



GENERAL INFORMATION 2016/17

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KATHARINE LADY BERKELEY'S SCHOOL, WOTTON-UNDER-EDGE, GL12 8RB

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Katharine Lady Berkeley's School – A Brief History

The School was founded by Katharine, wife of Thomas, Lord Berkeley in 1384 on October 20th. The Foundation Deed reads:-

"We the said Kitherina (Katharine), attentively considering that the purposes of man desiring to be informed in grammar which is the foundation of all liberal arts, is daily defeated and frustrated by poverty and want of means; therefore for the maintenance and exaltation of Holy Mother Church, and the increase of divine worship, and other liberal arts and sciences, out of the goods bestowed on us by God have procured the said Walter and Williams to acquire certain lands and tenements in fee, that they may build (re-build?) a school-house in Wotton for the habitation and likewise dispose of them for the maintenance of a master and 2 poor scholars of the art of grammar; which master and his successors shall govern and inform all scholars coming to the same house or school coming for instruction in this art without taking anything for his trouble from them or any of them."

The Deed was sealed with Katharine's personal seal which showed St John holding a lamb and has the Latin inscription "Sigilla domus scolari de Woton sub ege". (The seal of the School House of Wotton-under-Edge). This seal is stamped on our prizes and also in special badges which are worn by some members of the school. The crest on the blazers is the Berkeley coat-of-arms.

The old school buildings in School Lane, Wotton-under-Edge, were erected in 1726 to which there were various additions later. Shortly after the school had become co-educational, Church Mill was bought in 1908. After the World War of 1939 -1945, Carlton House was rented from the Post Office.

In 1961, the erection of a new building for 350 students in the Kingswood Road, was started, and in January 1963 the school vacated the premises in Wotton and moved into the new buildings.

The erection of the first phase of extensions to the Kingswood Road buildings began in March 1972, and were completed for the start of the Autumn Term 1973, when Katharine Lady Berkeley's re-opened as a comprehensive school for 830 students. Wotton Secondary School closed at the end of August 1973.

In July 1974, the second phase of extensions to the building were started and were completed by September 1975.

Since that time, there has been a range of new buildings and extensions in order to accommodate the increasing number of students which is now 1,450 – very different from the school roll 630 years ago.

Since becoming a comprehensive school in 1973 there were many curricular developments including becoming a specialist school for languages in 1996. Even though the additional funding provided for specialist schools has been withdrawn since 2010, we still have a rich languages provision which provides outstanding opportunities for our students to gain skills in foreign languages, to take part in visits overseas and to gain an appreciation of the cultures of other countries.

In 2011, the school converted to become an Academy. This means that the school continues to be state funded but it is independent from the local authority - the school is effectively a state funded independent school. This provides certain freedoms including, most importantly, the opportunity to purchase services which best match the needs of our particular students.

Over three quarters of the secondary schools in Gloucestershire have converted to Academy status but the relationship with the Local Authority and the sense of community and partnership between the schools, whether Academy or not, continues to be strong.

Statement of Aims and Objectives

Inspiration – Confidence – Achievement

At Katharine Lady Berkeley's School, we aim:

- through excellent teaching, to inspire all students to develop into eager, confident learners who reach the highest academic attainment of which they are capable, both at school and, in time, beyond;
- through opportunities for cultural and sporting enrichment, to inspire all students to develop into young people who are fulfilled in their lives;
- through an ethos of care for all, to enable students to develop into young people who communicate well, are confident in themselves, respectful of others and embrace difference.

In order to achieve these aims, we will:

- 1) Enable every child to make the best possible progress.
- 2) Maintain a broad and balanced curriculum with many opportunities for enrichment.
- 3) Provide outstanding pastoral support, especially for those who need it most.
- 4) Ensure that all members of the school community are committed to the welfare and progress of the students.
- 5) Value and support all staff and invest in their professional development.
- 6) Provide facilities and resources that fully support students' learning.
- 7) Link effectively with parents, carers, the local community, other schools, colleges, universities, employers and other partners.
- 8) Use systems to ensure that we understand the school's effectiveness and which support our continuous improvement.

Governors

<u>Name</u>	<u>Category</u>
Mrs G Hayward - Chair	Co-opted
Mr C Sanders – Vice Chair	Parent
Mrs M Clarke	Foundation
Mr C Jenner	Foundation
Mrs R Robinson	Foundation
Dr J E Cordwell	Foundation
Mr I Trayling	Foundation
Mrs L Culpepper	Foundation
Mr W Lee	Co-opted
Mrs R Marshall	Co-opted
Mr D Driver	Parent
Mr D McCoubrie	Parent
Mr J Spragg	Parent
Mr A Harris	Ex officio
Mr A Farwell	Staff
Ms N De Silva	Staff
Mrs F MacMillan	Clerk to Governors

Teaching Staff

Leadership Team

Headteacher

Mr A Harris, MA London, BSc Exeter

Deputy Headteachers

Miss H Khan, BSc Reading

Mr C Mann, BA Birmingham

Assistant Headteachers

Mr R Warren, BA Liverpool John Moores

Miss F Bailey, BA Gloucestershire

Miss K John, BA Cardiff

English

Mr J Jones, MA Swansea, BA Bristol

Mrs K McAllister, BA Leicester

Mrs N Gallivan, BA Glamorgan

Miss J Champion, BA Cambridge

Mr C R Pickles, BA Nottingham

Ms C Griffiths, BA University of the West of England

Mrs K Elms, BA Bristol

Mrs J Daniel, BA Cardiff

Mrs N Watson, MEd Birmingham, BA Cardiff

Miss E Merrett, BA Sheffield

Miss L Phillips, BA Plymouth

Mathematics

Mrs C Wells, BSc Warwick

Mrs V Beltrami, BSc Bristol

Mrs L Talkowski, MEd Gloucestershire, BEng Belfast

Mrs V McGrellis, BSc Bristol

Miss L Williams, LLB Aberystwyth
Mrs B Manser, BSc Aberystwyth
Miss C Rendell, BSc Bristol
Mrs L Gillespie, BSc Reading
Miss S Coughlan, BSc Bristol
Miss I Bailey, BSc Bristol
Mrs C Landeg, BSc University of Wales, Swansea

Design Technology

Mr P Hanney, BSc Loughborough
Mrs J Cooper, BEd Bath
Mr C Thomson, BEng Southampton Institute
Mr M Gorton, MA, University of the West of England, BEng Brunel
Mrs A Tyrell, BA Open
Miss C Baker, BSc University of the West of England
Mrs S Dring, BEd London

Music

Mr G Bull, BMus Exeter
Miss D Barratt, BA Cardiff

Art and Design

Mrs W Picken, BA Gwent College of HE
Mr R Hall, BA Northbrook College
Miss D Weatherhead, BA Glamorgan
Miss C Hall, BA Kingston
Miss P Taylor, BA Birmingham City

Drama

Mr J Blake, BA Dartington
Miss S Hind, BA Manchester

Languages

Mr D Thompson, MA Sheffield, BA Nottingham
Miss S O'Sullivan, BA University of the West of England
Mrs M Tate, MA Sheffield, BA Durham
Miss S Jones, BA Bristol
Ms N de Silva, BA Liverpool John Moores
Mrs K E Caldwell, BA Birmingham
Mrs L Hale, BA Bristol
Mrs E Payne, BA Southampton
Mrs J McDonald, BA London
Mr S Popham, BA University of the West of England
Mrs S Bateman, BA Nottingham Trent
Mr V le Goascoz, MA, BA Université de Bretagne Occidentale
Mrs E Yilmaz, MSc Exeter, BSc Tunghai, Taiwan,

Science

Mr R Shaw, BSc East Anglia
Mr P Cullwick, M Phys York
Dr M Ziegler, PhD, BSc Edinburgh
Mrs V Allin, BSc Keele
Mr T Verber, MSc Bristol
Mr S McRitchie, BSc Durham
Mrs J Temple, BSc Middlesex
Dr C Thomas, PhD Bristol, BSc Bristol
Mr J Goode, BSc Southampton
Mr J Dexter, BSc Leicester

Sociology

Mr L Poole, BA Staffordshire

Miss R Fowles, BA University of the West of England

Religious Education

Mr A Jones, BA Bangor

Mrs K Williams, BA Bristol

Miss L Mills, BA Bristol

Geography

Mr J Myers, BA Nottingham Trent

Mr T Hancock, BA Swansea

Mrs C Bull, BSc Plymouth

Mr T Andrews, MSci Bristol

Mr P Ashford, MEd Bristol, BA London, B Phil Open

History

Mrs K Medcroft, BA Swansea

Mrs K van den Broek, BSc Swansea

Miss A Rawlinson, BA Sheffield

Mrs E Elder, BA Bath Spa

Business Education

Mr S Pegg, BCom Birmingham

Mrs C Pope, BA Stirling

Physical Education

Mr R Daniel, BSc University of Wales Institute, Cardiff

Miss S Upton, BSc University of Wales Institute, Cardiff

Miss L Bell, BEd University College of St Mark and St John

Mrs C Rolleston, BEd Polytechnic of Wales

Mrs L Wills, BSc Bath

Miss S Dobler, MA, BSc Cardiff Metropolitan

Mr J Dudbridge, BSc University of Gloucestershire

Mr R Evans, BA Cardiff Metropolitan

Mrs S Bates, BSc Birmingham

Mr L Grenfell-Williams, BSc Exeter

Information & Communications Technology

Mr M Coley, BSc Lancaster

Health and Social Care

Mrs S Nagra, BA Huddersfield

Psychology

Mr J Sturt, BSc Leicester

Learning Support and Literacy

Miss K John, BA Cardiff

Senior Associate Staff

D Pavey Headteacher's Secretary

Mrs L Price Examinations Officer

Mr A Farwell Facilities Manager

Mr J Trowbridge Network Manager

Mrs D Crawshaw Catering Manager

Mr R Jackman

Mrs D Gardner

Mrs R Holloway

Mrs S Fell

Mrs J Woolfrey

Chief Finance Officer

Education Welfare Officer

Cleaner in Charge

Senior Science Technician

Librarian

Pastoral Structure

All students entering the school are placed in a tutor group which contains students of varying academic ability from a number of primary schools. Students normally remain with this group through to Year 11. Morning and afternoon registration is conducted in tutor groups.

The school believes that it is important for a tutor not simply to be a 'problem solver' but also to have a rôle in supporting the academic welfare of each child. It is intended that the tutor will move with the tutor group from year to year so that his or her tutors' knowledge of each can develop with the child.

Year 7 is supervised by a Head of Year (Mrs C Landeg). The transition from primary to secondary education is managed by an Assistant Headteacher (Mr R Warren), Mrs Landeg and Ms de Silva (Key Stage 3 Pastoral Assistant). Each group, with its tutor, will then move into Year 8 where responsibility for overseeing matters passes to another Head of Year who will then monitor development and progress through to the end of Year 11. The Sixth Form is managed by a team of tutors led by the Head of Sixth Form, Miss H Khan.

The Heads of Year for 2016/2017 are as follows:

Year group	Head of Year
7	Mrs C Landeg
8	Mr J Dudbridge
9	Mr T Andrews
10	Miss S Hind
11	Mr L Poole
12/13	Miss H Khan

During Key Stage 3, there is a programme of Personal, Social and Health Education. During Year 9, a key focus is to provide information, support and advice to assist students and their parents to make their subject choices for study at Key Stage 4.

At Key Stage 4, Careers Education and Guidance is further developed and a team of experienced staff support tutors with issues such as work experience placement, job application, further education opportunities, sixth form courses and higher education.

Curriculum Structure

In Years 7, 8 and 9, students are divided into two cohorts (cohort A and cohort Z). In each cohort, students are grouped according to their ability. This provides two roughly equal ability groups at each level, one in each cohort – A1 and Z1, A2 and Z2 etc.

A1	A2	A3	A4	A5
Z1	Z2	Z3	Z4	

Year 7 students are taught in mixed ability groups for all subjects other than mathematics during terms 1 and 2 (up to Christmas). This enables us to gain a picture of the relative strengths of each student in order to achieve more accurate ability grouping than is possible by just using end of Key Stage 2 results.

Students are setted independently from the above in Year 7 for mathematics as from the start of October and for PE from the start of November. In Year 8, students are also setted independently for languages and, in Year 9, for science.

In Years 10 and 11, students are grouped by ability for the core subjects and languages.

Curriculum for Years 7, 8 and 9

Year	Mathematics	English	Science	French	Second Language	Additional Literacy	Technology	Religious Education	Geography	History	Art and Design	Music	Drama	PSHEE	Computing	Physical Education
7A1-3, 7Z1-3	6	5	4	5	4	-	4	2	3	3	3	2	2	1	2	4
7A4, 7A5, 7Z4	6	5	4	5	-	4	4	2	3	3	3	2	2	1	2	4
8A1-3, 8Z1-3	6	5	5	4	4	-	4	2	3	3	3	2	2	1	2	4
8A4, 8A5, 8Z4	6	5	5	4	-	4	4	2	3	3	3	2	2	1	2	4
9A1-3, 9Z1-4	6	5	5	4	4	-	4	3	3	3	3	2	1	1	2	4
9A4, 9A5, 9Z4	6	5	5	4	-	4	4	3	3	3	3	2	1	1	2	4

Languages

In Year 7, all students take French as their 'first' language. All students in 7A1-3 and 7Z1-3 and some from 7A4 and 7Z4 take a second language chosen from Spanish, Japanese or Chinese. (Chinese is only recommended for students with strong literacy and study skills). There are short second language taster courses during the first term and then students are asked to choose which of these languages they will take for the remainder of Key Stage 3. Those who take one language study French in Years 7, 8 and 9.

Curriculum for Years 12 and 13

In the Sixth Form the majority of students study four AS (Advanced Subsidiary) level subjects in Year 12, a few study three. In Year 13, most students continue with three subjects at A level. This gives students three full A Levels and one additional AS level if they took four subjects in Year 12. Subjects offered:

Year 12

<u>AS level</u>	Mathematics Further Mathematics Physics Chemistry Biology English	French Spanish Japanese Chinese Music Geography	Economics Business Studies Drama Sociology Film Studies History	Fine Art Graphic Art Design Technology Photography Physical Education Psychology
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Work Experience/Work Shadowing Three days of school time, which students are encouraged to turn into a full week with the addition of two days of their holiday.

Year 13

A2 Level All AS levels offered in Year 12 are available at A Level in Year 13.

Clubs and Extra Curricular Activities

Extra-curricular activities are open to all students. Examples of activities that may be offered are:

Badminton	Orchestra	Choir - Senior and Junior
Drama	Chess Club	Netball
Athletics	Windband	Debating Society
Hockey	Rugby	Homework Club
Animation club	Environmental Club	Basketball
Cricket	Soccer	
Library Club	Guitar Group	
Christian Union	Computing	

Additional opportunities may include:

- Year 12 Work Experience Braunschweig (Germany), Brest (France) or Gran Canaria (Spain), where appropriate
- an exchange of students who are learning French, with a school in Bois-le-Rois (near Paris)
- an exchange of students who are learning German, with a school in Braunschweig, Germany
- a Spanish exchange with a school in Madrid or a school in Gran Canaria
- a Japanese exchange with a school in Ymanashi near Tokyo
- geography Field Courses for Sixth Formers in Snowdonia, North Wales and Exmoor
- an educational visit to China
- visits to theatres and places of artistic, geographical, scientific and sporting interest.

Special Educational Needs and Disabilities Policy

The following is the first section of the school's Special Educational Needs and Disabilities Policy. The full policy is published on the school website and is available on request from the school.

Our beliefs and values

Katharine Lady Berkeley's School values the contribution that every child and young person can make and welcomes the diversity of different intellectual specialisms, personal strengths, and learning styles. We believe that children who feel safe, and who are supported by outstanding teaching, will learn effectively. Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well and lead happy, healthy and fulfilled lives.

Introduction

The title of this policy uses the word inclusion to summarise the vision described above. Students with SEND will be provided with the support and additional resources to enable them to make the best possible progress and take a full part in the life of the school alongside those students who do not have identified needs. Much of the support offered will be in the classroom with other students while some is more effectively provided by withdrawing individual students or small groups to provide the required intervention.

Our aims

- The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all.
- To ensure that, with support, children with SEND are encouraged to have equally high aspirations for their future and experience an appropriate degree of challenge just as for non-SEND students.
- The school identifies and supports those students who have learning difficulties or disabilities so that they have the opportunity to achieve the best possible results of which they are each capable, and leave the school with the qualifications, personal and social skills which will enable them to continue their learning and be well equipped for the demands of adult life.
- To successfully support the child's transition:
 - to this school;
 - from this school to further/higher education and to the world or work.

Our objectives

- To identify and provide for students who have additional needs including special educational needs and disability
- To involve children in decision making and discussions about their support
- To operate an approach which supports academic, social, behavioural and emotional development taking into account of the range of needs of the student
- To provide a curriculum for each student that offers a level of challenge and content which is appropriate for their needs
- To work in partnership with parents and other agencies
- To provide support and advice for all staff working with special educational needs students
- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
- Make effective use of available resources

Arrangements for Students with Disabilities

Overview

The school is committed to promoting equality for people with disabilities by:

- eliminating discrimination against people with disabilities
- eliminating harassment related to any disability
- promoting equality of opportunity between disabled people and other people
- promoting positive attitudes towards disabled people
- putting arrangements into place to take account of people's disabilities.

Admission

The school will admit students with disabilities and take all reasonable steps to ensure that they can follow the full curriculum. The school will not discriminate against the admission of students with disabilities in any way including:

- in the arrangements made for determining the admission of students to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the students are offered admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

Ensuring that disabled students are not treated less favourably than other students

All reasonable steps will be made to ensure that students with disabilities are not treated less favourably than other students. For example, classes involving students who cannot climb stairs will be timetabled for ground floor rooms or those which have lift access. Students who are hearing or visually impaired will be accommodated with appropriate support and/or equipment.

An Equality Access audit is carried out every three years by an external consultancy. A copy of the latest audit is available on the school website.

Existing facilities for students with disabilities

All curriculum areas are accessible to students who cannot climb stairs. Where necessary, ramps or lifts have been installed over the last three years to supplement steps and staircases. Provision can be made for students who have motor difficulties which affect their writing to use a laptop computer.

Provision is made for students with medical conditions, e.g. diabetes or epilepsy, which includes support from the school nurse.

Where students have learning disabilities, support is provided by the school's Learning Support department. Where necessary, the curriculum is modified in order to take account of students with learning disabilities.

Behaviour and Discipline Policy

Last update: March 2016

The underlying principle behind all aspects of the school's expectations for the conduct of students is that they will behave in a way which allows them and others to make the best possible progress in an environment where they are emotionally and physically secure. High standards of behaviour are essential for students to enjoy their time at school and for the achievement of results which reflect each student's ability.

Each student is expected to behave in a way which enables them to make the best possible academic and social progress. This requires the student to follow the school's code of conduct, to focus on their work in lessons, to endeavour to complete all work to the highest standards of which the student is capable, to complete all homework set and to respect and care for the wider school, in terms of the school community including all staff and other students, its buildings and resources.

Each student is expected to support the work of others by respecting their efforts, providing encouragement to other students and never seeking to put down the achievements of others through ridicule or other negative actions.

In and out of lessons, students are expected to behave in a polite and courteous way at all times. Students must respect the needs and sensitivities of other members of the school population and each must play their part in generating and maintaining a community which is safe and enjoyable for all.

This policy also applies to students on the way to and going home from school, at any time on the school premises or any incident related to the school. At these times, the safety and security of students must be maintained. Also, at these times, poor behaviour can have a negative impact on the reputation of the school which has an adverse effect on all members of the school community. However, it should be noted that the lack of direct supervision by the school means that the responsibility for the child's behaviour is shared, in varying proportions, between the school, parents and, where appropriate, the school bus companies and the police.

When students act in ways which are in conflict with the above, sanctions will be used together with relevant support. The intention at all times is to help the student to behave well so that they can benefit from their time at school and make good academic and social progress and therefore sanctions will generally be accompanied by support to help the student to improve their conduct.

Classroom Expectations

The school aims to have a consistent approach in terms of expectation and action. Students will be 'challenged' when they are not meeting the school's expectations but this will be done in a non-confrontational way. It is the school's responsibility to help students to avoid the escalation of issues and deal with concerns one-to-one, so that they do not feel humiliated or 'play to the crowd'. This approach reinforces our value of mutual respect.

- Students should be quiet and listen when the teacher/other students are talking
- Entry and exit should be orderly
- Students should treat the teacher and other students in the way that they expect to be treated
- Students should get ready to work as soon as they arrive in the classroom – this includes having books, equipment and journals out of bags
- Students should follow instructions without argument
- Students are expected to try their best with the work that they are given

Low Level Disruption

The list below shows the types of behaviour that cause low level disruption in the classroom and at tutor time.

- Questioning/challenging the teacher's instructions
- Talking over the teacher
- Inappropriate language
- Distracting other students from learning
- Low level chatter
- Homework concerns
- Late to lessons
- Not completing classwork
- Lack of equipment

Dealing with serious incidents in the classroom:

The following types of behaviour will result in the immediate removal of the student from the classroom and are likely to lead to internal exclusion or a fixed term exclusion.

- Affecting other people's health and safety
- Out of care and control of the teacher
- Offensive language directed at a member of staff
- Abuse on the grounds of a protected characteristic (e.g. race)
- Inappropriate sexual behaviour
- Total defiance
- Dangerous behaviour
- Physical/threatening behaviour towards staff or students
- Severe damage to property

In most cases, longer fixed term exclusions (of 6 days or more) are used when the behaviour which resulted in shorter exclusions has continued. A long fixed term exclusion may be used as a first response to certain behaviours such as setting off the fire alarm or bringing alcohol or certain illegal substances to school. For exclusions totalling more than 15 days in one term, the Governors' Disciplinary Panel meet to consider the exclusions, in accordance with the DfE statutory guidance.

Intimidating and Aggressive Behaviour

This section should be read in conjunction with the school's policy to tackle bullying.

The bullying policy makes a number of references to the steps which will be taken by the school to ensure that all members of the school community understand that bullying is unacceptable. Many of these steps will also seek to ensure that any form of intimidating or aggressive behaviour is considered to be unacceptable whether covered by the broad definition of bullying or not.

Examples of the kinds of behaviour which are not necessarily bullying but are covered by this section include:

- Older students behaving in ways which are threatening to younger students – either intentionally or not;
- Students responding in a physically aggressive manner to unintentional physical contact;
- Excessively aggressive versions of games played at break and at lunchtime;
- Unacceptable behaviour when not directly supervised, for example on the way to and from school, threats via social networking

The school recognises that these and other forms of intimidating and aggressive behaviour take place and will seek, through the curriculum, across the curriculum through SEAL (Social and Emotional Aspects of Learning) and through other activities, to prevent such behaviour and to help students to understand the effects that their actions have on others.

If this kind of behaviour does take place, the school's sanctions procedures will be used. These may be accompanied by appropriate support for students who have difficulties in avoiding or controlling aggressive responses.

As with bullying, students who are subjected to intimidating or aggressive behaviour must be encouraged to inform a member of staff so that appropriate action can be taken.

Cases of intimidating or aggressive behaviour are recorded in the school's behaviour log.

Items not permitted in school

The school has established certain guidance with regard to items not permitted in school. Where such items are brought in or are otherwise in the possession of a student, our policy is to confiscate them. Please see out confiscation policy for more details. The following gives some guidance as to which items which are not permitted in school:

- *Cigarettes, tobacco, cigarette papers, cigarette lighters, matches etc
- *Alcohol, **illegal drugs and substances**
- ***BB guns**, knives, **fireworks**, catapults etc
- ***Stolen items**
- *Pornographic images (paper copies or electronic held on phones/other devices)
- *Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.

** Denotes items which will not be returned to students. Of these listed items, the ones in bold would not be returned to parents but disposed of by the school or handed to the police. Professional judgement will be used as to whether other items are returned.*

Possession of one or more of the items listed above is likely to result in a sanction up to and including permanent exclusion.

Permanent Exclusion

Permanent exclusion is used as a final step when other strategies have failed to result in acceptable behaviour by a student or in response to extreme behaviour or actions which puts the safety or effective operation of the whole school at risk. The following list is not exhaustive, but the types of behaviour which are likely to result in permanent exclusion include:

- Physical violence towards a member of staff;
- Repeated or extreme violence to another student;
- Possession of illegal drugs depending on the substance, quantity and circumstance.
- Repeat possession of illegal drugs
- The supply of illegal drugs to other students;
- Repeated incidents of theft;
- Refusal to cooperate with any member of staff such that the student is not under the school's care and control;
- The persistent disruption to the learning of other students;
- Bullying which has continued after other sanctions, including fixed term exclusion, have been used.
- Possession of a weapon with the real or perceived intention to use it to cause harm to another person.

Policy to Tackle Bullying

The following is extracted from the school's policy. The full policy is available on request from the school or on the internet at <http://www.klbschool.org.uk>

Introduction

At Katharine Lady Berkeley's School, we place the highest priority on achieving an emotionally and physically safe environment for our students and staff. This is clearly stated in the aims of the school as it is an essential prerequisite for effective learning and a happy school life. We recognise that bullying sometimes takes place and consider it to be totally unacceptable and in conflict with the aims of the school. All members of the school community are expected to work towards the prevention of bullying.

Aims

- To educate students through the lesson based curriculum and in their wider school life that bullying is socially unacceptable.
- To ensure that all members of the school community, staff, parents and students, are aware of the kinds of behaviour which form bullying.
- To establish a culture in which all members of the school community consider bullying to be unacceptable and take responsibility for tackling it.
- To ensure that those who consider themselves to be victims of bullying feel confident to tell someone about it without fear of making the problem worse. Victims should not 'suffer in silence'.
- To ensure that the school's response to bullying will be considered and proportionate to the behaviour of the bully and the effects on the victim. The principal aim of the response will be to stop any further bullying.

The school's response to bullying

The principal aim of the school's response is to make the bullying stop. The school operates a staged process to deal with bullying which includes sanctions ranging from detentions to exclusion from school and, in extreme cases, permanent exclusion. All actions by the school are recorded for future reference.

The following key principles inform the school's response:

- students should feel confident about their right to tell and be clear about to whom they should speak;
- staff will respond quickly and consistently to reported incidents of bullying, demonstrating familiarity with the school's policy;
- students who say they have been bullied will be listened to, taken seriously and helped to feel safe;
- all reported incidents will be investigated fully as soon as possible after they are reported; the facts of each alleged incident must be established, not least because this may be useful in averting future incidents;
- those students involved in bullying and any students who have colluded in some way, must understand fully the consequences of their behaviour; they should also be encouraged to consider how they can make amends and what may, in certain cases, be appropriate sanctions to be imposed; this also offers the opportunity for supportive work for the bully;
- victims of bullying should understand that it is the bully who has behaved inappropriately. If there are aspects to the victim's conduct which may have stimulated the bullying, the victim must receive sensitive and effective support;
- all incidents will be recorded and monitored;
- parents will be kept fully informed.

Katharine Lady Berkeley's Home-School Agreement

The School

The school will try to:

- ensure that your son/daughter can learn and develop in an emotionally and physically safe environment;
- ensure that your son/daughter makes the best possible progress throughout the school;
- ensure that your son/daughter enjoys their learning and wider school life;
- provide a balanced curriculum and meet the individual needs of your son/daughter;
- set, mark and monitor classwork, homework and coursework;
- keep you regularly informed and consulted about general school matters and about your son/daughter's progress in particular;
- offer a broad range of public examinations;
- invite your son/daughter to participate in a wide range of extra-curricular opportunities;
- work with you to solve any problems which could compromise your son/daughter's progress at school.

The Parents/Guardian

I/we shall try to:

- see that my son/daughter goes to school regularly, on time, in uniform and properly equipped;
- keep the school informed of any concerns or problems which might affect my son/daughter's work or behaviour as they arise;
- support the school's policies and guidelines for behaviour which are published on the school website;
- support my son/daughter in homework and other opportunities for home learning;
- attend parents' evenings and discussions about my son/daughter in order to work with the school to ensure his or her progress. The dates of parents' evenings are published in the regular newsletters;
- actively give feedback and provide comments about my son/daughter's wider educational experience at the school.

The Student

I shall try to:

- attend school regularly, on time and in uniform which is worn correctly;
- bring all the equipment I need every day;
- do my classwork and homework as well as I can;
- follow the school's code of conduct;
- recognise and respect the rights of other people in the school.

Communication between School and Home

While much communication between home and school remains paper based, electronic communication is being used increasingly. For this reason, we ask that all parents/carers inform us of their email address either through our data collection and checking processes or at other times.

1 Reports about Progress, Effort, Attainment and Behaviour

In each of Years 7 to 10, parents receive three reports on their children's school life. In each of Years 11, 12 and 13, two reports are compiled. The reports in Years 7 to 11 include an assessment of each student's effort, behaviour and the quality of their homework. Each report also includes the target levels for attainment for each subject and an indication of the student's current level of attainment. In Years 7, 8 and 10, the third report and in Year 9, the second report, includes a comment from a teacher for each subject and the tutor about progress and approach during the year.

2 Discussions or Interviews between Parents and Teachers

Every year, each parent is invited to an interview evening between teachers and parents - see Daily Diary, Newsletters or the school's website for dates.

3 Individual Contacts between Parents and the School

When a parent wishes to communicate with the School in order to discuss a son or daughter's education, normally the first line of communication is between the parent and tutor. If the tutor is not available, parents should contact either the Head of Year or Deputy Head.

4 Parent Focus Groups

Parents are invited to attend meetings six times per year to discuss various aspects of the school. These focus groups give parents an opportunity to provide feedback to the management of the school and relevant staff and also to contribute to discussions surrounding developments which are under consideration.

5 Newsletters from the School to Parents

A Newsletter giving information about events in the School is published towards the end of every month. An email is sent to all parents who have registered their email address with the a link to the newsletter. If parents require a paper copy, this can be provided on request to the school.

6 Publications

This general Prospectus is supplemented by various documents:

- (a) 6th Form Prospectus;
- (b) Options Guide for Year 9, which also gives details of GCSE courses;
- (c) Year 7 Booklet;
- (d) Daily Diary (issued to and to be carried by all students in Years 7 to 11).

All these documents and the documents referred to in the Regulations under section 22 of the Education Reform Act, (e.g. schemes of work, public examination syllabuses), are available on request from the school.

School Uniform

All Katharine Lady Berkeley's School uniform may be purchased from our supplier, Initially Yours, located at:

Unit 4A	Telephone: 01454 323779
Badminton Centre	Website: www.initiallyyours.co.uk
Station Road	Email: yate@initiallyyours.co.uk
Yate	
Bristol BS37 5HT	

School Uniform – Boys

School uniform is not designed to be fashionable and cannot keep in step with the rapid changes in fashion each year. The aim is that students look neat and tidy and that all extremes are avoided.

General Rules

- 1) All items should be clearly labelled
- 2) School colours are maroon and black only
- 3) Blazers are to be worn by all students in Years 7 to 11
- 4) Jewellery is not to be worn.

Boys: Years 7 – 11

- 1) School Blazer: maroon, with school badge
- 2) White shirt with collar button which can be fastened
- 3) V-necked pullover in official school maroon embroidered pullover: crew and polo necked wear is not permitted.
- 4) School tie with house colour stripe
- 5) Trousers are to be black and of reasonable width and length. Patterned trousers, jeans, chinos, corduroys are NOT school uniform and grey is not acceptable.
- 6) Shoes: black, dark brown or dark grey, suitable for school. Black leather trainers or lace up plimsolls may be worn if they have no other markings or colours. Other trainers are not permitted, they are for PE/Games only.
- 7) Outdoor Clothing : anoraks or overcoats, large enough to wear over blazers. Denim and leather jackets are not allowed.
 - Hooded tops are not allowed
 - Hairstyles should be tidy and inconspicuous. Extremes of fashion are not acceptable. No artificial hair colour, e.g. pink, blue streaks
 - Hats should not be seen around school (baseball caps are not allowed)
 - Boys are not allowed to wear jewellery except for a watch
 - Non-uniform jumpers are not permitted
 - T shirts and vests should not be visible under shirts

Sixth Form

Dark suit, smart shirt, Sixth Form tie
Plain, dark, sweater
Dark shoes

Kit for Physical Education – Boys

	Essential Kit	Desirable/Optional Kit
Autumn Term		
PE	Navy shorts, white ankle socks White gym shoes, or trainers, Plain white T-shirt	
GAMES	Maroon and navy rugby shirt, navy shorts Navy/maroon top football socks, Football boots Shin guards Gum shield Gym shoes/trainers suitable for cross-country running (astro trainers may be worn).	Plain navy tracksuit for cold weather Astro-turf trainers

Spring Term

PE	As for Autumn Term
GAMES	As for Autumn Term

Summer Term

PE	White polo shirt with school badge, navy shorts, white ankle socks, white gym shoes or trainers.	
GAMES	White polo shirt with school badge, white socks, white gym shoes/trainers, navy shorts.	White sweater, cricket boots or white trousers, protector (‘box’). Tracksuit bottoms.

Boys are recommended to take a shower after games lessons and therefore need to have a towel.

Students will be told by their teacher which kit to bring to the lesson.

The rugby shirt is essential. Other types of shirts are unsuitable for rugby because they are too easily torn.

All kit should be clearly marked with the owner's name, and, if possible, with the tutor group to which the owner belongs.

Any boy who fails to bring the correct kit to PE lessons, and who fails to bring a note of explanation written and signed by one of his parents, or by a carer, may be penalised by the teacher. A boy may still have to take part in a PE lesson even though he has failed to bring the correct kit.

School Uniform – Girls

General Rules

- 1) All items should be clearly labelled
- 2) School colours are maroon and black only
- 3) Blazers are to be worn by all students in Years 7 to 11
- 4) Only one ear stud per ear can be worn. Stretchers should not be worn. Other forms of jewellery are not acceptable other than a watch.

Girls: Years 7 to 11

- 1) School Blazer - maroon with school badge
- 2) Blouse - shirt style, white, with a top collar button which can be fastened
- 3) V-necked pullover - as boys
- 4) School tie with house colour stripe
- 5) Skirts - simple style in plain black; plain weave material. Skirts should not be tight, stretchy or mini style.
- 6) Trousers are permitted in plain black. They should not be jeans, chinos, leggings, jeggings, treggings, cropped or 'Miss Sexy' style.
- 7) Shoes: black, dark brown or dark grey, suitable for school. Black leather trainers or lace up plimsolls may be worn if they have no other markings or colours. Other trainers are not permitted, they are for PE/Games only. No open toe shoes.
- 8) Plain tights – beige, black, maroon, grey, navy blue
- 9) Socks – plain ankle length white or black. Socks with frilly tops should not be worn. Socks should not be worn with tights.
- 10) Outdoor Clothing - as boys
 - Hooded tops are not allowed
 - Hairstyles should be tidy and inconspicuous. Extremes of fashion are not acceptable. No artificial hair colour, e.g. pink, blue streaks
 - There should not be a gap between the bottom of the shirt and trousers/skirt
 - T shirts and vests should not be visible under shirts
 - No wide belts/fashion belts

Sixth Form

Dark, smart trousers, dress or skirt (plain or pin-striped)
Matching/coordinated smart, fitted dark jacket
Smart top of any colour

Zip-up cardigans may be worn if they are smart (not long, high necked or hooded)

Footwear should be smart, dark shoes, boots or sandals (in summer)

Kit for Physical Education – Girls

Compulsory

White shirt – low necklines or vest tops are not acceptable (Years 8 to 11)
PE jersey, navy and maroon (Years 8 to 11)
KLB sports polo shirt (Year 7)
Base layer for warmth (Year 7)
Plain navy shorts
Navy and maroon skort
Short white socks
Navy hockey socks
Shin pads
Hockey/football boots
Trainers (Astro-turf trainers are recommended)

Optional

Plain navy tracksuits or sweatshirts
School tracksuit
Plain navy dance tights
Gum Shield
Astro-turf trainers

For trampolining, girls need to have either plain navy dance tights or plain navy tracksuit bottoms with elasticated ankles and without zips.

For all Games

A PE Bag

A polythene bag to wrap hockey/football boots inside the PE Bag

Girls are recommended to take a shower after games lessons and therefore need to have a towel

Letters from parents concerning participation in Physical Education

Students who need to be excused from PE (including games) lessons, or who cannot bring kit through no fault of their own, should bring a note of explanation from one of their parents. The note should be given to the PE or Games Teacher at the start of the lesson. Students not actually performing for 'kit' or medical reasons should bring suitable clothing, for watching or officiating, when the lesson is outdoors. The teacher may still require the student to take an active part in the lesson although it may be different from the activity undertaken by the rest of the class.

School Attendance 2015/2016

The total number of registered students of compulsory school age on roll for at least one session during the reporting period which is terms 1 to 4	1189
The percentage of half days (sessions) missed through authorised absence	4.1%
The percentage of half days (sessions) missed through unauthorised absence	0.4%

School Times

Registration	8.25 – 8.30
Period 1	8.30 – 9.30
Period 2	9.30 – 10.30
Break	10.30 – 10.50
Period 3	10.50 – 11.50
Period 4	11.50 – 12.50
Lunch	12.50 – 1.30
Registration/ Assembly	1.30 – 1.45
Period 5	1.45 – 2.45

Assemblies take place twice per week for each of Years 7 to 11 during the period from 1:30 to 1:45. One assembly is in the Drama Hall and the other one in the Gym. Sixth form assemblies take place in the Drama Hall or for Year 12 or 13 separately in the sixth form study library.

Academy Information

As an Academy, Katharine Lady Berkeley's School is incorporated as a private company limited by guarantee.

The company name is Katharine Lady Berkeley's School.

The company is registered in England and Wales: Company Number 7696921

The registered office is:

Katharine Lady Berkeley's School
Wotton-under-Edge
Gloucestershire
GL12 8RB

Examination Results

2016 GCSE Results

Number of students completing their GCSE courses (Year 11) : 230

Number of students in Year 11 (2015/2016) not entered for GCSEs: 0

Subject	Total	A*	A	B	C	D	E	F	G	U
Art (Fine)	59	6	6	19	10	10	4	2	2	0
Biology	59	16	28	12	3	0	0	0	0	0
Business Studies	61	3	13	20	11	7	2	3	2	0
Chemistry	59	13	35	10	1	0	0	0	0	0
Chinese	23	2	5	7	7	2	0	0	0	0
Computing	25	1	2	7	5	5	2	3	0	0
Drama	28	2	3	7	4	6	6	0	0	0
English Language	229	33	71	61	37	16	7	0	1	3
English Literature	229	19	59	69	40	35	6	1	0	0
French	53	20	20	7	6	0	0	0	0	0
Food Technology	23	2	9	3	3	2	3	0	1	0
Geography	113	10	15	37	20	19	8	0	2	2
German	12	1	4	3	2	2	0	0	0	0
Graphic Products	39	0	8	9	17	1	2	1	0	1
Graphic Art	32	4	5	5	8	8	1	0	1	0
History	101	13	29	23	16	11	6	3	0	0
Japanese	22	3	4	6	5	4	0	0	0	0
Latin	21	0	4	9	5	3	0	0	0	0
Mathematics	229	36	45	57	51	27	6	1	2	4
Music	25	2	3	12	6	1	1	0	0	0
Physical Education	43	7	13	12	6	3	2	0	0	0
Physics	59	16	30	11	2	0	0	0	0	0
Religious Studies	178	26	37	49	31	23	8	4	0	0
Resistant Materials	48	6	8	11	7	8	5	3	0	0
Science (Core)	168	4	17	58	42	29	12	6	0	0
Science (Additional)	167	7	24	55	41	21	11	7	0	1
Sociology	60	4	19	18	6	6	4	0	3	0
Spanish	56	10	10	11	18	6	1	0	0	0
Textiles	19	0	7	3	3	4	1	1	0	0

2016 GCE A Level Examination Results

GCE A Level examination results achieved by students completing their sixth form courses.

Number of students in Year 13: 146

The 2016 A2 results for each subject are as follows:

Subject	Total	A*	A	B	C	D	E	U
Art (Fine)	16	4	2	5	5	0	0	0
Biology	24	6	3	3	6	4	1	1
Business Studies	12	0	2	4	3	3	0	0
Chemistry	14	1	4	4	3	0	1	1
Chinese	4	1	2	1	0	0	0	0
Drama	9	0	2	3	3	1	0	0
Economics	23	2	7	7	5	2	0	0
English	35	6	3	12	10	4	0	0
French	10	0	3	3	3	1	0	0
Film Studies	11	0	4	5	2	0	0	0
Food Technology	5	0	0	4	1	0	0	0
Geography	26	0	5	9	7	4	1	0
German	1	1	0	0	0	0	0	0
Graphic Art	9	1	3	4	1	0	0	0
History	34	0	4	17	10	2	1	0
Japanese	4	0	0	2	2	0	0	0
Mathematics	45	6	13	8	8	8	1	1
Further Mathematics	9	1	4	1	2	1	0	0
Music	5	0	1	2	0	0	1	1
Physical Education	11	1	2	3	3	1	1	0
Physics	24	2	3	5	6	3	3	2
Philosophy	5	0	0	1	3	1	0	0
Photography	10	1	3	4	2	0	0	0
Product Design	4	0	0	1	2	0	1	0
Psychology	33	0	5	13	10	2	3	0
Sociology	32	2	15	9	4	1	1	0
Spanish	7	0	2	2	1	2	0	0

Overall results at the end of Key Stage 4

The overall key statistics for GCSE results in Summer 2016 and the previous 4 years are as follows:

	2016	2015	2014	2013	2012
% 5 or more A* to C inc En and Ma	79%	73%	68%	70%	72%
% 5 or more grades A* to G	99%	99%	99%	99%	96%
% entries resulting in grades A*/A	36%	31%	35%	32%	38%
% achieving English Bacculaureate	46%	45%	45%	42%	33%
% at least 3 levels of progress in English	91%	82%	74%	76%	77%
% at least 3 levels of progress in mathematics	83%	82%	76%	76%	80%
Value added score (national average 1000)		1021.9	1008.7	999.5	999.9
Progress 8 (national average 0)	+0.34	+0.39	+0.29		

The value added score used up to 2015 to measure overall progress has now been replaced by the Progress 8 measure.

Overall results at the end of Year 13

The overall key statistics for A level results in Summer 2016 and the previous 4 years are as follows:

	2016	2015	2014	2013	2012
% entries resulting in grades A*/A	30%	40%	36%	32%	34%
% entries resulting in grades A*/A/B	61%	69%	66%	65%	66%
% entries resulting in grades A* to C	86%	87%	88%	84%	87%
% entries resulting in grades A*-E	99%	99%	99%	99%	99%
average points per entry	219.1	225.9	228.9	227.3	225.4