



## Welcome to Boston Spa School

Thank you for showing an interest in our school.

Boston Spa School is a successful 11-18 school with a Sports Specialism.

Our mission is three fold:

**Academic Capital;** that our young people should achieve results that match or exceed those they would have achieved in any other school.

**Moral Capital;** that our young people will know right from wrong and make good moral decisions especially in the company of their peers.

**Social Capital;** that they should be 'nice' people to know, who understand and model what it is to be adult members of their communities

These values ensure that we place high value on our pastoral care, we know our children well. We hold high standards, expectations and aspirations for them all.

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*'The rising standards at Boston Spa School are exceptional by any standard'*

The Specialist Schools and Academies Trust

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We are a school with a strong track record of consistent school improvement where our young people have achieved record GCSE results for five years in a row, and we have significant 'valued added' from 11 to 18 years old.

Last year's Year 11 were a credit to the school from the day they arrived, and I am delighted that 96% of them have achieved 5 or more GCSEs at grades A\* to C; our second consecutive year above 90%.

There is much to praise in all of the achievements, especially as nearly 40% of candidates each gained 3 or more A\* grades, and over 80 young people achieving five or more grades at A\* or A grade with 151 gaining both good English and Maths passes.

At A Level our pass rate went up a grade from 98% to 99%; this is a real credit to the young people. Nearly half the results were at the top A or B grades, and 17 young people achieved a clean sweep of A grades.

In the hardest year for a generation to gain a University place we were delighted that 92% of our young people achieved their University of choice.

The commitment of our school to see year on year rise in academic achievement is absolute, and we look forward to supporting all of our young people to further challenge and success.

Of course we care about our results, but this is not the whole of our mission; we care about the development of the whole person, and have a huge commitment to the extracurricular life of the school.

Boston Spa has a well deserved reputation as a caring school, where we know our children well. We aim to provide the best possible opportunities for students to achieve, in a variety of areas, the highest levels of which they are capable.

The environment of our school is a caring one underpinned by high expectations of both achievement and behaviour. All members of our community are encouraged to treat one another with respect and courtesy, and our uniform and behaviour policies are strongly supported by students, parents and staff.

We work hard to uncover the potential of each individual and to ensure that our students are happy, safe and successful.

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*'A path to the future for all' is the vision for Boston Spa pupils and underpins all strategies introduced by the Senior Leadership Team who take this aspiration as a fundamental entitlement of all pupils.*

Inclusion Chartermark Report

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This commitment to realising the potential of all our school community goes well beyond the academic, and is seen in the rich extracurricular life of the school, the impact of our outstanding Sports College specialism and our residentials and recent overseas experiences in France, China, Spain, Italy, Morocco, Tanzania, Kenya, Germany, and Croatia.

At Boston Spa School, every child matters, but also every child achieves. We are ambitious for the future, both as a school and for the achievement of each of our young people. The pace of change and improvement in our school is rapid, and we welcome the opportunity to share it with you.

## **CARE GUIDANCE AND SUPPORT**

As recognised by OFSTED and other visits such as Inclusion Chartermark, Boston Spa School has a very good reputation for the care, guidance and support that we offer to our young people.

Our young people embrace our values well, and we look to encourage the value and potential of students by promoting high aspiration in an inclusive and supportive atmosphere.

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*'The school provides a welcoming and friendly environment ... an ethos of genuine care about all students was evident, with an enormous amount of thought given to all aspects of school life.'*

Inclusion Chartermark Report

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Our policies and practice reflect a desire to see that all students are encouraged to develop mutual respect, and ensure that positive relationships between students and staff, and parents and staff form the basis of a successful and happy experience for all members of our school community.

We work hard to ensure that the transition to Boston Spa School is smooth and to help students to overcome any anxieties and concerns that they and their parents may have. This is described later in our prospectus.

Young people are looked after in tutor groups, unusually for a school there are two adults assigned to each group, so that we can know our young people well, and support them in their learning. Each Year Group has a Progress and Guidance Leader, whose job is to ensure that your son or daughter is looked after and makes progress at a level that matches or exceeds expectation.

Older young people are given the opportunity to become 'Buddies'; these young people are given appropriate training to enable them to provide valuable and effective support to students of all ages.

We have a House system in school, to reward successful young people and to build community within our school. It also allows our young people to mix and associate with other year groups. We have four Houses, Bucktrout, Cooper, Donaldson and Thompson, each House has a staff member as a House Leader, supported by young people as House Captains.

We also have a range of skilled adults in school in a variety of parallel roles, such as our School Nurse, to make sure that whatever the barrier to success; we have the professional skills to address the needs of each individual.

## **SCHOOL UNIFORM**

We are proud of our new school uniform; it has created a public face for our school that is commensurate with rise in standards and expectations within it.

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*'This school has got a great future'*

Rt Hon Ed Balls MP PC

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All our young people in Years 7 to 11 wear a black Boston Spa School blazer with the school name and logo woven on the breast pocket. They wear a plain white collared shirt, with the top button done up; they clip onto the top button the Boston Spa School tie, which is wide blue and green diagonal stripes. They all also wear a coloured House badge, worn on the blazer lapel. There is an optional, black, 'V' necked jumper, with the school blue and green colours as a trim around the neck.

Boys wear plain black trousers, but no denim, and plain black shoes, but not trainers, with black socks.

Girls wear plain black shoes, but neither trainers nor boots; plain tights in black or tan, or plain black socks. From 01/01/12 the Boston Spa School knee length plaid skirt is the only one to be worn, alternatively plain black trousers can be worn, but not denim.

Young people can bring a waterproof top coat to school, but 'hoodies', sports jackets, track suit tops, denim jackets and similar items must not be worn or brought into school. The waterproof top coats may be worn on the way to and from school and also outside at break and lunch. They are not worn in school.

We do not allow young people to accessorise their uniform with items such as jewellery, scarves, hats, caps, decorative belts etc. Young people with piercings should only have studs or sleepers in their ear lobes, facial or navel piercings should be free of jewellery during the school day. Young people with jewellery in piercings that are deemed by our staff to present a health and safety risk will be asked to remove them.

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*'Behaviour is good'*

OFSTED Report

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We do not allow extreme hair styles or colours, or designs that draw attention to the individual. Plain hair bands can be worn were necessary

Discreet or modest make up is allowed; where it is excessive or inappropriate young people will be asked to remove it.

For PE both boys and girls require navy and sky blue tops with their House colour woven in a badge onto the shirt. Navy shorts or track suit bottoms and navy blue long sports socks are required. Girls need non-marking soled training shoes, boys need non-marking soled training shoes and football/rugby boots.

All uniform items can be purchased either on line, using the link on our web site, or in person from APC Clothing Ltd.

### **HOW DO WE WORK WITH HOME?**

We recognise that young people achieve best when home and school work together in partnership.

The most important way in which we keep parents informed is through the Student Planner. Here the work that students are expected to do at home is recorded and students also collect stamps for good work. Teachers also have the opportunity to write any concerns in the planner.

We also provide direct online access to your child's progress, so that you can monitor progress with us, and have information at your fingertips whenever it suits you. In this way you can receive 'live' data about all aspects of your child's progress and have on your desk top all the same data we have in school.

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*'Boston Spa is a highly principled school'*

Investors in People Report

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Five times a year we send home information on all students which tells parents what their son's or daughter's targets are, what their levels of current achievement is in each of their subjects and how well they are working.

Each Year Group has a Subject Consultation Evening, and we also have an annual Review Day each spring where we set new targets in consultation with parents to look back on progress so far, and to assess what needs to be done in the second half of the academic year.

Parents also receive an Annual Report and in Year 7 they have an opportunity in the first term to come into school to meet teachers and hear how their child is progressing.

### **WHAT WILL MY CHILD LEARN?**

We set out to provide the best possible opportunities for our young people. Each year we review our curriculum to match it to the needs of the students.

*'There is a passion and commitment from the Senior Leadership and staff to deliver high quality learning experience for all their pupils.'*

Inclusion Chartermark Report

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The school follows a two week timetable and allocations of hours within a week may vary slightly from the hours below.

### **YEAR 7**

Students have English for four hours per week, and this includes access to Drama lessons. Mathematics, Science, PE and French are all studied for three hours per week, along with Humanities (Geography, History and R.E.). Food Technology, Design Technology, Music, Art and ICT are all studied for one hour per week. There is a further hour dedicated to the development of the personal, thinking and learning skills your child will need to succeed in school, which is called 'Raising the Bar'.

Young people are in sets for most subjects within bands. The curriculum includes a specialised Literacy and Numeracy support and intervention programme for young people deemed to benefit from such an additional provision. This is delivered via a themed curriculum by a team of specialist teaching staff and in some cases, supplemented by one to one tuition.

### **YEAR 8**

Students have English for four hours per week, and Mathematics and Science are studied for three hours per week, along with Humanities (Geography, History and R.E.). French, PE and ICT are studied for two hours per week, and Food Technology, Design Technology, Music, Drama and Art are all studied for one hour per week.

Work Related Learning is a course studied by all students in Year 8. It is designed to build on the work done in Raising the Bar during Year 7. Students will develop essential planning, project management, leadership and team working skills whilst gaining valuable insight into the world of work and enterprise. Projects include NHS careers, recycling and sustainability and charities.

Young people are in sets for most subjects within bands. Literacy and Numeracy intervention packages are delivered via one to one or small group tuition, led by the English, Mathematics and Student Support teams.

### **YEAR 9**

English and Mathematics are studied for four hours per week and Science is studied for three hours per week, as well as PE. ICT and French are studied for two hours per week and RE is taught once a week.

During Year 8 students are supported in choosing one option to study in Year 9. This subject choice is allocated six learning hours per week and students all complete

either a GCSE or a BTEC Level 2 qualification during Year 9. Subjects offered to students currently include Spanish, German, Child Development, History, Geography, Humanities, Fashion, Engineering, Art, Food Technology and Music.

Setting arrangements continue, as does the additional support for young people according to their need.

### YEARS 10 & 11

The majority of students follow a core curriculum of English Language and Literature, Mathematics, Science, Citizenship, PE and ICT. Some students study Media instead of English Literature, and a wide variety of Science courses are offered, which include Triple Science, Core and Additional and BTEC Science.

In addition to the core curriculum the majority of students make a further three option choices, although some may choose to follow a college pathway in order to study a vocational course. Subjects currently offered include:

Art	History
Business Studies	Hospitality/catering
Child Development	ICT
Children's Care	Media Studies
Construction	Motor Vehicle
Dance	Music
Drama	Product Design
Engineering	RE
Food Technology	Spanish
Geography	Sports Studies

### YEARS 12 and 13

The national indicators for Sixth Form performance ('ALPS') has routinely placed the results of our young people in the top 20% nationally for value added. Achievement on our vocational courses is excellent.

Our commitment is to our young people achieving with us in demanding and relevant courses for seven years. We have then developed a large range of curriculum choice on offer covering AS, A2 and BTEC programmes, with more expected to be in place by September 2012.

Currently we offer;

Acting	Health & Social Care
Art	History
Biology	ICT
Business Studies	Media Studies
Chemistry	Music
D & T	Photography
Dance	Physical Education
Economics	Physics
English Literature	Science
French	Spanish
Further Maths	Sports Studies
Geography	Uniformed Public Service

As part of a "Fresh Start" curriculum, we also offer a programme of Intermediate, OCN and re-sit classes for

those few young people who missed out in their key GCSEs when they were in Year 11.

### TEACHING AND LEARNING

At Boston Spa it is our objective to ensure that good learning and teaching is at the heart of our work with each individual student, and achieving this involves a partnership with all members of the school community.

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*'I met many talented, confident and hard working students who already possess the skills and imagination to ensure that there will be yet further improvement at Boston Spa School'.*

#### Investors in Pupils Report

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We create a climate that allows maximum learning to take place and, to this end, we:

Offer a varied curriculum to cater for the learning styles and varied abilities and interests of our students

Set homework to consolidate and extend the learning which has taken place in the classroom

Place emphasis on positive behaviour management which rewards hard work

Seek to establish links between teachers, parents and students to the benefit of the students

Aim to raise students' self-esteem to enable them to be enquiring learners and to take growing responsibility for their own learning

Encourage the development of skills which will enable students to continue, and use, their learning beyond the classroom

Encourage students to be tolerant and understanding with respect for the rights, views and property of others.

#### **Gifted and Talented students**

The Gifted and Talented cohort is made up of students identified as those working in the top 10%, academically, in their year group, those who show outstanding creativity in music, art or the performing arts and those demonstrating outstanding sporting ability. The school aims to provide a particular challenge and support for these students so that they can achieve their full individual potential.

Motivation and aspirations are explored through group mentoring sessions and enrichment activities, chosen to promote team-building skills, address the specific emotional needs of individuals or stretch and challenge the most able students in a stimulating environment.

*'I found the staff dedicated, committed to doing their best for the students and determined to ensure that Boston Spa School continues to be a thriving school community'*

## Investors in Pupils Report

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### **Learning Support**

We are committed to inclusive education and our commitment to the achievement of all young people is absolute. Our Special Needs team works to meet individual needs through regular dialogue with parents, close links with primary schools, liaison with outside agencies, targeted in-class support from experienced teaching assistants. We believe that inclusion is successful when young people have access to a broad and balanced curriculum, feel safe and valued, can take part and can do their best.

### **Assessment and Reporting**

Boston Spa places a strong emphasis on the continuous monitoring of student progress. Subject teachers regularly assess and monitor every student's progress in order to raise achievement. Students also assess and review their own progress and set targets for their future work, in consultation with their teachers.

In the section 'How do we work with home?' we describe how we provide parents with the tools to support their children.

### **THE EXCEL LEARNING TRUST**

We were the second Leeds secondary school to adopt Trust status. How does being a Trust school promote academic achievement?

Our vision for the Excel Learning Trust is to embed and extend current good practice as a Sports College and to impact positively on the emotional and physical health and wellbeing of all our young people.

By entering into more formal relationships with existing partners as well as developing new partnerships, we are increasing the positive impact of our school on the five 'Every Child Matters' outcomes, so that our young people might be safe, happy, contributing positively, enjoying, achieving and experiencing well being.

### **BEING A SPORTS COLLEGE**

How does our Sports College promote academic achievement?

We are a Sports College, but this does not mean that your son or daughter has to be athletic to achieve success at, or to gain full benefit from, Boston Spa School. We use our expertise, to develop those skills which ensure success in adult life. Our young people are not just following a set of subjects but they are also

learning about leadership, team work, independence, responsibility and commitment.

We encourage every student to take part in the widest range of activities because we are determined to provide all possible support and encouragement for those students who excel in any particular aspect of our school life.

The additional funding that we receive is used each year to support a range of projects and initiatives across the whole school, including the purchase of new computers, interactive whiteboards, and minibuses as well as extra Physical Education teachers and sports coaches.

You will not be surprised that we agree with Nelson Mandela, when he said

*"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. Sport can awaken hope where there was previously only despair."*

### **YEAR 6 to 7**

How do we support families through transition?

#### **Before They Arrive**

During the summer term we set out to collect as much information as we can about the students coming to us in the autumn so that we can support them in transition and make decisions about which tutor group to put them in. Our staff will visit the Primary School to meet the Year 6 teacher, the class and to find out about the students who are coming to our school. Where additional support may be needed for a student, follow-up visits take place. Students also complete a form giving us information about themselves and their friendships.

#### **Keeping Home Informed**

Throughout the summer term regular letters go out from school answering the questions parents often raise about uniform, transport, initial arrangements and other practical details which it is important for parents to be able to tell their children about. There is an evening event where parents have the chance to meet the key people in the Year team who will be working with the students over the next 5 years and to raise any concerns or questions.

#### **First Visits to the School**

Whilst some students may well be familiar with the school through primary and sports links, or will have visited us with their parents at the Open Evening, we make every effort to ensure that all students feel familiar with the school before they come in September. All students have an opportunity to spend two days with us in the summer term, following a special programme which involves a sample of lessons. Students become familiar with the site and sample our healthy food. They have a chance to meet the student buddies who will work with them in the

year to come and as far as possible have an opportunity to meet their tutor.

### **Tutor Groups**

During the summer term we work hard to create tutor groups which have a balance of students of all abilities and ethnicity. We also do our best to accommodate the friendship groupings which we have learnt about from the students and their teachers. The Intake days in the summer term are an opportunity to see whether our initial grouping is appropriate and to make any necessary change to the groupings.

### **The First Day**

On the first day of term, only Year 7 and Year 12 students come to school. This allows our new students to familiarise themselves with the journey to school and to find their way about without too many older students around. They spend time with their tutors and in assemblies learning more about our school and our expectations and preparing for the year ahead.

### **A Supportive Team**

Because we are committed to students receiving support throughout their time with us, we provide within each year team a significant number of people to provide guidance and support for the students. All students belong to a tutor group: the two tutors spend time each morning with the group ensuring that all is well and providing students with information and guidance. Tutors are supported in this work during tutor time by a range of mentors who work with individuals or small groups of students. Throughout the day Learning Guides work with students as required, following up any concerns they or their teachers or tutors may have expressed. The Year office is always staffed so that students or parents can have their questions answered and problems solved. This team is headed by the Progress and Guidance leader – probably more familiarly known as the Head of Year.

Year 7 students are also supported by other older students, the Buddies, who first work with them when they visit in the summer term and who continue to come to tutor times throughout Year 7. This year we are also introducing Sixth Form Ambassadors who will work with Year 7 as another source of information and guidance.

### **WHAT ELSE DO WE OFFER?**

At Boston Spa School we are committed to the development of the whole person, the academic, emotional, moral, spiritual, intellectual and aesthetic.

Our staff work incredibly hard to ensure a full range of extracurricular activities are on offer, which are celebrated in our Link Magazine, and in the Newsletters that you can find on our Web Site

Students have access to a wide range of different clubs and activities as well as educational visits. The school calendar is enriched with visits to Spain, Germany,

France, sports tours abroad, world challenge expeditions to China, India, Peru, Tanzania, Morocco, Croatia and Kenya.

### **Sport**

The school has extensive facilities including a dance studio, and multi-purpose sports hall where five-a-side football, basketball, badminton and indoor cricket take place, amongst many other activities. The outdoor 'gastro' pitch is enhanced by a 'parkour' free running facility, an indoor tennis centre, 3 gyms, two climbing walls and a fitness suite.

Our PE staff are committed to widening participation and operate a full programme of sports clubs, throughout the year, at lunchtime and after school. There will always be an opportunity to participate, whether for fun or more competitively and there are supervised activities for numerous sports, for all age groups, including gymnastics, trampolining, cheerleading, dance, athletics, rugby and football.

### **The Arts**

We have a brilliant music suite and staff offer a range of extracurricular activities. Students are encouraged to participate in school productions, which have become something of a legend in the locality, with 'Grease', 'Godspell' 'Return to the Forbidden Planet', 'The Commitments' and 'Oh! What a Lovely War!' are just some of the successes.

The school is involved in the peripatetic instrumental programme, currently with eight visiting staff, and we also organise workshops, demonstrations and educational visits all embracing the widest cultural experience with young people of all background learning 'bollywood dancing' and banga.

As an example of the range of extracurricular provision, I have included, in this information, full details of the PE programme.

### **HOW DO YOU WIN A PLACE?**

The local authority has limited the places at Boston Spa School to just 300, which has led to even more over-subscription than in recent years and this is likely to be the same next year. Our historical pattern has been usually around 600 parental preferences.

If you live within the Leeds Local Authority and/or your child attends an Education Leeds Primary School you will receive an Education Leeds Preference Form from your Primary School. Given recent experience you are advised to put Boston Spa School as first choice on the Preference Form.

If you live outside the Leeds Local Authority and/or your child attends a school in another Authority then you should contact the Education Leeds Admission Section

on 0113 2475729, and ask for a Preference Form. Again, you should put Boston Spa School as first choice on the Preference Form.

## **OTHER USEFUL THINGS TO KNOW**

### **Travelling to school**

Many students attending Boston Spa travel to and from school via a network of buses serving most communities to the north-east of the city and managed by the West Yorkshire Passenger Transport Executive (Metro). Application forms for the pass and for the Boarding Cards necessary to travel on any school bus are available from Metro, with whom our school co-operates closely. All students using a school service require a bus Boarding Card issued free by Metro or the school. Bus routes are re-scheduled each year to ensure that all the new Year 7 students are properly provided for. Details of which particular addresses are eligible for free transport are available from Metro.

### **Late Buses**

To encourage students to take part in our extensive extra-curricular programme and to use the schools facilities outside normal school hours late buses operate each afternoon.

Late buses typically leave the school site 90 minutes after the end of the normal school day and any student can make use of them by booking a seat early on the day they intend to stay late. There is a charge of £1.00 per student and the service does not run on Fridays.

### **Visits and Residential opportunities**

A range of visits and residential activities are offered to students across the school as an important way of supporting their studies, but also as a means of helping them to develop as young people.

Year 7 students are invited to take part in a variety of activities in school early in their term at Boston Spa so that they can get to know the members of their new tutor group and their tutor.

We are an outward facing school, with links to schools and communities in Poland, Bangladesh, South Korea, South Africa and Fiji.

### **Attendance**

We believe that young people achieve best at school when they attend routinely and consistently. We ask all our parents not to take family holidays during term time and all evidence suggests that this disrupts the continuity of learning. We are keen for all our young people to establish proper patterns of attendance. If a child is absent we ask parents to contact us as soon as possible.

### **Information and Communication Technology**

The school is strongly committed to giving all students every opportunity to access ICT resources. The school has eighteen internet connected ICT suites, where software has been selected to give the best support to the curriculum. These include suites for every subject within

the curriculum, a Music Technology Centre, as well as dedicated Sixth Form facilities.

For all students unable to access a computer or the internet at home there are supervised Lunchtime Learning Zones for each year group, as well as the opportunity to arrange to use the facilities after-school.

### **Careers Education**

We provide, supported by the Local Careers Service, a structured preparation for choices in Years 9, 11 and higher education decisions in Year 13. Our Careers resources are to be found in the newly refurbished Careers Base which incorporates an extensive Library and access to computer based careers information. These resources help our young people develop realistic ideas for their future and help them understand how they can achieve their ambitions. Careers provision builds on the school's Tutorial and Thinking Skills programme which gives students experience of the action planning and decision making necessary for successful choices in Years 9, 11 and 13.

All students are offered the opportunity of a two week Work Awareness Placement near the end of Year 10. This important opportunity to experience the world of work before the final year of compulsory education helps students understand the demands of work and encourages them to focus on exam success.

### **Sex Education**

Sex Education is provided through aspects of all the subjects that make up the school curriculum, but most significantly through Science, and the Personal, Social and Health Education element of the Tutorial Programme. Students are encouraged to consider the moral and ethical aspects of relationships and the importance of family life.

Our provision emphasizes the importance of relationships, the care and consideration of others, and the pleasures and responsibilities of parenthood. The programme includes the study of the ways in which the body develops details of conception, and the development and birth of the baby. Students also discuss aspects of contraception and the spread of sexually transmitted diseases, including AIDS.

### **Religious Education**

The school provides statutory non-denominational religious education for its students according to the principles laid down by the Local Authority 'Agreed Syllabus for Religious Education'. Details are available either from the Local Authority or from Mrs. Thurgood our Learning Team Leader in Humanities.

In our assemblies we reinforce the moral, ethical and community values that Boston Spa School stands for. They are non-denominational celebrations of the world in which we live.

Parents have the right to withdraw their child from Religious Education lessons or assemblies and those parents wishing to exercise the right are asked to contact the school.

**Charging**

All essential books, equipment and stationery are provided within the limits of the resources available to the school. Where books, equipment or property belonging to our school are damaged or lost, parents are asked to contribute towards the cost of replacement. Where students make products to be taken home or eaten, then parents will be invited to meet the costs of the materials used either in cash or by providing the ingredients. Costs of entry to examinations for which the student has been prepared by the school are met by the school. Costs of entry to other examinations are the responsibility of the parents. Where a student fails to sit an examination or does not meet the coursework requirements, parents will be asked to pay back the costs of examination entry. Parents will also be asked to pay for any re-sit examinations organized at their request.

Where an activity, visit, or residential takes place largely outside normal school hours and is not part of the National Curriculum or of statutory Religious Education, then a charge is made to cover its costs. Voluntary contributions are requested from parents for other activities in the knowledge that without such contributions some activities cannot take place. The exception to this policy is where a student is entitled to remission of these charges, such as when parents are in receipt of income support or family credit.

**Dates and Days**

Please contact the school before planning holidays so that students do not miss any part of the vital transition into and through Year 7. Our school days run from 8.45 to 3.25 each day. It includes a tutor time and five one hour lessons. There is a 30 minute morning break and 45 minutes at lunchtime.

**HOW CAN I FIND OUT MORE?**

All the glossy brochures and fine web sites cannot describe what it feels like to be on the corridors and in the learning spaces of a school.

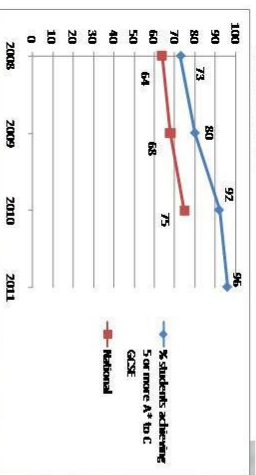
By all means please come and visit us, please telephone 01937 846636 and make a mutually convenient time to visit.

## How good is the student achievement in our school?

We are ambitious for further improvement, although currently 96% of our young people in Year 11 achieved 5 or more GCSE grades at A\* to C. Our Sixth Form achievement routinely placed us in the top 20% for value added in the country. More detail of our examination results is included in this pack, however we thought the following 'headlines' and trends would be helpful.

Year 11		2008	2009	2010	2011
Young people achieving 5 or more GCSE grades:	Boston Spa	73%	80%	92%	96%
	National	64%	68%	75%	n/a
Year 11 best 8 GCSE score per student	Boston Spa	333	333	346	370
	National	308	314	327	n/a
Year 11 all GCSE points score per student	Boston Spa	449	455	546	594
	National	391	411	441	n/a
Young people achieving 5 or more GCSE grades with E&M	Boston Spa	59	46	51	52
	National	48	50	54	n/a
% of young people achieving at least one Language GCSE	Boston Spa	53%	40%	59%	38%
	National	42%	42%	42%	n/a
% of young people achieving two or more Science grades at GCSE C+	Boston Spa	69%	53%	73%	73%
	National	50%	53%	61%	n/a
Year 13		2008	2009	2010	2011
% of Year 13 achieving grades A*-B at A-Level	Boston Spa	49%	51%	62%	48%
	National	47%	49%	49%	n/a
% of Year 13 achieving grades A*-E at A-Level	Boston Spa	99%	99%	99%	99%
	National	98%	98%	98%	n/a

# Boston Spa's GCSE Exam Trends:



Boston Spa School - Class of 2011

