

# General Information

## THE SCHOOL

Hainault is a mixed, multi-cultural, 11-18 community school situated on a pleasant open campus site near to Hainault Forest Country Park. The school has specialist status as a Business and Enterprise College. Facilities include Sports Hall, Gym, Resource Centre, Drama Studio, Science Laboratories and suites of rooms for subject areas.

The Learning Resource Centre including the library and two ICT suites has been expanded to include two more state-of-the-art ICT suites, bringing the total number of ICT suites in the school to seven. We have also created a new dedicated base to support students with special educational needs and English as an additional language. There is a Youth Centre and a Community Nursery based on the site. The improved facilities are being used to provide an exciting programme of community education.

The school is within walking distance of the Central Line and is served by bus routes 150, 247 and 362. The times of school sessions have been designed so that most learning is done before lunch because research shows that students learn better in morning sessions.

Our system of pastoral care is based on houses. Children who join us from primary schools are placed in one of four houses. The houses are each based in a different area of the school. They compete in a range of academic and sporting activities as well as raising money for charity and trying to ensure that their students win recognition for good work, behaviour, attendance and punctuality. Each child joins one of their house's vertical tutor groups which has 4 or 5 students from each year group.

This system helps us to arrange buddies for new students and student-to-student mentoring where older students learn by helping younger students. We try to keep members of the same family in the same house and to keep small friendship groups together on transfer from primary schools where this will help everyone learn. We have strong links with local primary schools and try to ensure a smooth transfer into secondary education. We expect our students to work hard, to behave well and, at the same time, to be considerate and caring towards others.

Form tutors have special oversight of the welfare and progress of each student in their care. They are supported by their Head of House, Deputy Headteachers and the rest of the Senior Leadership Team. The school has a well developed programme of personal and social education and citizenship to support the pastoral care provided.

The school operates a discipline programme which emphasises positive behaviour management and the need for all students to behave in a way which allows all students the right to an education. It is enforced in a consistent and fair manner.

## THE SCHOOL DAY

8.45 - 9.05 a.m.	Registration/Tutor Time
9.05 - 10.05 a.m.	Lesson 1
10.05 - 11.05 a.m.	Lesson 2
11.05 - 11.25 a.m.	Break
11.25 - 12.25 p.m.	Lesson 3
12.25 - 1.25 p.m.	Lesson 4
1.25 - 2.25 p.m.	Lunch
2.25 - 3.25 p.m.	Lesson 5

## THE SCHOOL WEEK

Each pupil receives 25 hours tuition each week. This does not include the time when the children are attending registration, assembly, break or lunch. We have a 2 week timetable.

## PERSONNEL

### Chair of Governors

Mr. M. Silva  
c/o Hainault Forest High School

### Headteacher

Mrs. K.A. Terrell

### Deputy Headteachers

Mrs. L. Thompson  
Mr. D. Blunt

## THE GOVERNING BODY

### Parents

Mr. M. Kader  
Mrs. D. Venner  
Mr. G. Rubin  
Mrs. K. Bird

### Teachers

Mrs. K.A. Terrell (Head)  
Mrs. A. Smith  
Miss M. Al Najjar

### Staff

Mr. M. McKenna

### LEA Representatives

Mr. A. Leggatt  
Mr. S. Grewal  
Miss J. Sandhu

### Co-optees

Ms. E. Graham  
Mrs. P. Cox  
Mr. M. Borrott  
Mrs. J. Crouch

# The School Year 2009 - 2010

## AUTUMN 2009

Term	Thursday 3 September	-	Friday 23 October
Half Term	Monday 26 October	-	Friday 30 October
Term	Monday 2 November	-	Friday 18 December

## SPRING 2010

Term	Monday 4 January	-	Friday 12 February
Half Term	Monday 15 February	-	Friday 19 February
Term	Monday 22 February	-	Thursday 1 April

## SUMMER 2010

Term	Monday 19 April (Bank Holiday 3 May)	-	Friday 28 May
Half Term	Monday 31 May	-	Friday 4 June
Term	Monday 7 June	-	Friday 23 July

\* Please note: the first day of Spring Break, Friday 2nd April 2010 is Good Friday Bank Holiday

**N.B. 5 non contact days will be selected from the above term dates.**

# Academic Organisation

## CURRICULUM

### Key Stage 3

In Year 7 students are taught mainly in mixed ability groups. From Year 8 they are set by ability for Maths, Science, History, Geography and French. All students study the same range of subjects: Art, Citizenship including Personal, Social and Health Education, Religious Education, Enterprise and Careers, Drama, English, French, Geography, History, Information Technology, Mathematics, Music, Physical Education, Science, Technology. Students with a particular aptitude for modern languages may study Spanish as well when they move into Year 8. Many aspects of literacy in key stage 3 are delivered through teaching in subjects apart from English, particularly History and Geography. Some students who need extra help with reading and other basic skills are withdrawn from some of their humanities and languages lessons for more intensive support.

### Key Stage 4

Students prepare for up to 9 GCSE or equivalent examinations. All courses are accredited. All students study the following subjects: English, Mathematics, Science, Citizenship, Preparation for Working Life, Religious Studies and Physical Education. They also choose three other subjects (options) with guidance from staff and parents.

The subjects from which three have to be chosen, are: Art, Catering, Construction, Drama, French, Geography, History, Music, Media Studies, Physical Education, Spanish, Technology (Graphics, Resistant Materials, Textiles), Business Studies, ICT.

### Careers Education and Guidance

Careers Education and guidance form part of the curriculum throughout the school.

## GCSE Subjects Offered For Examination

### Syllabus

No.	Subject	Board
1027	Art & Design	EDEXCEL
1426	Music	EDEXCEL
1699	Drama	EDEXCEL
1827	Physical Education	EDEXCEL
3702	English Language	AQA
3712	English Literature	AQA
1387	Mathematics	EDEXCEL
1987B	Geography	OCR
1977	Science Gateway	OCR
	Science	OCR
	Biology	OCR
	Physics	OCR
	Chemistry	OCR
1918	Media Studies	OCR
0157	French	WJEC
0163	Spanish	WJEC
0165	History	WJEC
	Design Technology:	
3543	Graphic Products	AQA
3545	Resistant Materials	AQA
1958	Textiles Technology	AQA
124	Catering	WJEC
BTEC 1 <sup>st</sup>	Construction	EDEXCEL
3521	ICT	AQA
3280	Citizenship Short Course	EDEXCEL
3126	Business & Communication Systems	AQA
1952	Business Studies	OCR
	Business & ICT	OCR
	ECDL	BCO
	Functional Skills ICT	OCR
3800	Preparation for Working Life	AQA
1493	Health & Social Care	OCR
1389	Statistics	EDEXCEL
3481	Religious Education Short Course	EDEXCEL

## **Key Stage 5**

Our aim at Hainault Forest High School Sixth Form is to provide you with a quality education that will enable you to either progress on to Higher Education or be fully prepared to enter the world of work at a point that meets your aspirations. Here you will be encouraged, enthused and expected to do your best. With our choice of courses, our facilities, resources and the strong sense of partnership between students and staff, we can help you achieve the best possible examination results and to provide you with the opportunity to develop all the skills you need to thrive in life and in work. For most people, the years between sixteen and nineteen are exciting but challenging too. Taking on new responsibilities, planning your programme of study, managing your time well and finding routes through all the possibilities that await you are all things you will need help with. Our job is to support you whenever you need it but also to enable you to step into the world of Higher Education or employment, a confident, knowledgeable and self reliant person.

To ensure success your progress will be monitored in a variety of ways; you will be given target minimum grades for your subjects, you will receive mid-term reports which are sent to parents, there is Parents' Evening where you and your parents/carers can discuss your progress with subject teachers and individual targets will be set for students who appear to be underachieving.

Students are taught in departmental areas or Sixth Form classrooms. Sixth Form students are based in their own common room located within the school. The common room area is private from the rest of the school with its own entrance and patio. A security pass system operates on the doors in order to maintain this privacy. It has its own suite of networked computers. It also houses Careers information and Higher Education prospectuses.

A first class Careers guidance service is also available to all students who wish to enter a career or progress to Further Education when leaving the Sixth Form. Students in the Sixth Form are carefully guided through the whole process of University application. Early in Year 12, Sixth Formers

receive extensive guidance whilst also having access to an excellently stocked Careers and Higher Education library. In Year 12 all Advanced Level students attend the London Higher Education convention in the spring term. Once the student is ready, they then work closely with their tutors, Sixth Form staff, Head of Sixth Form and the Assistant Head of Sixth Form in ensuring they submit the very best University application form they can. To ensure a high quality, the students' UCAS applications are read and checked by a tutor and the Head of Sixth Form.

Gifted and Talented students and other students who show promise of high achievement are offered access to the following; master classes at Queen Mary University of London, revision classes at QMUL, City and Metropolitan Universities and summer school opportunities at Cambridge, Oxford, Bristol and Surrey Universities.

## **ADDITIONAL AND DIFFERENT NEEDS**

All students require support but we recognise that some require more support at certain times than others. Most of this support is provided by class teachers differentiating their lesson planning to meet students' needs. We also have an inclusion team with teachers and learning support assistants who provide additional support for students with and without statements of special educational needs.

There is also support provided by specialists for those with English as an additional language both within class and via special groups. The school works hard to help those with emotional difficulties including the use of specialist staff and the use of a counsellor.

The school also runs an increasingly diverse programme for gifted and talented students including a fantasy share trading competition, public speaking events, admission to Stepladder, a Leadership Programme for gifted and talented students of ethnic minority heritage.

## **RELIGIOUS EDUCATION**

Religious Education is an important part of the education of students from Year 7-11. All students are expected to attend assemblies. However, if you do not wish your child to take

part in these assemblies please let their Form Tutor know who will make the necessary arrangements.

### **EXAMINATION ENTRY POLICY**

The school will enter a student for any examination for which they have fulfilled the necessary course requirements and providing that their attendance is satisfactory. The decision about level of appropriate entry rests with the Head of Department.

### **HOMEWORK POLICY**

All students are expected to set aside a regular time each night for work at home. This will vary for each year group but is considered an essential part of each student's learning experience. The precise details are set out in the student handbook and students are expected to record homework in their planner each day.

The requirements for different subjects will vary but the recommended times are as follows:

Year 7	2 subjects nightly (20 minutes per subject)
Year 8	2 subjects nightly (30 minutes per subject)
Year 9	1.5 - 2 hours per day
Years 10 & 11	2 - 2.5 hours per day
Sixth Form	15 to 20 hours per week

### **REWARDS POLICY**

We believe that children should be praised for all the positive things they achieve. Our system of merit stickers leading to bronze, silver and gold commendation letters is the formal way in which we recognise such achievements.

### **PRESENTATION EVENING**

We celebrate the success of our students by holding an annual Celebration of Achievement Evening to celebrate the work of outstanding students from each year.

### **THE SCHOOL PLANNER**

A School Planner is issued to all students so that they can keep a record of homework assignments on a regular basis. The Planner should be signed by a parent/guardian at the

end of the week. This Planner has been designed to help students organise their work schedule, plan ahead and ensure that they meet the necessary deadlines. It is a very important part of their school life.

### **REPORTING TO PARENTS**

In order to promote our principle of working with parents we have arranged our calendar so that parents receive information on personal and academic progress three times a year, each term, on a formal basis. We operate an academic mentoring scheme whereby each student meets with their form tutor once a term to discuss academic progress and set targets. Parents/Carers are invited to attend these meetings. Parents Evening, where you can discuss progress with subject teachers, are also held. We are also very happy for parents to make an appointment to discuss progress at other times.

### **SEX EDUCATION POLICY**

It is the policy of this school for sex education to form part of the curriculum. The Governing Body has passed the following resolution:

"It is recognised that sex education is not just a question of teaching biological mechanics, but it is a subject to be taught in the context of human relationships, where questions of faith and morals are involved. It should be remembered that, for the majority of the population, the sexual act is expressed within the context of a loving relationship, which for most may mean marriage, and the teaching will reflect this.

The highest standards of moral teaching must continue in line with the highest social and academic standards within the ethos of the school. Sex education forms part of the syllabus in the following subjects: Personal and Social Education, Science, Religious Education and can arise in other subjects too".

Parents have the right to withdraw their child from sex education. This should be conveyed in writing to their Head of House.

### **COMPLAINTS PROCEDURE**

The procedure for making complaints about the school curriculum is described in a booklet published by the Director

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Hainault Forest High School

of Educational Services of the London Borough of Redbridge entitled 'The School Curriculum Complaints Procedure'. Copies of this are available at the Education Office, Lynton House, High Road, Ilford, Essex IG1 1NN and in the School Reception Office.

## Extra Curricular Activities

### **CLUBS AND SOCIETIES**

Activities vary from year to year and these are organised in the lunch time and after school. The clubs and societies cover a whole variety of activities such as:

Art, Design and Technology, Gymnastics, Maths, Music, Athletics, Football, Netball, Basketball, Cricket, Tennis, Community Languages, Modern Languages, ICT, Science, Food, Textiles, Literacy Club, Drama Workshop and also the Choir.

Concerts, dramatic productions and various exhibitions of school work are part of the normal life of the school.

At lunch time we have quiet areas within the school for those students who wish to work quietly or read.

### **SPORTS AND GAMES**

We take an active part in Sports Events of all kinds. Hainault teams are regularly fielded for:

Football, Basketball, Cricket, Tennis, Netball, Gymnastics, Athletics and Cross Country running. We have won a number of Borough Championships in recent years, as well as entering teams for County and National Championships.

A Sports Day is held every year.

School journeys and trips play an important part in the extra curricular activities of the school. Visits include those to various museums and galleries in London and Hainault Forest (a huge outdoor classroom for the school). There is also a programme of visits abroad.

### **SCHOOL COUNCIL**

This is an important student body in the school with representatives from all houses. It meets regularly to discuss important school issues and has already contributed to many positive changes in the school.

Some or all of these charges may be remitted in individual cases where the Headteacher recommends so to the Governors.

## Pastoral Care

### DISCIPLINE AND CONDUCT

We expect all students to show courtesy, consideration, respect and understanding for others. Where it is necessary for sanctions they include additional work, detentions, 'on report' to Heads of House, and exclusion. Students and parents can be brought before a Senior Member of Staff and a Governors' Panel in serious cases.

### POLICY OF THE SCHOOL TOWARDS THE COMMUNITY

Students are encouraged to take part and involve themselves in community work and regular activities are organised through the year. Each year students take part in a sponsored skip to raise money for the British Heart Foundation. 75% of the money is presented to the British Heart Foundation and the other 25% is used for a Christmas party for our more senior citizens in December, organised by students.

### POLICY OF THE SCHOOL TOWARDS CHARITIES

Each House chooses an annual charity and organises fund raising events. The Poppy Day flag collection is also supported.

### POLICY ON CHARGES FOR SCHOOL ACTIVITIES

It is the policy of the Governing Body to make appropriate charges in line with Local Authority policy. This will apply to:

1. Individual music tuition and hire of instruments.
2. Activities out of school hours.
3. Board and lodging costs for field study courses and Glasbury visits.

No charge will be made where students are entered for prescribed examinations for which the students have been prepared by the school. However, a charge will be levied if the school considers that for educational reasons the student should not be entered and the students' parent/guardian wishes the student to be entered. If the student subsequently passes the examination, the school will refund the cost.

Where students have failed to complete the examination requirements without good cause the examination fee will have to be repaid to the school.

### ATTENDANCE

Full attendance is an essential element of success at school. The school has an electronic registration system which enables each student to be registered not only at form time but also for every lesson of the day. Full details of attendance at lessons are provided for parents on every report sent home.

### ATTENDANCE INFORMATION FOR 2007/2008

Total number of students on roll of compulsory school age	799
Percentage of half days missed through authorised absence	
Percentage of half days missed through unauthorised absence	6.44%

2.51%

- (f) children who live out of the catchment area who have no sibling attending the school.

A child is given catchment area priority on a waiting list once it has been confirmed that the family are permanently resident at the new address.

Applications received after the deadline will be considered against the criteria stated in 1.6 but after those who met the deadline.

In each category, if there are more children than places available, priority will be based on the shortest measured walking distance as measured by a Geographic Information System from the child's home to the main entrance of the school using public roads and recognised footpaths.

Requests for a particular school which are based upon the serious medical or psychological condition of a child, must be supported by a qualified professional directly involved with the child and will be considered by the Authority's medical or psychological advisers. Only where it is agreed that admission to that school is essential will an exception to the general policy be made.

If the parent's preference cannot be met a child's name can be put on the waiting list (s) of the school (s). As places become available, they will be allocated from the waiting list.

The waiting lists will continue to operate until the Autumn half term following the start of Year 7. After this time, parents still wishing their child to be considered for a particular school will be asked to reaffirm their interest and waiting lists will be drawn up in accordance with the post 11+ admissions criteria, see paragraph 3.

Community comprehensive school governing bodies will be consulted each summer term regarding the possibility of a limited, planned, over-allocation of places to their respective admission limits in the expectation that allocated pupils would reduce through non-arrivals of withdrawals over the summer holiday or early in the Autumn Term.

Where no school place is available at a suitable maintained school within a reasonable travelling distance of the child's home, a place will be offered at the school that is least

## **ADMISSION ARRANGEMENTS FOR COMMUNITY SECONDARY SCHOOLS**

### **1. ADMISSION TO COMPREHENSIVE SCHOOLS AT 11+**

Each school has a designated size based on 'the standard number' which is the number of students per year group that can be accommodated.

All community comprehensive schools have set areas called 'catchment areas' and children living in a catchment area have priority for admission.

Children with statements of special educational needs will be admitted to the school that is named on their statement.

The deadline for applications for transfer in September 2009 is 19th October 2008.

Notification of the allocated school will take place on 3rd March 2009.

If the demand is more than the number of places available, applications will be considered as follows:

- (a) students with statemented children as above;
- (b) 'looked after children', that is children in public care;
- (c) children who live in the catchment area;
- (d) children who become resident after the application deadline will receive 'link priority' for the linked school's catchment area until a place can be offered at the catchment school, should the parents express such a preference, (linked schools are as follows: Beal-Wanstead; Caterham-Woodbridge; Hainault-Oaks Park; Loxford-Valentines; Seven Kings-Mayfield);
- (e) children who have brothers or sisters (siblings) who are both currently on roll at the school and who will continue to attend that school in the following academic year; and

oversubscribed. If there is more than one such school, a place will be offered at the nearest to the child's home.

The following notes apply:

- i) A school is full in the appropriate age group, if the number of students is equal to or greater than the admission number for that age group, as determined by the authority.
- ii) For these purposes a place is available to a child if the child is a registered student at a school and is entitled to remain on the school register; or if the child has been offered a place at a school and that offer has not been withdrawn; or if the child would be offered a place at that school if the parents sought such a place.

iii) Reasonable travelling distance means:

	<b>Distance</b>	<b>How journey can be reasonably achieved</b>
<b>Band 1</b>	Up to 3 miles	By walking
<b>Band 2</b>	Over 3 miles & up to 7 miles	By 1 or 2 bus/tube/BR journeys
<b>Band 3</b>	Over 7 miles & up to 10 miles	By 1 bus/tube/BR journey
<b>Band 4</b>	Over 10 miles	No such journey is reasonable

Note: All distances by the shortest walking distance.

**DEFINITIONS APPLYING TO THE ADMISSION ARRANGEMENTS FOR ALL COMMUNITY SCHOOLS**

- i) The term 'sibling' shall include children as follows:
  - Half-siblings
  - Adopted siblings
  - Children subject of a residence order
  - Foster children
  - Step-children
  - Common law step-children
- ii) The term 'guardianship' shall apply as follows:

If it is a true situation whereby the relatives have been appointed as guardian in a will or by court order, documentary evidence will be required as proof.

Picking children up from school and looking after them until such time that the parents are able to collect their children will not constitute a legally accepted situation whereby the relative is the full time carer.

However, if the child/ren reside with the relatives on a full time basis, both during the week and at weekends, this would be more likely to be accepted as a formal arrangement. If such a formal arrangement has been agreed, there should be some evidence that the relatives care for the child/ren on a full time basis, practical examples of factual proof would include:

- who holds the child allowance book (and collects it)
- where the child is registered with a GP
- where the child spends weekends

If a child were merely looked after by a relative during the week, this would not alter their 'ordinary residence' which is assumed to be with their parents and whose address would be used for admission purposes.

iii) The term 'ordinary residence' shall apply as follows:

When a child lives with its birth parents, legal guardian or foster parent, that address will be considered to be the child's normal, permanent place of residence.

However, when a child has parents who are separated, the parents may nominate only one address for the application process:

- if one parent has parental responsibility (as evidenced by documentation) that parent's address must be used;
- if both parents have parental responsibility (as evidenced by documentation) the Local Education Authority will normally accept the parent's address used by the child's primary school, and
- if a child lives, full or part-time, with neither parent e.g. with a relation, the Local Education Authority will accept this as the application address only if the arrangement is long-standing and can be confirmed as such. The child must sleep at this address for a minimum of 4 nights each week.

**SECONDARY TRANSFER STATISTICS 2008 FOR HFHS**

Admission Limit 2008	171
Applications received	244
Places offered	171
SEN/Looked after	4
Catchment	96
Out catchment - sibling	6
Out catchment - distance	65

## School Uniform

All students in Year 7 to 11 must wear a School Uniform.

### Year 7 Uniform

#### **Girls**

Green School blazer with embroidered badge  
 Plain grey skirt or tailored trousers  
 White shirt  
 Jumper - grey v-neck only (optional)  
 School tie in House colour  
 White socks/plain black or tan coloured tights  
 Sensible footwear black only (no boots)

#### **Boys**

Green School blazer with embroidered badge  
 Plain grey tailored trousers  
 White shirt  
 Jumper - grey v-neck only (optional)  
 School tie in House colour  
 Sensible footwear black only

### **PE KIT**

#### **Girls**

White Polo shirt, collar, short-sleeved, with HFHS logo\*  
 Black shorts\*  
 White socks  
 Black sweatshirt (no hood) - optional  
 Black tracksuit trousers/jogging bottoms - optional  
 Trainers/plimsolls

#### **Boys**

White Polo shirt, collar, short-sleeved, with HFHS logo\*  
 Black shorts\*  
 Black/white socks  
 Black sweatshirt (no hood) - optional  
 Black tracksuit trousers/jogging bottoms - optional  
 Trainers/plimsolls/Football boots

\*Recommended that students have two sets

The Supplier of the School Uniform is:

#### **School Supplies**

11 Felstead Road, Chase Cross  
 01708 743405

Blazers, ties, badges and PE shirts can be purchased from the Reception office

### **TECHNOLOGY LESSONS**

Students wear an apron to protect their clothing (approx. cost £2.00). Students may be prevented from doing practical work if an apron is not worn as we would not wish them to damage their clothes.

# Examination Results

## 2007/2008 GCSE RESULTS ACHIEVED BY PUPILS AGED 15

Number of Pupils in School aged 15 157  
(On Roll January 2008)

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

### GCSE Full Course Entries

ART											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	3	2	3	2	0	0	0	0	0
Boys		0	0	3	2	2	0	0	0	0	0
Total		0	3	5	5	4	0	0	0	0	0

BUSINESS & COMMUNICATIONS SYSTEMS											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	3	0	6	8	3	2	1	0	0
Boys		0	0	1	2	6	2	2	1	2	0
Total		0	3	1	8	14	5	4	2	2	0

BIOLOGY											
		A*	A	B	C	D	E	F	G	U	X
Girls		1	2	0	6	8	2	2	1	0	0
Boys		0	0	2	6	3	0	0	0	0	0
Total		1	2	2	12	11	2	2	1	0	0

BUSINESS STUDIES											
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		A*	A	B	C	D	E	F	G	U	X
Girls		0	0	2	8	6	2	4	0	0	0
Boys		0	0	0	4	2	4	4	0	2	0
Total		0	0	2	12	8	6	8	0	2	0

CATERING											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	4	2	4	1	0	1	0	1	0
Boys		0	0	0	1	0	2	1	0	0	0
Total		0	4	2	5	1	2	2	0	1	0

### GCSE Full Course Entries

CITIZENSHIP (SHORT COURSE)											
		A*	A	B	C	D	E	F	G	U	X
Girls		7	16	28	22	20	18	21	8	6	1
Boys		1	4	14	27	13	20	18	19	8	2
Total		8	20	42	49	33	38	39	27	14	3

DRAMA											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	4	6	2	1	2	0	0	0	0
Boys		0	0	0	0	3	0	0	0	0	0
Total		0	4	6	2	4	2	0	0	0	0

ECONOMICS											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	0	1	3	4	0	2	0	0	0
Boys		1	1	1	1	3	2	0	0	0	0
Total		1	1	2	4	7	2	2	0	0	0

ENGLISH LANGUAGE & LITERATURE											
		A*	A	B	C	D	E	F	G	U	X
Girls		2	10	8	20	18	12	8	0	1	0
Boys		1	3	9	17	18	9	12	4	1	0
Total		3	13	17	37	36	21	20	4	2	0

ENGLISH LITERATURE											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	8	16	16	11	10	9	4	0	0
Boys		1	2	8	18	10	15	5	8	2	0
Total		1	10	24	34	21	25	14	12	2	0

FRENCH											
		A*	A	B	C	D	E	F	G	U	X
Girls		3	12	2	5	1	0	0	0	0	0
Boys		3	2	3	0	0	0	0	0	0	0
Total		6	14	5	5	1	0	0	0	0	0

GEOGRAPHY											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	0	0	0	0	1	0	0	0	0
Boys		0	2	3	1	4	3	0	1	0	0
Total		0	2	3	1	4	4	0	1	0	0

**GCSE Full Course Entries**

GRAPHICS											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	0	0	0	0	3	1	0	0	0
Boys		0	0	1	1	17	9	3	0	1	0
Total		0	0	1	1	17	12	4	0	1	0

HEALTH AND SOCIAL CARE (DOUBLE AWARD)											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	2	4	12	10	10	2	4	0	0
Boys		0	0	0	2	2	4	0	0	0	0
Total		0	2	4	14	12	14	2	4	0	0

HISTORY											
		A*	A	B	C	D	E	F	G	U	X
Girls		4	3	3	2	4	1	0	3	3	0
Boys		0	5	2	2	3	1	0	0	6	0
Total		4	8	5	4	7	2	0	3	9	0

INFORMATION TECHNOLOGY											
		A*	A	B	C	D	E	F	G	U	X
Girls		1	3	4	11	5	8	5	2	0	0
Boys		1	1	1	4	1	5	3	1	0	0
Total		0	2	3	7	4	3	2	1	0	0

MATHS											
		A*	A	B	C	D	E	F	G	U	X
Girls		8	11	19	23	36	26	20	10	0	0
Boys		4	6	9	10	20	17	7	7	0	0
Total		4	5	10	13	16	9	13	3	0	0

MEDIA STUDIES											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	1	2	2	1	0	0	0	0	0
Boys		0	0	1	1	1	3	3	4	1	0
Total		0	1	3	3	2	3	3	4	1	0

MUSIC											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	1	2	1	0	2	0	0	0	0
Boys		0	0	2	1	1	1	0	0	0	0
Total		0	1	4	2	1	3	0	0	0	0

**GCSE Full Course Entries**

PSYCHOLOGY											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	6	3	5	4	0	1	0	2	0
Boys		0	1	1	1	0	1	0	0	0	0
Total		0	7	4	6	4	1	1	0	2	0

PHYSICAL EDUCATION											
		A*	A	B	C	D	E	F	G	U	X
Girls		1	2	1	0	2	2	0	0	0	0
Boys		0	3	2	3	3	2	0	0	0	0
Total		1	5	3	3	5	4	0	0	0	0

RELIGIOUS STUDIES (SHORT COURSE)											
		A*	A	B	C	D	E	F	G	U	X
Girls		3	7	13	12	8	7	13	6	3	1
Boys		1	3	6	15	4	12	9	10	2	2
Total		4	10	19	27	12	19	22	16	5	3

SCIENCE (SINGLE, ADDITIONAL & ELECTRONICS)											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	2	3	3	7	5	5	1	1	0
Boys		0	5	5	12	17	8	4	2	6	0
Total		0	7	8	15	24	13	9	3	7	0

STATISTICS											
		A*	A	B	C	D	E	F	G	U	X
Girls		0	0	0	16	1	0	0	0	0	0
Boys		4	2	0	10	0	0	0	0	0	0
Total		4	2	0	26	1	0	0	0	0	0

TEXTILES											
		A*	A	B	C	D	E	F	G	U	X
Girls		3	1	2	0	0	0	0	0	0	0
Total		3	1	2	0	0	0	0	0	0	0

MATHEMATICS								
	Entries	A	B	C	D	E	U	X
Total	1	0	0	0	1	0	0	0
Girls	1	0	0	0	1	0	0	0
Boys	0	0	0	0	0	0	0	0

**2007/2008 GCE A LEVEL RESULTS ACHIEVED BY  
PUPILS AGED 18**

ART & DESIGN								
	Entries	A	B	C	D	E	U	X
Total	3	0	0	0	2	1	0	0
Girls	3	0	0	0	2	1	0	0
Boys	0	0	0	0	0	0	0	0

MEDIA STUDIES								
	Entries	A	B	C	D	E	U	X
Total	9	2	1	0	2	4	0	0
Girls	6	1	0	0	1	4	0	0
Boys	3	1	1	0	1	0	0	0

BUSINESS (DOUBLE AWARD)								
	Entries	A	B	C	D	E	U	X
Total	5	0	0	3	2	0	0	0
Girls	0	0	0	0	0	0	0	0
Boys	5	0	0	3	2	0	0	0

MUSIC								
	Entries	A	B	C	D	E	U	X
Total	1	1	0	0	0	0	0	0
Girls	1	1	0	0	0	0	0	0
Boys	0	0	0	0	0	0	0	0

ENGLISH								
	Entries	A	B	C	D	E	U	X
Total	14	2	1	3	5	2	1	0
Girls	7	1	0	0	4	1	1	0
Boys	7	1	1	3	1	1	0	0

PERFORMING ARTS								
	Entries	A	B	C	D	E	U	X
Total	7	0	0	2	3	1	1	0
Girls	6	0	0	1	3	1	1	0
Boys	1	0	0	1	0	0	0	0

HISTORY								
	Entries	A	B	C	D	E	U	X
Total	5	1	1	1	0	1	1	0
Girls	3	1	0	1	0	1	0	0
Boys	2	0	1	0	0	0	1	0

PSYCHOLOGY								
	Entries	A	B	C	D	E	U	X
Total	2	0	0	0	0	2	0	0
Girls	1	0	0	0	0	1	0	0
Boys	1	0	0	0	0	1	0	0

# Results Summary

<b>GCSE RESULTS</b>		<b>Pupils Aged 15</b>	<b>Achieving 5 + A*-C</b>	<b>Achieving 5 + A*-G</b>	<b>Achieving 1 + A*-G</b>
Boys	Number	75	29	70	74
	Percentage		39	93	99
Girls	Number	82	34	77	81
	Percentage		41	94	99
Total	Number	157	63	147	155
	Percentage		40	94	99

**Average point score per 15 year old:** 309  
280 (capped)

**Pupils aged 17 or 18 at the end of two years of study (GCE and/or VCE A/AS)**

	<b>Number of Candidates</b>	<b>Average Score per Candidate</b>	<b>Average Point Score per entry</b>
Total	22	586	185

# Standard Assessment Tests

## NATIONAL RESULTS

2007 Teacher Assessment												
Percentage at each level												
	W	1	2	3	4	5	6	7	8	EP	Pupils disappied	Pupils absent
English			3	12	20	46	17	3				
Mathematics				11	17	33	17	20	3			
Science												

2007 Test Results									
Percentage at each level									
	Below level 3/4*	3	4	5	6	7	8	Pupils not entered*	Pupils absent
English	20		23	39	11	1			6
Reading	17		28	34	18	3			6
Writing	7		25	44	21	3			6
Mathematics	2	9	21	20	22	20	3		3
Science	2	11	27	27	24	5			4

\* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science, or below level 4 in English; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# pupils working at the levels of the tests, but unable to access them.

## HAINAULT FOREST HIGH SCHOOL RESULTS

### AT END OF KEY STAGE 3, SUMMER 2008:

	D	A	B	N	W	1	2	3	4	5	6	7	8	% at 5+
Number of pupils at each level														
<b>ENGLISH</b>														
Test	-	10	6	10	-	-	-	13	29	65	22	1	-	56
Teacher Assessment	-	-	23	-	-	-	-	-	45	53	38	1	-	58
<b>MATHEMATICS</b>														
Test	-	6	2	5	-	-	1	16	31	33	42	18	2	61

Teacher Assessment	-	-	8	-	-	-	-	21	32	47	37	13	2	63
<b>SCIENCE</b>														
Test	5	8	3	3	-	-	4	26	52	33	23	2	-	37
Teacher Assessment	-	-	7	-	-	-	-	16	35	63	39	-	-	64

**Key to abbreviations:**

-	No pupils	N	Below level 1	B	Teacher Assessment only
1-8	Awarded Level	W	Working towards Level 1	D	Disapplied
EP	Exceptional performance	A	Absent		