MALET LAMBERT SCHOOL

TRADITIONAL VALUES, CONTEMPORARY ASPIRATIONS, CREATIVE CURIOSITY

Chair of Governors	Mrs A Barker
Parent Governors	Mrs K Robson Mr P Holloway Miss L King Mr A Hemingway Mr D Ingham
Teacher Governor	Mr S Logan
Staff Governors	Mr T Clark Mr M Needler
Community Governors	Mr D Beilsten Mrs J Wood Mrs M Wright Mr J Shann
Authority Governor	Ms G Andrews Mr R Wilson
Number of Pupils on Roll	1465 (September 2012)
School Classification	Malet Lambert is a Community School for pupils aged 11-16

It is possible that there could be changes affecting either the arrangements generally described in this Prospectus or in any particular part of it before the start of the school year 2012/13 or in subsequent years

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We are celebrating our continued success for the fifth year running

- **99% 5A*-C**
- **66% 5A*-C including English and Mathematics**
- **48% 3 A* - A**
- **99% A*-G**

ADMISSIONS

ADMISSION LIMITS

The Local Authority (Kingston-upon-Hull Children and Young People's Services) controls the admission to schools in Hull. Each Autumn the criteria by which pupils are allocated to secondary schools are published.

The admission limit for Malet Lambert in 2012 was 300 and in September 2012, 297 pupils entered the new Year 7.
Totals for all years at present are:

Year 11	(age 15-16)	306	Pupils
Year 10	(age 14-15)	291	Pupils
Year 9	(age 13-14)	284	Pupils
Year 8	(age 12-13)	287	Pupils
Year 7	(age 11-12)	297	Pupils
	TOTAL	1465	

An Open Evening is held at the school for parents of children in their final year of primary education. They will hear about our views on education and about life at Malet Lambert. There will also be an opportunity to tour the school and to meet some of our teachers, pupils and other parents.

MALET LAMBERT SCHOOL

TRADITIONAL VALUES, CONTEMPORARY ASPIRATIONS, CREATIVE CURIOSITY

A SCHOOL WHERE EVERY CHILD MATTERS

Our purpose is to maximise students':

- achievement
- aspiration
- excitement and enjoyment through positive challenge

- We cherish cultural diversity and embrace collaborative learning to raise aspirations within an international context.

- Success for every child matters. The focus of our activity is to drive up standards through innovation, energy and rigorous self evaluation.

- We will provide an education which will inspire, motivate, challenge, meet everyone's needs and maximise achievement for all.

- Our shared commitment is to develop an ethos where mutual respect, accountability and consistency promote success.

HOME AND SCHOOL WORKING TOGETHER

It is fundamental to all that we do that the home and school work in close partnership. The partnership process between parents, pupils and the school begins in the term prior to a pupil's entry in September.

An induction week for new Year 7 pupils will take place in July. They will spend the week working with their new teachers and tutor group, learning some of the systems of the school.

There will be an evening for parents of new pupils in July. This is an opportunity to meet the teachers and form tutors and learn about the detail of the Year 7 curriculum. We will also be arranging interviews for parents, pupils and form tutors to meet throughout the summer term. This is a good opportunity to form positive relationships, which will last for the five years of secondary education. Parents and pupils will learn about the school's expectations and form tutors will learn about the individual needs of the pupil.

Key dates

Monday 15th – Friday 19th July 2013	Induction Week for new Year 7 pupils
Wednesday 17th July 2013	Parents' Evening for those of new Year 7 pupils

GETTING IN TOUCH

Parents should always feel confident about making contact with the form tutor on any matter concerning their child's education and welfare. Similarly, the form tutor and/or subject teacher will make direct contact with parents on a regular basis to support the pupil. If, at any time, parents wish to talk to a member of staff they should not hesitate to contact the school. It is best to telephone first to ensure that the person you want to talk to is available. The pupil planner is also a good means of communication between parents and teachers since it is signed weekly by both parents and the form tutors. There is a space available to write brief comments and to inform the school of any known absences in advance.

REPORTING ON PROGRESS

We believe good behaviour and regular attendance are essential for success.

The school is committed to attaining the highest standards of learning through quality teaching. The school is fully inclusive with teaching methodology planned to ensure the needs of all are met. Teaching provides challenging, stimulating experiences from which pupils can learn and develop both in terms of subject knowledge and understanding but also in a range of personal and interpersonal skills that equip our young people to be able to cope confidently with the challenges that will face in life. Pupil progress is monitored regularly, both within each lesson and from one lesson to the next. Each term progress grades are collected for all pupils and shared with parents. These grades are compared to target grades, which all pupils have in all subjects, to ensure every pupil is making progress. As and when necessary, additional support is provided for pupils to improve progress.

INFORMATION EVENINGS AND PARENTS' WORKSHOPS

The School fully recognises the important role that parents play in their children's school success. Only by School and home working together can pupils be mutually supported in order to achieve their full potential. From Parents evenings, where parents meet subject teachers or tutors, year 7 settling in evening to ensure new year 7 pupils have quickly understood their role in the school, to review interviews where parents, pupils and tutors engage in detailed discussion of progress and set targets for improvement, parents are welcomed into the school. Every pupil has a personal tutor who knows each pupil well, and is the first point of contact from parents. Parents are regularly updated on school issues through letters, text messages, and the school website and have access to behaviour, attendance and assessment data, on their child, through the schools Virtual Learning Environment.

We hold information evenings on curriculum matters and other aspects of school life and work. Parents will have the opportunity to attend workshops, which will enable them to help their children more effectively at home. Topics covered include: helping children with reading, spelling, mathematics, time management and other aspects of organisation and developing good learning techniques. Leaders of school visits have meetings with parents of children in the party to discuss details of the visit and to receive information and advice from them. There are also opportunities to learn more about what the children have been doing on their residential visits by calling in at the school and viewing work.

HELPING

Parents support us in large numbers at the various events, which are published in the school calendar. We expect that you will want to support our school in some way. We have a growing team of parent volunteers working closely with pupils and staff making a valuable contribution to learning at Malet Lambert.

The school is committed to ensuring Community Cohesion at all levels, the school community, the neighbourhood community, the National Community as well as the global community. Students make an outstanding contribution to the community as recognised in the last Ofsted report. Community work within the local area includes a local community group chaired by the head boy and head girls. This has led to significant work done in the local area. In addition, the school works in partnership with National and International organisations. Increasingly the school seeks to establish further links with business partners. Our commitment to this is shown by the recent appointment of a Business Champion to establish concrete links with our business partners.

LEARNING AT MALET LAMBERT

STARTING OUT

Staff at Malet Lambert work closely with our local partner primary schools from which our 11-year-old pupils come in order to promote continuity of education in all subjects. Our staff work to ensure that we identify the pupils' strengths and any areas for development so that we can give proper guidance to help with progress.

At Malet Lambert pupils work in a year group according to their age, but setting and enrichment programmes for individual pupils enable them to move through the programmes of study as quickly as their ability allows. We give extra support to pupils with special educational needs and we have programmes and modules suitable for pupils who are gifted. Subject teaching is organised so that an individual pupil can move on quickly in one subject where they are confident and move more steadily in another, which they may find more difficult.

WORKING WITH YOUR CHILD'S FORM TUTOR

On entry to the school each pupil is placed in a form group with a form tutor. The form tutor takes an active role in the monitoring of the progress of pupils, encouraging and supporting as required, and communicating with parents informally or more formally at the parents' consultation evenings.

We report regularly to parents on their child's progress on fixed calendar dates. However, we encourage informal consultation at any time. The form tutor is the person who is best placed to answer queries on general progress. The form tutor also guides the pupil through a five-year course in personal development which covers everything that children between eleven and sixteen need to know in order to be successful.

Many form activities take place in school time and after school. There are inter-form sports competitions and forms often organise their own social events or charity efforts.

Progress Leaders and Pastoral Leaders give support and advice to form tutors, and liaise with external agencies when required. We also have a team of Learning Mentors who address the needs of pupils to help them overcome barriers to learning in order to achieve their full potential. The whole tutorial and support process is under the leadership of a Deputy Headteacher.

School Council

The School Council of elected pupil representatives meets regularly to discuss aspects of the school and the local community. School Council members and year representatives make recommendations and develop ideas to improve the school.

Religious Education

Malet Lambert is not affiliated to any particular religious denomination. The school's Religious Education follows the agreed syllabus for Religious Education produced for the Local Authority by Kingston upon Hull Standing Advisory Council for Religious Education. We teach 50% Christianity and also study the other 5 world religions throughout Key Stage 3. Every day begins with an Act of Worship, which is broadly Christian in character and broadcast to every form room. This is sometimes led by the Headteacher, but there is frequent participation by other staff and pupils. The format includes one or more of a reading, a thought for the day, a homily, or music. In addition, there are weekly year assemblies at the beginning of the day. Parents who wish to discuss their child's attendance in RE lessons should contact the school.

Sex Education

The school's Governors have made a full policy statement on sex education at Malet Lambert, which is available on request. Sex education is seen as part of an overall programme of PSHCCEE. Reproduction is taught through KS3 science.

The general guidance on establishing sound, trusting and healthy relationships is part of the Personal, Social and Health Education (PSHE) programme, and is delivered in all years. The school will, if asked, make arrangements for parents to exercise their statutory right to withdraw their children from sex education.

The school is committed to multi racial understanding. Racism is not tolerated in the school and the LA protocol and procedures are strictly followed should any racist incidents occur. In addition a great deal of proactive work around racial tolerance takes place in an extensive Citizenship and PSHE programme.

Cross-Curricular Themes

The following National Curriculum cross-curricular dimensions are taught either through the main subjects or in form period: Identity and cultural diversity, healthy lifestyle, community participation, enterprise, global dimension and sustainable development, technology and the media, and creativity and critical thinking.

Sport

The school caters for traditional team games, both within the PE curriculum and in extra-curricular activities. The main team games are football, rugby league and cricket for boys, netball, rounders and football for girls. In addition to these team activities we have offered badminton, trampolining, basketball, athletics and cross-country running and dance. In most of these sports we compete against other schools and take part in regional and national competitions. The school is very successful in these competitions. The school has a new state of the art sports complex consisting of a sports hall, activity studio, fitness suite and classroom teaching area. We are lucky to have a floodlit 3G pitch, extensive playing fields, and a purpose-built area for netball and hockey. These facilities are heavily used, both by the school and the local community. All our PE staff are qualified to teach the subject and, between them, have coaching qualifications in football, rugby union, rugby league, hockey, basketball, netball, trampolining, dance, athletics and badminton.

SPECIAL EDUCATIONAL NEEDS

Our aim, in organising the learning of our pupils, is to meet individual needs whatever these may be. Pupils with learning difficulties have special programmes and resources organised for them. At present we have 22 pupils with SEN statements. We attempt as far as possible to keep pupils with special needs in the mainstream of whole school education, and in order to achieve that, a teaching assistant may accompany a pupil in the normal lesson. On some occasions, where appropriate, children may be withdrawn from some lessons for a short period.

Ms G Andrews is the Governor designated to have oversight of special needs work. Helen Purves is the SENCO who is responsible for the school's day-to-day provision for pupils with special educational needs. The school's SEN policy is available to all parents upon request. Franc Pecora is our Child Protection Co-ordinator.

The SEN policy is reviewed annually. No significant changes were made during the summer 2011 review. Specific success criteria for each year are set out in the SEN Action Plan which is also reviewed annually. Our governors are fully involved in the work of the department and visit every term.

Information on arrangements for the admission of pupils with disabilities

The governing body agrees with the principles of the Schools Admissions and Inclusion statement set out in the code of practice 2001.

We welcome all pupils regardless of their learning needs. Parents are welcome to come and look round the school prior to transition and staff from Malet Lambert SEN department attend primary school annual reviews and KS2-3 meetings whenever invited.

Details of steps to prevent disabled pupils being treated less favourably than other pupils

At Malet Lambert School we believe that the teaching and learning, achievements, attitudes and well being of every young person matter. We aim to meet all pupil needs effectively.

All pupils are entitled to a broad and balanced curriculum including the National Curriculum in line with the School Inclusion Policy. Our teaching arrangements and strategies are fully inclusive. The majority of pupils have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term interventions such as an additional literacy and numeracy support programmes. The school has robust systems of monitoring and evaluation to ensure that our SEN and inclusion policies are adhered to.

All pupils have a form tutor who will work closely with the parents at all stages in their child's education. The form tutor should be the first port of call in case of any difficulty. If parents require more specialist advice or support they should contact the SENCO.

All pupils have access to the social and extracurricular clubs that are run during school hours along with the school canteen at break-time. All pupils have an equal right to attend school trips. More detail on inclusion will be found in the school's inclusion policy which is available on request.

Details of facilities to assist access to the school by pupils with disabilities

The SEN department base consists of 2 classrooms dedicated to SEN teaching and access to a breakout space that can be used for small groups or one to one work with TA's. The school aims to support all pupils through accessing the main curriculum offer.

The school has a commitment to inclusion and welcomes applications from students of all abilities. In addition to our "in house resources" we draw upon the specialist resources of the LA and Health Service, for example: the Educational Psychologist, Northcott, ASD Outreach, speech therapists, and physiotherapy. We liaise closely with ESPD and ESHV to ensure that students with physical or sensory disabilities have access to the most appropriate aides and adaptations.

The school welcomes applications for admission from the parents of pupils with mobility difficulties and has wheelchair access that allows full inclusion within the curriculum. The main building has a life to provide access to all floors. The school also has a physiotherapy room and disabled toilets.

The accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school by pupils with disabilities

The school has an accessibility plan. It is updated annually. Copies of the accessibility plan and SEN policy are available from the school on request.

GIFTED

As a caring community school we seek to meet the needs of pupils of all abilities through a wide range of well thought-out learning strategies and opportunities. Gifted pupils are encouraged to maximise their academic potential through experiences that are both challenging and varied, incorporating higher-order thinking skills and creative forms of differentiation.

After-school activities are many and varied. For example, we seek to broaden the curriculum by offering enrichment classes in certain subjects that cannot be accommodated in normal curriculum time. In addition to these extra classes opportunities are provided for pupils to take advantage of sessions on a wide variety of topics. These are offered at our school, at our colleges and our Universities. The year 7 passport to success, year 8 careers and aspiration talks, year 9 ace days and the year 10 taster sessions are just a few examples. We welcome links with our local business community, which generously provides opportunities to broaden pupils' experiences.

As a consequence of such actions, 42% of pupils in 2011 achieved 3 or more A*-A grades.

CAREERS INFORMATION ADVICE AND GUIDANCE

Careers Information Advice and Guidance is an important part of the school curriculum. It features a co-ordinated programme, which involves the whole school community: students, parents, staff and local business people. Pastoral leaders, tutors, subject teachers and the Careers Co-ordinator work in partnership to provide a well-developed approach to Careers Education and Guidance; this is matched to the individual needs of the student.

The main aim of Careers Information Advice and Guidance at Malet Lambert is to ensure that all students are effective planners and managers of their own careers in a rapidly changing world of learning and work.

Our belief at Malet Lambert is that all students are entitled to Careers Information Advice and Guidance which:-

- is independent and impartial
- is easily accessible
- is structured and forms an integral part of students' overall education
- recognises the contribution of others, particularly parents, to this process
- respects the confidentiality of personal information.

Students in Years 7-11 receive specific careers lessons; in Year 10 students take part in a flourishing work experience scheme. Students in Year 9 and Year 11 also have the opportunity to discuss careers options with local employers, training providers and colleges at the extremely successful careers event each year. Students are also provided with the latest software packages used for Careers Information Advice and Guidance. Representatives from higher education, industry and the professions regularly visit the school to support the curriculum and to provide experience of, and information about the world of work. In addition, specialist careers advice is available from trained advisors.

There is a variety of parents' evenings at which different aspects of careers are presented. The careers team values and promote the parent/school partnership and the Careers Co-ordinator is available at parents' evenings for further discussions on Careers Education at Malet Lambert.

ENTERPRISE

Enterprise Education is learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative, and to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves. We create enterprise opportunities and challenges for our students which raise aspirations and prepare them for the opportunities and challenges of adult life.

Having recently achieved the National Standard for Enterprise Education certified by the University of Warwick, at Malet Lambert School we are committed to enterprise education for all students as part of our contemporary aspirations providing opportunities for innovation, adaptability and a global career ambition.

Employability

The CBI, the Voice of Business believes that all employees should possess a set of attributes, skills and knowledge to be effective in the workplace; these are called Employability Skills and include:

- Self management
- Team working
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy
- Application of information technology

Students at Malet Lambert School work in a learning environment enriched by a range of exciting opportunities. They have access to a team of outstanding teachers, social and economic networks which put them face to face with their employers of the future. They need to grasp every opportunity offered to them to bring their learning to life and become personally fulfilled as successful employees of the future.

SOCIETIES AND ACTIVITIES

There are large numbers of extra-curricular activities which are enjoyed by pupils and staff (and by parents as participants too). We have developed a reputation for excellence in many of our extra-curricular activities and have recently won the Boys U16 National Cup for the second time in 5 years.

Music

Malet Lambert has long-standing musical traditions. Over one hundred students currently have lessons with our nine instrumental music teachers. The Department is well supported by these staff and with their help, runs various ensembles within school, including amongst others, a choir, a woodwind group, a brass group, and a percussion ensemble. We also run an informal keyboard club during lunch-hours, which all pupils are welcome to attend.

A significant number of students are also members of the various Music Service bands, orchestras, and choirs, which rehearse at the Albemarle Music Centre next to the St Stephen's Centre in Hull. Members of the senior orchestras and bands have the opportunity to tour over the summer months, experiencing the culture of some of Europe's most exciting cities.

During the Christmas term, pupils within the department rehearse for and perform a concert. Many pupils choose to take part in this and between them they provide a varied and exciting programme of solo and ensemble pieces. This is always a popular event with parents and staff and provides a celebratory end to the winter term.

During the summer term, the main focus is a large scale musical production, which is run jointly between the Music and Drama departments. Pupils have the opportunity to work collaboratively with staff and pupils from other year groups. All involved take pride in striving to create productions of exceptional standard. The intensive rehearsal schedule allows pupils an insight into the demands of a professional performer. For many, the excitement and camaraderie created by performing live in front of a large audience sparks a life-long interest in the Arts. Recent productions have included, "The Sound of Music", "Little Shop of Horrors" and "Grease".

Art & Design

Malet Lambert has a lively and progressive Art & Design Department. An excellent variety of creative artwork is produced with students encouraged to use a wide range of art materials and techniques including; print making, collage, sculpture, painting, 3D design and digital photography. Many other specialist crafts and processes are taught during weekly Art clubs and extra workshops. Student's art work can be seen on display both in the department and around the school. Students are taught about the history of Art as well as focussing on contemporary/vocational practices in Fine Art and a range of related Creative Industries.

Each year group, from 7 to 11, has the opportunity to be involved in art visits and workshops, around the UK and beyond. These visits give students an insight both to the art works on display as well as the artists, designers and crafts people who have created it. In 2010 the Art Department led a cultural visit to New York taking in the Guggenheim Museum, the Museum of Modern Art as well as the Broadway production of Billy Elliot and a variety of famous landmarks.

In the summer the department holds a public exhibition including work from the BTEC First Certificate course. These exhibitions have become increasingly ambitious. The summer 2010 exhibition took place in the Hull Truck Theatre and comprised of life-sized human sculptures based on characters from John Godber plays. In 2011 and 2012 the exhibition was housed in Princes Quay with sculptures based on a range of fictional characters.

Visits

All visits are regulated via the Local Authority protocols. We consider visits to be both an important and enjoyable aspect of school life. We offer a wide range of visits for pupils to participate in as they move through the school. There are those which enrich the curriculum, such as trips to France, Spain and Germany, to the theatre, museums and art galleries. We also have trips which are designed for fun and social contact such as a treasure hunt, ten-pin bowling, dry skiing, golf etc. The History, Science Geography, Art, Drama, Technology and English departments all have regular extra-curricular visits.

Charging

Governors have made a full statement on this issue, which is available on request. Our policy is always to deal sympathetically with families in need when visits are organised.

STAFF

We have approximately 160 staff at Malet Lambert School who work to support your child's learning, 95 of whom are teachers. Below are the names of some of the staff that you may wish to contact:

TEACHERS

Headteacher	Mrs J Disbrey
Deputy Headteacher	Mr F Pecora
Assistant Head	Mr M Mitchell
Assistant Head	Mr D Hudson
Assistant Head	Mr R Stevenson
Assistant Head/Key Stage 4 Co-ordinator	Mr R Savage
Assistant Head/Key Stage 3 Co-ordinator	Mr P Trainor
Year 7 Learning Co-ordinators	Miss K Palmer/Mrs S Ellerington
Year 8 Progress Leader	Mrs A Murphy
Year 9 Progress Leader	Miss K Pearson
Year 10 Progress Leader	Mr A Chapman
Year 11 Progress Leader	Mr J Barton

Form tutors are the people best placed to deal with matters affecting individual children. Any of them can be contacted at the school.

Subject teachers are led by **Heads of Subject**. If you wish to know anything about the curriculum or teaching of a particular subject please contact the following:

Creative and Expressive Arts	Mr S Cook
Drama	Ms V Stacey-Masters
English	Miss P Tarbet
Acting Head of Geography	Miss A Spencer
History	Miss A Dent
Information Technology/Business Studies	Mr P Bell
Mathematics	Mr T Lumley
Music	Mrs K Wilkinson
Physical Education	Mr A Ripley
Humanities	Mrs K Knight
Science	Mrs J Lawrence
Head of Food	Ms Y Elliott
Head of Product Design	Ms M Hatfield
Head of Textiles	Miss N Barker
Head of MFL	Mrs C Hanmer
Head of German	Miss S Hindley
Head of French	Mrs C Bradbury
Head of Media	Mr S Harrison

If you are in doubt about the best person to speak to, just ask when you ring.

SUPPORT STAFF

The work of our Support Staff is equally important to the pupils' work and progress. The people with whom you are most likely to come into contact are:

Director of Finance and Administration	Mrs P Procter
Administrative Officer	Mrs K Brown
Exams Manager	Mr T Clark
Building and Site Manager (Acting)	Mr B Holmes
Attendance Officer	Mrs J Ellis

PRACTICAL DETAILS

SCHOOL UNIFORM

The following uniform for boys and girls has been agreed by Governors after consultation with parents, students and staff:

Years 7, 8 & 9
Grey Pullover with Malet Lambert School Badge
Blazer with Malet Lambert School Badge
(A Malet Lambert School Badge may be purchased separately for blazers purchased without one)
Malet Lambert School Tie
White Traditional Shirt with Top Button Fastening
Black Smart Tailored Trousers
Black Tailored Solid Fabric Knee Length Skirt - 'Smart Professional'
(The school's preferred recommendation for female pupils is trousers)
Black Shoes. Please note that trainers, trainer style shoes, canvas shoes or boots are not allowed.
Years 10 & 11
As above with black pullovers

On the grounds of health and safety the wearing of jewellery is limited to one **small** pair of ear studs, one ring and a watch. Facial piercing and extreme hair styles, or colouring are not allowed in school (just natural hair colouring). If necessary, retainers may be worn. No jewellery is allowed during PE activities. The school advises that gum shields should be worn for contact sports such as rugby and hockey.

SCHOOL ORGANISATION

THE SCHOOL DAY

The school day starts at 8.40 am and ends officially at 3.10 pm, although very many children stay voluntarily beyond that time to engage in extra-curricular activities. The day is sub-divided as follows:

8.40	Registration
8.45 - 9.00	Act of Worship, Tutor time, Assembly
9.00 - 10.00	**Period 1**
10.00 - 11.00	**Period 2**
11.00 - 11.15	Refreshment Break
11.15 - 12.15	**Period 3**
12.15 - 1.15	Lunch Break
1.15 - 2.15	Registration and **Period 4**
2.15 - 3.10	**Period 5**

TEACHING TIME PER WEEK

All pupils have 25 hours of teaching per week.

THE SCHOOL YEAR

A detailed calendar is issued to all parents in September. The school term dates for pupils for 2012-13 are as follows:

Autumn Term	3rd September – 21st December 2012
Half-Term	29th October – 2nd November 2012
Spring Term	7th January – 22nd March 2013
Half-Term	11th February –15th February 2013
Summer Term	8th April – 19th July 2013
May Day Holiday	6th May 2013
Half-Term	27th May – 31st May 2013

Staff training day dates are as follows:- 3rd & 4th September 2012, 7th January 2013, 8th April 2013, 1 further day to be disaggregated

STATISTICS

In order that you can compare some aspects of Malet Lambert with other schools, we are required to provide you with a range of statistics. These are given below.

ATTENDANCE

Good attendance and punctuality are important factors in achieving high standards. For this reason the school places a high priority on pupils' attendance and contact is made with parents on a child's first day of absence from school. Pupils who achieve 100% attendance are awarded a special certificate and a reward. Attendance is reported upon each year and forms part of the pupils' Record of Achievement and final school reference. We regularly achieve attendance figures well in excess of 90%, e.g. the attendance figure for Spring term 2012 was 93.4%.

Attendance 2011/12

Total number of registered on roll for one session	1479
Percentage of half-days (sessions missed through authorised absence)	4.1%
Percentage of half-days (sessions missed through unauthorised absence)	2.1%

LEARNING BEYOND THE AGE OF 16

In the same way that we work with our partner primary schools, we work closely with the colleges which provide for further and higher education so that continuity and progression is ensured when students move on from us at the age of 16. In 2012 young people leaving Malet Lambert at the age of 16 went on to do the following: (2011 figures are given for comparison).

2011	**2012 (provisional figures)**	
92%	93%	are continuing their education at college
1%	1%	have entered permanent employment
4%	4%	have embarked on apprenticeships
3%	2%	have not supplied us with relevant information

EXAMINATIONS AND QUALIFICATIONS

All pupils follow National curriculum courses for pupils aged 11 to 16. Pupils take courses and qualifications that will give them the best chance of success. The majority of our pupils are entered for the General certificate of Secondary Education GCSE. However, we also offer a range of alternative qualifications including BTEC's, National Awards and National Certificates. Most pupils at KS4 follow a Curriculum that will lead to the English Baccalaureate comprising GCSE grade 'C' or above in English, Maths, double Science, a Modern Foreign Language and either History or Geography.

Vocational Qualifications

We run a number of vocational courses with qualifications in subjects such as Construction, Engineering, Travel & Tourism, Media Studies, Art, Drama and Music leading to a BTEC, whilst ICT offer a National Certificate. We also offer a GCSE in Applied Business Studies, and Applied Health and Social Care.

Foundation Learning

We provide Entry Level Certificates in Maths, English and ASDAN, and continually review our provision to ensure we meet the needs of all pupils. We have a well supported Foundation Learning group at KS4.

GCSE RESULTS SUMMER 2012: COMPARISON BOYS/GIRLS

	Achieving 5+ GCSE A* - C (%)	Achieving 5+ A* - C Eng/Maths (%)	Achieving 5+ GCSE A* - G (%)	Achieving 1+ GCSE A* - G or GNVQ Equiv (%)	Achieving No GCSE Passes (%)
School Boys % 2012	98.5	65.4	99.25	100	0
National Boys % 2011	75.0	54.6	91.6	98.8	1.2
School Girls % 2012	98.71	64.5	99.4	100	0
National Girls % 2011	82.7	62.2	94.6	99.4	0.6
Total School % 2012	98.6	65.6	99.3	100	0
Total National % 2011	78.8	58.3	93.1	99.1	0.9
Total School % 2011	97.0	66.9	98.5	100	0
Total School % 2010	94.95	62.1	98.56	97.8	0.4
Total School % 2009	87.6	57.1	95.1	100	0
Total School % 2008	75.6	50.9	95.6	99.3	1.0
Total School % 2007	66.3	46	90.0	95.3	3.9
Total School % 2006	70.2	54.	93.1	97	3
Total School % 2005	58	47	91.45	98.2	1.7
Total School % 2004	51.9	43	90.6	96.8	3.2

GCSE RESULTS - SUMMER 2012

	Entries	A*	A	B	C	D	E	F	G	U	X	A*-C	A*-G
H. & Soc. Care (Dble)	24	2	4	13	16	6	5	0	2	0	0	72.9	100
Science Single	111	0	0	10	82	15	4	0	0	0	0	82.9	100
Science (2nd Award)	62	0	1	19	29	13	0	0	0	0	0	79.0	100
Science Add Applied	70	0	2	13	45	10	0	0	0	0	0	85.7	100
Science (Triple)	84	22	72	72	67	15	3	0	0	0	0	92.8	100
Mathematics	287	4	37	64	111	28	16	22	5	0	0	75.3	100
Art & Design BTec (Dble)	64	36	26	23	37	0	0	0	0	1	0	98.4	98.4
Geography	82	3	12	15	19	21	5	4	2	1	0	59.8	98.8
History	98	2	13	17	22	16	13	8	6	1	0	55.1	99.0
History (SC)	2	0	1	0	0	1	0	0	0	0	0	50	100
Humanities	78	0	8	23	28	16	2	1	0	0	0	75.6	100
Religious Studies (SC)	99	0	2	9	12	17	16	18	15	10	0	23.2	89.9
Religious Studies (FC)	185	14	35	45	53	17	11	5	4	1	0	79.5	99.5
English Language	287	6	37	80	80	5	828	5	1	0	0	70.7	100
English Literature	185	5	43	89	27	16	4	0	0	1	0	88.6	99.5
Drama BTec (Dble)	14	4	0	13	8	0	0	0	0	0	0	100	100
Media Studies (Dble)	25	4	6	26	14	0	0	0	0	0	0	100	100
French	101	0	3	21	51	20	6	0	0	0	0	74.3	100
German	36	0	3	2	3	15	5	7	1	0	0	22.2	100
Italian	1	1	0	0	0	0	0	0	0	0	0	100	100
Spanish	79	1	2	6	30	21	10	6	3	0	0	49.4	100
Chinese (S.C)	12	0	4	2	4	2	0	0	0	0	0	83.3	100
German (S.C)	29	0	0	0	0	0	0	8	13	8	0	0	72.4
Spanish (S.C)	57	0	0	0	4	8	20	11	7	7	0	7.0	87.7
Music BTec (Dble)	10	8	2	2	8	0	0	0	0	0	0	100	100
Sport/PE Studies	65	3	13	11	22	13	0	2	1	0	0	75.4	100
Sport/PE Studies (Dble)	6	2	6	4	0	0	0	0	0	0	0	100	100
Art Textiles	18	0	4	2	10	2	0	0	0	0	0	88.9	100
Food Technology	14	0	4	1	2	4	2	1	0	0	0	50	100
Product Design	12	0	4	0	4	1	2	0	0	1	0	66.7	91.7
Textiles	23	0	6	5	6	4	0	2	0	0	0	73.9	100
Asdan	2	0	0	1	0	0	0	1	0	0	0	50	100
Animation (Dble)	28	0	0	56	0	0	0	0	0	0	0	100	100

GCSE EQUIVALENT – SUMMER 2012

	Entries	A*	A	B	C	Overall
ICT National 1st Award	128	0	74	30	24	128
ICT National Award (2 Awards)	40	38	39	1	2	80
ICT National 1st Certificate (3 Awards)	5	0	2	4	9	15
ICT National Certificate (4 Awards)	98	50	144	94	104	392
Science N. Award (Dble)	98	13	35	22	126	196
Travel & Tourism (2 Awards)	2	0	0	0	4	4
Travel & Tourism (4 Awards)	11	0	0	28	16	44

EXTERNAL PROVISION GCSE EQUIVALENT – SUMMER 2012

	Entries	A*	A	B	C	D	E	F	G	Overall
Construction (4 Awards)	1	0	0	4	0	0	0	0	0	4
Engineering (4 Awards)	12	40	4	0	4	0	0	0	0	48
Hairdressing (4 Awards)	11	0	0	44	0	0	0	0	0	44
Public Services (4 Awards)	13	0	28	20	4	0	0	0	0	52

SCHOOL RESULTS

This table shows the percentage of pupils at each level at the end of Key Stage 3 2012. The number of pupils at the end of Key Stage 3 is 290.

Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT												
	Percentage at each level											
	W	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**E P**	**Pupils disapplied**	**Pupils absent**
English	0	0	0	2	9	28	50	11	0	0	0	0
Mathematics	0	0	0	4	9	18	27	33	9	0	0	0
Science	0	0	0	0	2	26	47	24	1	0	0	0
Modern Foreign Languages	0	0	3	6	13	22	47	9	0	0	0	0
Design and Technology	0	0	0	0	6	33	49	11	0	0	0	0
Geography	0	0	0	0	8	46	42	3	0	0	0	0
History	0	0	0	0	7	43	43	4	1	0	0	0
ICT +	0	0	0	0	6	70	23	0	0	0	0	0
Art and Design	0	0	0	0	8	42	42	7	0	0	0	0
Music	0	0	0	0	9	33	52	5	0	0	0	0
Physical Education	0	0	0	1	18	63	17	0	0	0	0	0

COMPLAINTS PROCEDURE

Malet Lambert welcomes constructive criticism and we always try to respond positively to advice, especially from parents, whom we view as our closest partners in education. We therefore request that any complaint should be made to the Headteacher of the school (Mrs Disbrey), in the first instance. If you are not satisfied with her response or action, then you should raise your complaint with the Chair of Governors (Mrs Barker). If you remain dissatisfied you may then complain directly to the Local Education Authority and ultimately to the Department for Education and Skills. A copy of the procedures for making formal complaints regarding the National Curriculum is available from the school.

DISCLAIMER

The information given in this Prospectus was valid in September 2012. It is possible that there could be changes affecting either the arrangements generally described in this leaflet/booklet or in any particular part of them during the school year 2012/2013 or in the subsequent years. Parents wishing to contact the individual members of staff or Governors named in this leaflet are advised to check the details with the school for any changes beforehand.