01480 468159
	Stuart Grey		01480 497266
Community Governors:	Judith Barnes		01487 823294
	Tony Burgess		01480 350524
	David Mead		01480 467247
	Philip Speer		01480 495004
	Duncan Woodall		01480 354267
Parent Governors:	Stephen Eggleston	5A Cordell Close, St Ives	01480 300119
	Jane Carter	6 Wolff Close, Sapley	01480 414391
	Ros Pascoe	10 Rookery Close, St Ives	01480 467094
	Robert Dent	9 Dovey Close, St Ives	01480 353039
	Stephen Mitchell	22 Blenheim Drive, St Ives	01480 350550
	Mark Sanderson	4 Priors Road, Hemingford Grey	01480 469414
	Ian McFarlane-Toms	5 Church Street, St Ives	01480 467367
Staff Governors:	John Andrews	c/o St Ivo School	01480 375400
	Mary Chapman	c/o St Ivo School	01480 375400
	Jane Moore	c/o St Ivo School	01480 375400
Clerk to the Governors:	Jane Jest	c/o St Ivo School	01480 375400

SENIOR STAFF AND LOCAL OFFICERS

Headteacher:	Howard Gilbert		
Deputies:	Ingrid Morrison		
	Martin McGarry		
Adult & Community Learning :	Tricia Tacconi		01480 495717
Education Officer:	Dawn Rahman		0345 045 5222
	Office of Children and Young People's Services		
	Cambridgeshire County Council Local Education Authority		
	Castle Court		
	Castle Hill		
	Cambridge		
	CB3 0AP		
Inspectorates Address:	Standards & Effectiveness (11-19)		0345 045 5222
	Cambridgeshire County Council, Box No: ELH1302		

ACADEMIC SUCCESS

Academic success at St Ivo

The Teacher Assessment grades for students reaching the end of Key Stage 3 are summarised overleaf. The public examination results for 2009 are contained as an appendix to this booklet. We were very pleased with our performance and much credit is due to students, staff and parents/carers for their continued efforts in making this possible.

Our GCSE results remain well above the national average, with 70% of students achieving 5 or more A* to C grades. **These are the school's joint best ever GCSE results.**

At 'A' level the A to C pass rate was an excellent 79.2%, our best ever with 57% of grades at A or B level. The results show that students are making outstanding progress from GCSE to 'A' level placing the school in the top 10% for adding value in the sixth form. However, it is also essential to recognise that many individual students achieved results which, for them, were quite outstanding, whether it was a grade D following a lot of effort over many years, or to pass an 'A' level when they had not expected to. We celebrate the achievements of all our sixth form students and offer our warmest congratulations.

"The Sixth Form at St Ivo School

- *The personal development of sixth form pupils is outstanding*
- *Sixth formers make an outstanding contribution to the life of the school"*

(OFSTED Report - October 2007)

ACADEMIC SUCCESS

SCHOOL RESULTS

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

The number of pupils at the end of Key Stage 3 is 301.

Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT													
	Percentage at each level												
	W	1	2	3	4	5	6	7	8	EP	Pupils disappled	Pupils absent	
English	0	0	0	1	5	32	45	16	0	0	0	1	
Mathematics	0	0	0	3	7	12	34	32	12	0	0	1	
Science	0	0	0	1	11	34	42	12	0	0	0	1	
Modern Foreign Languages	0	0	0	3	24	48	24	0	0	0	1	1	
Design and Technology	0	0	0	0	8	36	49	7	0	0	0	1	
Geography	0	0	0	0	11	45	27	15	1	0	0	1	
History	0	0	0	1	10	22	36	22	6	1	0	1	
ICT +	0	0	0	1	10	48	26	12	1	0	0	1	
Art and Design	0	0	0	0	5	34	49	11	0	0	0	1	
Music	0	0	0	0	3	46	44	5	0	0	2	1	
Physical Education	0	0	0	0	6	65	20	7	2	0	0	1	

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.

ACADEMIC SUCCESS

TEACHER ASSESSMENT COMPARATIVE REPORT BY GENDER

This table shows a summary of the National Curriculum results for pupils in the school at the end of Key Stage 3, as a percentage of those eligible for assessment.

The number of eligible children is: 301

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2009													
	Percentage at each level												
		W	1	2	3	4	5	6	7	8	EP	D	A
English	Boys	0	1	0	1	8	32	43	14	0	0	0	1
	Girls	0	0	0	0	2	33	47	18	0	0	0	0
	School	0	0	0	1	5	32	45	16	0	0	0	1
Mathemat- ics	Boys	0	0	0	1	5	12	33	30	18	0	0	1
	Girls	0	0	0	4	9	13	36	33	5	0	0	0
	School	0	0	0	3	7	12	34	32	12	0	0	1
Science	Boys	0	0	0	1	9	30	43	15	0	0	0	1
	Girls	0	0	0	0	12	38	42	8	0	0	0	0
	School	0	0	0	1	11	34	42	12	0	0	0	1

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

D represents pupils who are disapplied under sections 364 or 365 of the Education Act 1996.

A represents pupils who could not be assessed due to absence, or were absent on the days of the assessments.

ACADEMIC SUCCESS

Additional School Statistics

Absences

Number of students of compulsory school age on roll in 2008/2009	1484
% of authorised	4.0
% of unauthorised absence	4.5

Year 13 Destinations – Summer 2009

Higher education/college (university and F.E.)	112 +10
Year out/re-application to higher education for entry 2009	4
Employment/Training	19
Unknown	0
Return to Sixth Form	2
Total	147

Year 12 Destinations – Summer 2009

Employment/Training	5
Further Education	19
Return to Sixth Form	148
Total	172

Year 11 Destinations – Summer 2009

(at time of going to press)

Return to St Ivo Sixth Form: AS/A2 levels/GNVQ/AVCE	227
College of Further Education: CRC	15
HRC	21
PRC	0
Sixth Form in another school/college	13
Employment with Youth Training/Modern Apprenticeship	4
Dance Colleges	0
Nacro	0
Unemployment	2
Moved area	6
Unknown	10
Golf	1
Football Academies	2
Armed Services	2
Total	304

Compiled with assistance of Connexions Cambridge and Peterborough. All figures are approximate and subject to confirmation by local Colleges of Further Education.

Term Times and Holiday Dates

2010 Autumn Term Opens

Thursday, 2 September

Half Term

25 - 29 October

Autumn Term Closes

Friday, 17 December

2011 Spring Term Opens

Tuesday, 4 January

Half Term

21 - 25 February

Spring Term Closes

Friday, 8 April

Summer Term Opens

Tuesday, 26 April

May Day

Monday, 2 May

Half Term

30 May – 3 June

Summer Term Closes

Friday, 22 July

There will also be four Professional Days, during which staff training activities will take place, and the school will be closed to pupils. These dates will be notified to parents/carers in advance.