

# BEXLEY GRAMMAR SCHOOL

A SPECIALIST LANGUAGE COLLEGE

ADDITIONAL  
INFORMATION  
BOOKLET

# PROSPECTUS

## CURRENT SCHOOL GOVERNORS

**Chairman** Mr A Woodcock

**Teaching Staff** Mr J Brewer

**Teaching Staff** Mr S Crowley

**Support Staff** Mrs E McAllister

**Local Authority** Mrs D Briant

**Local Authority** Cllr R Gillespie

**Community** Mr S MacDonald

**Community** Mrs M Pickering

**Headmaster** Mr J Welsh

**Parent** Mr I Beattie

**Parent** Mr M Bell

**Parent** Mr I Foot

**Parent** Mrs A Gillespie

**Parent** Ms A Hatton

**Parent** Mrs J Lewis

**Parent** Mr A Woodcock

**Associate** Mrs P Trewin

**Partnership** Mr R Bowen

**Partnership** Mrs S Burman

**Partnership** Mr D Jones

**Partnership** Mr D Rodrigues

**Partnership** Mr D Wellman

**Governors may be contacted through the school**

## 2010–2011 SCHOOL TERMS AND HOLIDAY DATES

**Autumn Term 2010** 1st September to 17th December

**Spring Term 2011** 4th January to 8th April

**Summer Term 2011** 26th April to 22nd July

(NB: 5 Staff Training Days remain to be arranged within these dates)

# THE AIMS OF THE SCHOOL

To create the best possible educational environment in which each individual student is encouraged to work effectively towards the highest personal standards, with opportunities:

- to develop academic, cultural, social, physical and other talents;
- to establish sound moral values;
- to accept some measure of responsibility for their own future, for the school, and for the wider communities to which they belong.

The school is concerned with the development of the full personality of each student and not only with academic progress, important though this is; each individual student has the right to be valued on his or her own merits. There will be many opportunities, not only in the senior part of the school, for students to accept responsibilities for and to be of service to, others both within the school and the wider community.

It is recognised that the education of young people is a partnership between school, the students themselves, parents, governors, the Local Education Authority and the community; close contact between the partners – especially between home and school – is welcomed and encouraged. Our vision is of a school providing an inspiring, safe and nurturing environment through such partnership which strives to ensure that all students reach their full academic potential and develop into considerate young adults who are in a position to pursue their aspirations and interests as responsible members of society.

In all our work we aim to perform at a standard that will justify the use of the term **“Excellence”**.

# HOME – SCHOOL LINKS

## **Before joining the school**

Future students and their parents are invited to an evening meeting during which they are introduced to Form, Year and senior staff; students also meet the other members of their new tutor group. Parents of new students are issued with a complementary booklet to this prospectus, which outlines further details about the school and, at the start of the autumn term, with homework details.

In addition students are invited to spend a day at the school in the summer term, when they are introduced to a typical day's teaching programme.

## **On joining the school**

In September parents are invited to meet Form staff in order to discuss their child's progress. There will be a Parents' Evening at the end of the Spring term when parents will be able to discuss their child's progress with each of the subject teachers. Reports will be issued each term.

At any stage during the student's career at the school, meetings can be arranged at the request of home or school, if matters of concern need to be discussed. All relevant documentation is available for viewing through the School Office.

**The Student Planner** enables information to be passed easily and quickly between school and home. Also, from time to time letters are sent home via students on a variety of issues.

Parents are welcomed by the Committee of the flourishing Parents' Association and invited to join and/or take part in its varied activities.

In these ways, it is hoped that parents may come to feel that they, also, are part of the school.

# THE SCHOOL AS A COMMUNITY

High standards of self-discipline are expected in the students' own interests and for the welfare of the school community; the school's **"Code of Conduct"** is based on the principle of courtesy and consideration for others at all times. Anti-social behaviour is not accepted and disciplinary action is taken if necessary. A **"merit"** award scheme recognises excellence in any aspect of school life.

## Code of Conduct

At Bexley Grammar School, we believe that good behaviour and discipline are the key foundations of a good education. The Code of Conduct is our attempt to distil into one document the sort of conduct – brought about by common sense, courtesy and consideration for others – that will enable individuals and the school as a whole to function happily and effectively. This is because, without an orderly atmosphere, effective teaching and learning cannot take place. The school maintains discipline and good conduct to secure a calm and well-ordered learning environment. The Home-School Agreement entered into with parents and students gives further support towards ensuring good conduct and a positive work ethic.

The rules are made for various reasons, including: in the interests of safety, health or general well being; academic fulfilment; good order and the smooth administration of the community; concern for the welfare of others in our community. Thus they fall into one of six sections:

- **Academic** This involves creating conditions which are conducive to effective teaching and learning, good study habits and examination achievement.
- **Behaviour** This involves acting with courtesy and consideration towards others and behaving sensibly and responsibly.
- **Dress & Appearance** This involves creating a sense of belonging and promoting the school's identity.
- **Property** This involves respecting the property and possessions of others.
- **Health & Safety** This involves behaving with due care and attention.
- **Environment** This involves maintaining the quality of our premises.

All students are expected to know this Code of Conduct and to abide by it. Breaches of the rules defined as serious offences are liable to lead to exclusion from the school. Exclusion may be fixed-term or permanent depending on circumstances. Repeated misdemeanours of a less serious kind may lead to the same punishment. Other sanctions include: verbal reprimand, extra work, loss of privilege, imposition of a task, community service, detentions, daily report and withdrawal from lessons. A Code of Conduct is available from the school and forms part of the Year 7 Booklet.

## Student Care

Every member of staff has a concern for all students who at any time are in their charge. The Directors of Learning have specific responsibility for the welfare of all students in relevant Year groups. They work with the Directors of Studies and Senior Academic Mentors who, in turn, are responsible for Form Tutors who are, at Form level, the basis of the school's pastoral care system.

The formal pastoral system is supported by a peer-mentoring scheme which offers younger students the opportunity to discuss concerns with specially trained Sixth Form students.

It is recognised that the education of young people is a partnership between home and school – and co-operation is welcomed and encouraged. Parents are consulted at all the important stages of a student's career – via regular Reports, annual Parents' Meetings and meetings with senior staff if requested. Parents are represented on the Governing Body and the Parents' Association provides both financial and practical support.

## Organisation

On entry students are assigned to a Form group and in Years 7 and 8 this remains the basis of most teaching groups. In later Years there is setting for Modern Languages, English, Science and Mathematics across half-Year groups. In Year 9 students are placed into one of two bands (Selective and Higher) for most of their subjects. Class numbers for GCSE courses in Years 10 and 11 are generally smaller, as are A-level/IB groups. Students are also allocated to one of six Houses for a variety of extra-curricular activities.

## The School Day

The school day for Year 7 begins at 8.30 am and ends at 3.05 pm. The lunch break is from 12.35 pm to 1.25 pm.

## Midday Supervision

The school's policy is to provide supervision for all students who remain on the school site.

## School Attendance

Before a student joins the school, parents are reminded of their responsibilities concerning attendance and punctuality. For the year 2nd September 2008 to 21st May 2009 attendance was 96.09% and unauthorised absence was 0.18% for students in Years 7 to 11. During this time there were 18 fixed-term exclusions, involving a total of 16 students, and no permanent exclusions.

# STUDENTS WITH SPECIAL (ADDITIONAL) EDUCATIONAL NEEDS

## School Council

The School Council which has representatives from each Tutor group discusses a wide range of issues from the students' perspective. The views of this body are represented by a link teacher who ensures that the voice of the student body is heard at senior management level. Meetings happen on a fortnightly basis and students are at liberty to raise items for the Agendas. The School Council's current focus is on promoting healthy eating by improving the school canteen, introducing free filtered drinking water and collaborating with the school caterers to provide healthier options. The school's charity work is co-ordinated by the School Council.

## The Sixth Form

The Sixth Form is open to all who have satisfactorily completed GCSE studies to certain prescribed standards and who have demonstrated a willingness to work as constructive members of the school community. At this stage the school is pleased to accept students from other schools; many have achieved considerable success academically and have undertaken positions of responsibility within school. Students who enter the Sixth Form are expected to set high standards through both their work and their attitude to school life.

The Sixth Form provides an experience of school life which differs in several respects from the five years which precede it. It is a transitional stage between school life and life in the outside community, whether in employment or in higher or further education. This is recognised by giving Sixth Formers a major role in the running of the school.

On entry into the Sixth Form, students have the opportunity to help with Junior Forms. Some students are trained as Peer Mentors and operate a mentoring scheme for younger students to discuss problems. In the Upper Sixth all students undertake duties around the school. Selected members of the Upper Sixth are appointed Leader Prefects and through their presence and initiative, help to set standards for other students. House and school games and extra – curricular activities provide many opportunities for Sixth Form students to display qualities of leadership, to gain in confidence and to exercise responsibility – all of which are vital in any preparation for life in the outside community.

## Student Exit Patterns

### Year 11 2008/2009 Leavers

194 returned to the school to take A level or IB courses  
21 started post -16 courses with other providers

### Year 13 2008/2009 Leavers

175 entered University (3 into Cambridge)  
6 entered Colleges of Art or Further Education  
3 have gained full-time employment

Arrangements will be made to cater for students with special needs – the latter may be academic, social, medical or related to special talents.

The school's SEN policy is designed to cater for the education of students with learning difficulties, whatever their nature, which hinder the normal educational development of the student. This outlines:

- Arrangements for co-ordinating the provision for students with SEN;
- Admission arrangements;
- The allocation of resources;
- The identification of SEN and the assessment and provision of SEN;
- The procedures for the monitoring and review of SEN;
- Access to a broad and balanced curriculum;
- The principles of whole school integration;
- The evaluation of the SEN policy;
- The arrangements for handling complaints.

# THE CURRICULUM

## The Governors' Curriculum Policy Statement

The school's curriculum is designed to:

- be balanced, broadly based, relevant and differentiated to match student needs, aptitudes and abilities;
- promote the spiritual, moral, cultural, mental and physical development of each student; and
- prepare students for the opportunities, responsibilities and experiences of adult life.

At all stages curriculum opportunities are the same for all students; where options are available, every effort will be made to provide students with the options of their choice. Student progress will be assessed and the results recorded and reported to parents.

### Years 7 to 11

- At Key Stage 3 and 4 students follow the National Curriculum programme of study. This is supplemented to include courses in PSHCE, Latin, a second Modern Language and a variety of additional option courses chosen at the start of Key Stage 4. Courses at Key Stage 3 lead to National Curriculum Assessments at the end of Year 8, whilst students complete Key Stage 4 with GCSEs at the end of Year 11.

### Years 12 to 13

- The school offers the International Baccalaureate Diploma programme as well as GCE AS/A2 Courses. The IB Diploma consists of courses in English, Maths, a Language (currently from Chinese, French, German, Italian, Japanese, Russian and Spanish), a Humanities (Business & Management, Economics, Geography, History, Politics and Psychology are offered), a Science (from Biology, Chemistry, Design & Technology, Environmental Systems and Physics) and a sixth subject from Visual Arts, Computer Science, Film and Theatre Arts or a second Language, Humanities or Science option.
- A wide range of GCE A level courses will be provided. These subjects currently include Art, Biology, Chemistry, Human Biology, Physics, Business Studies, Economics, Classics, Classical Civilisation, English Literature, English Language, Media Studies, Theatre Studies, French, German, Spanish, Geography, History, Government & Politics, ICT, Mathematics, Further Mathematics, Music, Music Technology, Philosophy & Ethics, Textiles, Sociology and Product Design.
- In addition, courses will be provided in PE, PSHCE and a wide range of Curriculum Enrichment subjects (as outlined in the section headed Subject Choices, overleaf).

## Religious Education

This is provided for all students in Years 7 to 11; the school follows the LA's Agreed Syllabus. All students are entered for a full course of GCSE Religious Studies. Parents may withdraw a student from these lessons and an alternative programme of study will be followed.

## Collective Worship

Unless withdrawn by their parents, students routinely attend collective acts of worship.

## Sex Education

The Governing Body has agreed a policy on sex education within the school. All students study Biology during Years 7 to 9 and sex education forms part of the course of "Life and Living Processes". There is further study of the subjects in Years 10 to 13, in the GCSE Science and A level Biology courses respectively, and through the Personal, Social, Health and Citizenship Education Programme (PSHCE).

## Careers Education and Guidance

- The Careers Department offers support to students in all areas relating to choices, careers, work experience and university applications. The Careers and Higher Education Adviser is available to give impartial advice and guidance to students at any stage in their school career, in addition to the guidance and support provided by the Connexions service. Careers education forms part of the PSHCE curriculum and includes work experience during Year 11 and a careers day at the end of Year 10. The school is working to achieve the Investor in Careers quality standard.
- A range of Aimhigher activities is designed to support students' aspirations to enter Higher Education, and assist them in making well-informed decisions about their future direction and gaining admission to institutions appropriate to their abilities. Students from Year 9 upwards are introduced to different aspects of Higher Education through events including university visits, taster days, short courses and Summer schools.
- The careers library is open throughout the school day, and contains a wide range of books, leaflets, magazines and software relating to careers and Further and Higher Education.

## The National Curriculum

This programme covers twelve subject areas:

**English**

**Science**

**Modern Languages**

**Geography**

**Music**

**Information Technology**

**Mathematics**

**Technology**  
(Design Technology)

**History**

**Art & Design**

**Physical Education**

**Citizenship**

In addition, the National Curriculum offers studies on a “cross-curricular” basis ~ where other subject departments contribute to the total programme. These include: Information Technology; Economic Awareness; Environmental Awareness; Equal Opportunities; and Religious Studies.

## Subject Choices

- All students are prepared for the GCSE examinations in at least eleven subjects.
- To enter the Sixth Form we currently expect students to have obtained a minimum of 7 'B' grades and 1 'C' grade at GCSE level. Sixth Form students choose either 4 subjects to study at AS + A2 level or the International Baccalaureate. All AS students also follow a two year curriculum enrichment course. They may currently choose from a range of subjects, some offered at GCSE or AS level, including:
  - Critical Thinking
  - Science for Public Understanding
  - Japanese
  - Community Sports Leadership Award
  - British Sign Language
  - Astronomy
  - Classical Civilisation
  - Geology
  - Photography
  - Psychology
  - Food Life Skills
- The school issues its own booklets of information and guidance relating to courses during Year 10 and 11, and for the Sixth Form. Please consult our website for the most recent information.

## Homework

Regular homework is an integral part of school life. Parents are provided with the details and asked to inform the school if there is any concern about students doing too little or too much homework. Usually three subjects per evening are studied, totalling six hours per week for Year 7; eight hours per week for Year 8; nine hours 30 minutes for Year 9; and ten hours per week for Years 10 and 11. In the Sixth Form homework varies according to the subjects taken; typically each A level subject will require a minimum of six hours homework each week.

# SPECIALIST COLLEGE

Bexley Grammar School has just completed its seventh year as a Specialist College of Languages and its second full year as a designated Leading Edge School with a second Specialism in Science with Mathematics.

## The Curriculum

All Bexley Grammar students study two languages to GCSE. Students opt to study two of the following languages: French, German, Spanish, Russian, Italian, Japanese or Chinese, one of which must be French or German. Sixth Form students have the opportunity to study a wide range of languages. In addition to the above, they can choose the very successful British Sign Language course.

All students at BGS study Biology, Chemistry and Physics to GCSE leading to Triple Award. Sixth Form students have the opportunity to study Biology, Human Biology, Environmental Systems, Chemistry, Physics, Geology and Astronomy as part of the curriculum.

## Curriculum Enrichment

Last year Bexley Grammar School students had the opportunity to participate in overseas visits to France, Germany, Spain, China and Japan. This year students will additionally be visiting Russia. These visits include home stay visits as well as study tours. A large number of extra-curricular clubs are run to provide students with further language support. All Year 8 students visit Europa Centre to practise their first language and Year 9 students visit Europa Town to practise their second language. All Bexley Grammar School students take part in an annual International Day. Sixth Form MFL students have the opportunity to complete work experience placements overseas during their final year at Bexley Grammar School.

The Science Department organises a range of external visitors to speak to students across the year groups. Each year, Year 7 students visit London Zoo, Year 8 students visit the Natural History Museum and Year 9 students visit the Science Museum. GCSE students complete a day of Forensic Science and complete a CSI Workshop. Gifted and talented Science students work with London Gifted and Talented and video-conference with the

National Portrait Gallery to extend their knowledge of the history of Science and Medicine. Gifted and talented Science students also complete a number of external competitions including Top of the Bench, Science Race and the Science Olympiad. A number of extra-curricular clubs are run by the Science Department. In the Summer Term 2009, Bexley Grammar School hosted its second annual Science and Maths Week.

## Community Links

Bexley Grammar School works extensively with primary school staff and students, across the borough. Language lessons in French and Spanish, given jointly by Bexley Grammar staff and primary school teachers, take place on a weekly basis in six local primary schools. Bexley Grammar School coordinates primary language teaching across the Borough and organises training for Bexley primary teachers in preparation for 2010, when languages become a compulsory part of the primary curriculum. BGS is currently working with six local secondary schools, to lead the development of the KS3 MFL strategy. Whole school events such as Europa Town are enjoyed by BGS students and students from local primary and secondary schools.

Every Summer Term, Science teachers, Science technicians and Sixth Form Science Prefects work with over 300 Year 6 students, from five of our local primary schools to complete the annual Science Transition Project; the aim of the project being to further develop the scientific enquiry skills of the KS2 students to help them with their KS3 Science studies in September. Bexley Grammar arranges and hosts INSET for Science technicians across Bexley. Science and Maths Week events are attended by students from local primary and secondary schools.

Each Summer, the school organises a number of Summer Schools for gifted and talented students from across the Borough.

In Summer 2009, Bexley Grammar School ran six such Summer Schools, a Year 5 Science Summer School, a Year 6 Russian Summer School, a Year 6 Japanese Summer School, a Year 7 British Sign Language Summer School, a Year 7/8 Music Summer School and a Year 7/8/9 Film Summer School.

# SCHOOL ACTIVITIES

A wide range of activities seeks to complement studies within the classroom and to provide opportunities to develop many interests and talents.

## Visits

Many visits are arranged in connection with the academic curriculum, eg fieldwork in History, Geography, Economics, Technology and Science; a number of departments take students to theatres, galleries, cinemas, concerts and exhibitions. The Modern Languages Department supports trips to France, Germany, Spain, Japan and Russia. Tours abroad may be connected with academic studies or sporting activities and holiday trips. In the summer of 2008, a party of Sixth Formers took part in a trip to Tanzania organised by World Challenge.

## Music, Drama & Dance Productions

The school has an excellent reputation for the standard of its concerts and productions, which last year included:

- An outstanding production of the musical 'Crazy for You'.
- A lavish Key Stage 3 musical production of 'Romeo and Juliet'.  
A production of 'Macbeth' is planned for January 2010.
- An enormously diverse range of extra-curricular musical activities, covering a wide range of styles including Classical, Pop, Jazz, Gospel, Film Music, World Music and Experimental Music.
- Concerts each term involving all the school music groups: Big Band, Concert Band, Junior Band, Choir, Junior Choir, Junior Strings, Chamber Orchestra and the Male and Female Barbershop Groups.
- House Music and Drama competitions, promoting individual and group performance, individual excellence and wide participation in music and drama (last year over 300 students took part across both competitions).
- A Talent Show featuring dance, comedy and musical performances, raising money for a number of charities including Cancer Research and Oxfam.
- Liaison work with local primary schools on Key Stage 2 - Key Stage 3 transition projects.
- Workshops throughout the year for gifted and talented students in performance and composition.
- Many trips to the Theatre.
- An annual European Tour for Choir, Chamber Orchestra and Big Band (in previous years to Italy where we sang in the Duomo in Florence, to Germany, where we sang in Cologne Cathedral and to Venice).

## House Activities and Competitions

The House system adds an important dimension to school life. It enables students to develop a sense of belonging, gives numerous opportunities for teamwork and creates a strong tradition of friendly competition. There are six Houses: Collins, Johnson, Kirkman, Mabbs, Prothero and Wellman, named after former senior staff. Competitions are held in a wide range of sports activities and also in General Knowledge, Chess, Merits, Debating, Drama and Music. House competitions are keenly contested and involve all students. They give an excellent opportunity for the older students, especially the House Captains, to take responsibility for organising teams and activities.

## School Sports & Extra Curricular Activities

- |                  |             |                 |
|------------------|-------------|-----------------|
| • Archery        | • Athletics | • Badminton     |
| • Basketball     | • Cricket   | • Cross-Country |
| • Dance/Aerobics | • Football  | • Gymnastics    |
| • Hockey         | • Rugby     | • Netball       |
| • Rounders       | • Swimming  | • Table Tennis  |
| • Tennis         | • Fitness   | • Volleyball    |
| • Softball       | • Weights   | • Trampoline    |

The school maintains an extensive fixture list and enters students for District, County and National teams.

- |                  |                  |                    |
|------------------|------------------|--------------------|
| • Debating       | • Drama          | • Gardening Club   |
| • ICT Club       | • Jazz Group     | • Library Club     |
| • Maths Workshop | • Orchestra      | • Science Clinic   |
| • Barbershop     | • Saxophone      | • Martial Arts     |
| • Theatre        | • Wind Ensemble  | • Young Enterprise |
| • Culture Club   | • Politics       | • Big Band         |
| • Sign Language  | • Language Clubs | • Film Club        |

# CHARGING POLICY

Bexley Grammar School is committed to the provision of free education for all registered students, where such education takes place wholly or mainly during school hours.

The exceptions to this will include fees for music tuition unless this is provided to fulfil the requirements of a syllabus for a prescribed examination. There may also be times when the school will ask for a voluntary contribution for such things as school journeys that take place wholly or mainly during the school day and for materials, ingredients and equipment for a practical subject. Such contributions are voluntary, a student at the school will not be treated differently according to whether or not parents have made a contribution in response to a request, however if sufficient funding cannot be raised voluntarily it may be necessary to cancel the relevant proposed activity. Notwithstanding the above, the school may raise charges as follows:

- Board and lodging on residential visits;
- Costs associated with individual tuition in the playing of a musical instrument whether in or out of school hours (unless provided as part of the syllabus for a prescribed public examination or as required by the National Curriculum);
- Activities which take place wholly or mainly outside school hours but which are not provided as part of the school syllabus and not required in order to fulfil statutory duties relating to the National Curriculum or to religious education;
- Re-sit fees for public examinations;
- Entry fees for public examinations where students fail without good reason to complete the requirements of any public examination for which the governing body or LEA originally paid or agreed to pay the entry fee;
- Match fees for sports fixtures.

There may, in addition, be further situations where the school needs to raise funds through charging.

**The Headmaster and Governors hope that parents will continue to support the school in all its activities.**

## School Fund

Parents are invited to subscribe annually to the School Fund (currently £20.00 per family) or a one off payment of £95.00. This is used to enhance the quality of education for all students at the school. Parents are encouraged to complete a Gift Aid Declaration. The School Council is invited to express its opinion on how this Fund is spent.

# PARENTS' ASSOCIATION

Bexley Grammar School is very fortunate to have a dedicated and extremely active Parents' Association which not only raises considerable sums of money for the school, but also broadens the social dimension of the school community by organising a diverse range of activities.

Money is raised through a variety of events as well as through the provision of refreshments at Parents' Evenings and school functions and by running the Millennium Club. This club runs as a 'mini lottery'.

The Parents' Association has recently funded sound and lighting equipment for school productions and TV screens to display information and student work. It has previously provided a stage extension for the School Hall and purchased a clock to enhance the Heath Building.

All parents are automatically members of the Parents' Association. Parents are kept informed of activities and events through newsletters and leaflets. The Parents' Association Committee is a very friendly and sociable group. The Committee always welcomes ideas for fund raising and new members prepared to help it carry on its outstanding success to date. The Chair of the PA is included in the school's management structure and discussions about management issues.

## FRIENDS OF BEXLEY GRAMMAR SCHOOL

The Parents' Association forms part of the Friends of Bexley Grammar School which includes past students, staff and parents.

# STUDENT OFFICERS

**Head Prefect** Rebecca McCormick

**Deputies** Olufunmilayo Adejojo  
Sean Austin  
Alexandra D'Sa  
Sian Gardiner  
Samantha Johnson  
Kieran Conroy-McKeown  
Matthew Cullum

# GCSE RESULTS 2009

## Achieved by Pupils Aged 15<sup>#</sup> Subject by Subject

Number of Pupils in School aged 15: 223

Number of Pupils in School aged 15 not entered for GCSEs: 0

SUBJECT	A*	A	B	C	D	E	F	G	U	TOTAL
ART & DESIGN	1	23	24	4	0	0	0	0	0	52
BIOLOGY	18	52	59	11	0	0	0	0	0	140
BUSINESS STUDIES	21	28	25	22	14	0	0	0	0	110
CHEMISTRY	19	51	54	15	0	1	0	0	0	140
CLASSICAL CIVILISATION	1	2	2	4	6	1	0	0	0	16
D&T FOOD TECHNOLOGY	11	16	8	1	0	0	0	0	0	36
D&T GRAPHIC PRODUCTS	1	4	2	2	3	0	0	0	0	12
D&T RESISTANT MATERIALS	1	7	5	7	0	0	0	0	0	20
D&T TEXTILES TECHNOLOGY	4	2	4	2	0	0	0	0	0	12
DRAMA	10	17	17	6	0	1	0	0	0	51
ENGLISH LANGUAGE & LITERATURE	76	92	49	6	0	0	0	0	0	223
ENGLISH LITERATURE	7	102	83	26	3	1	0	0	1	223
FRENCH	24	34	36	31	19	2	0	0	0	146
GEOGRAPHY	33	24	18	12	1	0	0	0	0	88
GERMAN	12	31	30	35	3	0	0	0	0	111
GREEK	2	1	1	0	0	0	0	0	0	4
HISTORY	13	49	30	22	6	2	2	0	0	124
INFORMATION TECHNOLOGY	4	9	5	5	0	0	0	0	0	23
JAPANESE	12	5	5	6	4	3	0	0	0	35
LATIN	11	5	2	10	2	0	0	0	0	30
MATHEMATICS	34	76	89	24	0	0	0	0	0	223
MUSIC	9	17	3	0	0	0	0	0	0	29
PERSIAN	1	0	0	0	0	0	0	0	0	1
PHYSICS	18	50	50	20	1	1	0	0	0	140
RELIGIOUS STUDIES	29	85	71	26	10	2	0	0	0	223
RUSSIAN	6	4	6	2	0	0	0	0	0	18
SCIENCE SINGLE AWARD	2	14	49	17	1	0	0	0	0	83
SCIENCE: ADDITIONAL	0	7	31	35	10	0	0	0	0	83
SPANISH	18	50	32	22	11	1	0	0	0	134
SPORT/PE STUDIES	18	28	11	0	0	0	0	0	0	57
<b>TOTAL</b>	<b>416</b>	<b>885</b>	<b>801</b>	<b>373</b>	<b>94</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2587</b>
<b>TOTAL PERCENTAGE</b>	<b>16.1</b>	<b>34.2</b>	<b>31.0</b>	<b>14.4</b>	<b>3.6</b>	<b>0.6</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	

### Top 8 GCSE Results of 2009

Joshua Lansdell	11A*	1A
Fazeli Farhang	10A*	3A
Emily Austin	10A*	2A
Harish Faulkner	10A*	2A
Oliver Hayes	10A*	2A
Gursumeet Jhaj	10A*	2A
Daniel Robinson	10A*	2A
Comfort Ahanmisi	9A*	3A

98.7% with 5 or more A\*–C grades: 98.7% with 5 or more A\*–C including Maths/English

2008 LEA % with 5 or more grades A\*–C: 51.4 / 2008 National % with 5 or more grades A\*–C: 47.6

QCA Points Score: A\* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22, G = 16

BGS Average Points Score per entry: 48.4

School Target for % with 5 or more A\*–C grades: 100 / School Target for Average Points Score per entry: 52.0

# On roll on the third Thursday in January, having reached the age of 15 in the 12 months preceding the start of the reporting school year.

# GCE A LEVEL RESULTS 2009

Achieved by Pupils Aged 17 and 18<sup>#</sup>  
at the End of Their Second Year of Study (Year 13)  
Subject by Subject

SUBJECT	A	B	C	D	E	U	TOTAL
ART & DESIGN	1	4	5	1	0	0	11
ART AND DESIGN TEXTILES	5	2	0	0	0	0	7
BIOLOGY	5	4	3	8	1	0	21
BIOLOGY HUMAN	0	5	6	4	4	0	19
BUSINESS STUDIES	13	14	2	0	0	0	29
CHEMISTRY	5	15	9	2	2	0	33
CHINESE	1	0	0	0	0	0	1
CRITICAL THINKING	0	1	0	2	1	0	4
D&T PRODUCT DESIGN	0	0	1	0	0	0	1
DRAMA	4	4	0	0	0	0	8
ECONOMICS	2	10	6	1	3	0	22
ENGLISH LANGUAGE	6	12	10	1	0	0	29
ENGLISH LITERATURE	11	12	8	4	0	0	35
FINE ART	1	0	1	1	0	0	3
FRENCH	1	0	3	4	0	0	8
GERMAN	0	3	5	1	0	0	9
HISTORY	1	6	11	2	2	0	22
INFORMATION TECHNOLOGY	1	5	4	0	1	0	11
MATHEMATICS	25	9	9	4	1	0	48
MATHEMATICS FURTHER	6	4	1	0	0	0	11
MEDIA FILM AND TV STUDIES	7	6	0	0	0	0	13
MUSIC	1	2	2	0	0	0	5
MUSIC TECHNOLOGY	1	4	3	1	0	0	9
PHYSICS	10	5	3	1	0	0	19
POLITICS	7	5	5	1	1	0	19
RELIGIOUS STUDIES	2	0	1	2	1	0	6
SOCIOLOGY	0	5	8	4	1	0	18
SPANISH	1	2	4	2	0	0	9
SPORT/PE STUDIES	2	4	4	5	1	0	16
<b>TOTAL</b>	<b>123</b>	<b>145</b>	<b>118</b>	<b>51</b>	<b>19</b>	<b>0</b>	<b>456</b>
<b>TOTAL PERCENTAGE</b>	<b>27.0</b>	<b>31.8</b>	<b>25.9</b>	<b>11.2</b>	<b>4.2</b>	<b>0.0</b>	

<sup>#</sup> On roll on the third Thursday in January, having reached the age of 17 or 18 in the 12 months preceding the start of the reporting School year.

## 14 BGS Students Achieved 3 or more A Grades at A Level 2009

There were 132 students in the Year Group taking A levels

QCA Points Score: Grade A = 270, B = 240, C = 210, D = 180, E = 150

BGS Average QCA Points Score per candidate: 817.8

2008 LEA Average QCA Points Score per candidate: 734.4

2008 England Average QCA Points Score per candidate: 739.8

# INTERNATIONAL BACCALAUREATE DIPLOMA 2009

	7	6	5	4	3	2	No of Candidates	Average Grade	Av. Worldwide Grade	Difference to Worldwide
<b>HIGHER TOTALS</b>	<b>21</b>	<b>55</b>	<b>51</b>	<b>23</b>	<b>4</b>	<b>2</b>	<b>156</b>	<b>5.36</b>		
HIGHER BIOLOGY	5	5	8	3	0	0	21	5.57	4.18	1.39
HIGHER BUS & MAN	1	2	0	1	0	0	4	5.75	4.52	1.23
HIGHER CHEMISTRY	1	1	7	3	1	1	14	4.64	4.40	0.24
HIGHER COMPUTER SC	2	2	2	0	1	0	7	5.57	4.92	0.65
HIGHER DES & TECH	0	0	3	0	0	0	3	5.00	4.96	0.04
HIGHER ECONOMICS	4	8	1	2	0	0	15	5.93	5.08	0.85
HIGHER ENGLISH	1	5	10	0	0	0	16	5.44	4.70	0.74
HIGHER FILM	1	2	1	0	0	0	4	6.00	4.64	1.36
HIGHER FRENCH	1	4	3	1	0	0	9	5.56	5.22	0.34
HIGHER GEOGRAPHY	2	4	0	0	0	0	6	6.33	6.33	0.00
HIGHER GERMAN	0	0	0	1	0	0	1	4.00	5.84	-1.84
HIGHER HISTORY	0	5	5	0	0	0	10	5.50	4.98	0.52
HIGHER LATIN	0	1	1	1	0	0	3	5.00	4.70	0.30
HIGHER MATHS	0	1	0	6	2	1	10	3.80	4.40	-0.60
HIGHER MUSIC	1	2	0	0	0	0	3	6.33	4.68	1.65
HIGHER PHYSICS	0	1	2	2	0	0	5	4.80	4.63	0.17
HIGHER PSYCHOLOGY	1	8	6	1	0	0	16	5.56	4.64	0.92
HIGHER SPANISH	1	3	1	2	0	0	7	5.43	5.46	-0.03
HIGHER THEATRE ART	0	0	1	0	0	0	1	5.00	4.40	0.60
HIGHER VISUAL ARTS	0	1	0	0	0	0	1	6.00	4.56	1.44
<b>STANDARD TOTALS</b>	<b>10</b>	<b>50</b>	<b>59</b>	<b>27</b>	<b>9</b>	<b>1</b>	<b>156</b>	<b>5.30</b>		
STANDARD BIOLOGY	0	2	3	2	0	0	7	5.00	4.21	0.79
STANDARD BUS & MAN	0	1	4	0	0	0	5	5.20	4.55	0.65
STANDARD CHEMISTRY	0	1	3	1	2	0	7	4.43	4.01	0.42
STANDARD ECONOMICS	2	1	1	1	0	0	5	5.80	5.18	0.62
STANDARD ENGLISH	1	19	15	1	0	0	36	5.56	4.93	0.63
STANDARD ENV SYSTEMS	4	0	0	0	0	0	4	7.00	4.01	2.99
STANDARD FILM	0	2	1	0	0	0	3	5.67	4.72	0.95
STANDARD FRENCH	0	3	2	3	2	0	10	4.60	4.72	-0.12
STANDARD GEOGRAPHY	0	1	0	0	0	0	1	6.00	4.39	1.61
STANDARD GERMAN	0	3	4	0	0	0	7	5.43	5.19	0.24
STANDARD HISTORY	0	1	4	0	0	0	5	5.20	4.67	0.53
STANDARD JAPANESE	0	2	1	2	0	0	5	5.00	5.04	-0.04
STANDARD MANDARIN	0	1	2	0	0	0	3	5.33	5.39	-0.06
STANDARD MATHS	1	2	9	8	4	1	25	4.40	4.45	-0.05
STANDARD PHYSICS	0	0	2	3	0	0	5	4.40	4.09	0.31
STANDARD SPANISH	1	1	5	3	0	0	10	5.00	4.69	0.31
STANDARD THEATRE A	0	1	0	0	0	0	1	6.00	4.53	1.47
STUDIES MATHS	1	9	3	3	1	0	17	5.35	4.61	0.74

## 51 out of 52 BGS students were awarded the full Diploma with the following point scores:

1 at 26 points (UCAS tariff 326)	2 at 30 points (UCAS tariff 419)	3 at 34 points (UCAS tariff 512)	1 at 38 points (UCAS tariff 605)
2 at 27 points (UCAS tariff 349)	3 at 31 points (UCAS tariff 442)	2 at 35 points (UCAS tariff 535)	2 at 39 points (UCAS tariff 628)
2 at 28 points (UCAS tariff 373)	6 at 32 points (UCAS tariff 466)	7 at 36 points (UCAS tariff 559)	3 at 40 points (UCAS tariff 652)
2 at 29 points (UCAS tariff 396)	7 at 33 points (UCAS tariff 489)	6 at 37 points (UCAS tariff 582)	2 at 42 points (UCAS tariff 698)

**Bexley Grammar School average point score = 34 points (equivalent to more than 4 A grades at A Level)**

# RESULTS OVERVIEW 2009

## Year 11

In Year 11 we had 223 students completing their GCSE exams this year. Between them they took 2587 examinations and averaged a grade almost exactly half way between an A and a B in them. Most students took 12 exams and 50.3% of all the grades were at A or A\* which is a wonderful achievement. 98.7% of all exams were passed at A–C and 98.7% of students gained 5 A\*–C grades including English and Mathematics. Nearly all students, 95.5%, gained 2 GCSE grades A\*–C in Science. 96.9% gained at least one A\*–C grade in a Language with most actually gaining two such subjects.

7 of our students gained at least 10 A\* grades: Joshua Lansdell, Farhang Fazeli, Emily Austin, Harish Faulkner, Oliver Hayes, Gursumeet Jhaj and Daniel Robinson. This is a particularly spectacular result for Oliver as he was terribly unwell during the past two years needing several operations which meant that he missed at least two terms of his studies. We are proud of all the Year 11 results this year but especially his result which he thoroughly deserves for staying so positive in the face of an unpleasant illness.

## Year 13

In Year 13 we achieved our best results ever this year with 69.9% of all grades at either A or B. Our 184 Year 13 students are delighted and most have been accepted onto their first choice university course. We had a 100% pass rate and students gained an average UCAS points score of 378 points.

52 students took the International Baccalaureate and they achieved an average points score of 34 points which is equivalent to 4 A grades at A Level. 3 of these students: Ben Simpson, Robert Ashcroft and John Remigus successfully gained places at Cambridge University. Other IB students gained places at top universities and all of the IB students gained a university place. Of particular note is the fact that Mathew Enright gained a place at Warwick after achieving 37 points (equivalent to 4As + IB) despite battling leukaemia during much of his secondary school life. We are all extremely proud of him for having such a positive attitude to life and his studies.

Megan Joyce and Ben Short both achieved 4 straight As in their A Level examinations while another 10 students gained at least 3 A grades. These students were also successful in gaining good university places and all but 4 are still to have university offers confirmed.

These results reflect the wonderfully positive attitude of our Year 13 students who not only studied hard but also led House activities, clubs, mentoring services and charitable events with incredible enthusiasm during their time in the Sixth Form. All the teaching staff are delighted that they have done so well; they thoroughly deserve their successes.

**J. Welsh**  
**Headmaster**



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