



BURY ST EDMUNDS COUNTY UPPER SCHOOL

a Specialist Science College



Prospectus for 2007/2008

Bury St Edmunds County Upper School

Contents

The Curriculum
Student Support and Advice
Special Needs Provision
Working with Parents
Sports and Arts Provision
Behaviour
Administrative Policies
Public Examinations 2006-2007
Student Destinations 2006-2007
Additional Information



Who's Who

Mrs V Neale	Headteacher
Mr S Willis	Deputy Headteacher
Mr T Tate	Assistant Headteacher
Mr P Coleman	Assistant Headteacher
Mrs D Kelsey	Senior Pastoral Leader
Mrs J Bradbury	Head of Year 9
Mrs G Guenigault	Head of Year 10
Mrs J Thomas	Head of Year 11
Mr P Fisher	Head of Sixth Form
Mr J McWilliam	Student Support Co-ordinator
Mrs C Bennett	Head's P.A.
Mr S Boor	Chairman of Governors
Mrs K Harris	Chairman of P.T.A.



The Curriculum

At Key Stage 3

On entry to the school in Year 9 all students follow a curriculum based mainly on the National Curriculum at Key Stage 3. Areas of study are as follows:

Art	Information Technology
Design and Technology	Mathematics
Drama	Music
English	Physical Education
French	Religious Studies
Geography	Science
Guidance (inc. Citizenship)	<i>With many students also studying</i>
History	German

Students are placed in separate ability sets for all the academic subjects. These sets are reviewed at least termly, so that students work alongside their peers of similar ability. At the end of Year 9 national tests (SATs) are taken in English, Mathematics and Science and progress in all subjects is assessed internally by the school's staff.

At Key Stage 4

In Years 10 and 11 all students again follow the National Curriculum, now at Key Stage 4. In addition to studying:

English (<i>Language and Literature</i>)	Mathematics
Guidance (<i>inc. Careers and Citizenship</i>)	Physical Education
Information Technology	Religious Studies
	Science (<i>Biology, Physics and Chemistry</i>)

students choose FOUR subjects to follow to GCSE from across these areas:

Languages	Design and Technology	Creative Arts	Humanities, etc
French German	Electronics Food Technology Graphic Products Resistant Materials Information Technology	Art Drama Music Physical Education (including dance)	Business Studies Child Development History Geography Leisure and Tourism

There is considerable flexibility in the choices, which students can make from these four areas. Most students attempt **nine** GCSEs but a few will study **ten**, if they are double linguists. Students can also study **GCSE Japanese and Spanish**.

In The Sixth Form

The Sixth Form provides opportunities for a wide range of students and prepares them for examinations which allow entry to Further and Higher Education, the professions and other careers. A separate brochure on the CUS Sixth is available from the Director of Sixth Form Studies.

GCE AS and A2 levels are offered in:

Applied Mathematics	Information Technology
Art and Design	Japanese
Biology	Mathematics
Business Studies	Further Mathematics
Chemistry	Media Studies
Design Technology	Music
English	Philosophy and Ethics
English Literature	Physical Education
Environmental Science	Physics
French	Politics and Government
Geography	Sociology
General Studies	Spanish
German	Theatre Studies
Health and Social Care	Travel and Tourism
History	

Most of the teaching is provided by County Upper staff but our links with St Benedict's RC Upper School enable us to offer this extensive course provision.

For all Sixth Formers there is a compulsory programme of Enrichment Studies, designed to broaden their studies and prepare them for life after school. The programme has two main elements:

- Physical education or community service or work experience or information technology
- Conferences on health education, careers, religious studies.

Sixth formers are supported through the assembly programme, tutorial counselling, careers advice and planning for further and higher education or apprenticeships.

Student Support and Guidance

Pastoral Care

The school places great emphasis on its system of pastoral care and guidance, which provides a supportive and structured network to aid students' learning.

On entry to the school in Year 9 students are placed in a Tutorial Group (of about 24 students) with some of their middle school friends, where their immediate concerns are met and their pastoral care established. The tutor sees the group twice a day for registration and stays with the group through their three years in the main school. In the Sixth Form the groups are smaller and a new tutor takes on the pastoral responsibilities for one or two years.

To deal with all day to day matters of administration, discipline and welfare there is a Form Tutor, Head of Year and Assistant and the school's Student Support Co-ordinator is available for attendance and general welfare matters.

Monitoring Progress

Tutors and Year Heads work to monitor each student's progress and to take any necessary action when it is not satisfactory. A curriculum year book and the homework journal help staff in this important work. Parents receive an annual profile report with interim assessments before the major report. The timing of these reports is linked to the need for making decisions at various stages of a child's school career.

Effort and achievement are rewarded by a variety of methods including a system of merits, certificates of merit and presentation of special prizes, all of which are designed to motivate students. There is also a system of sanctions to support students where necessary and these include detentions, report cards and referral to senior staff. Parents are kept fully informed and involved.

Promoting Personal Development

Our programme to promote student's personal and social development has five main components:

- a) A taught programme of topics covering health education, study skills, economic awareness, political education, environmental and community concerns. Sex education is part of this course and it aims to provide all pupils with an opportunity to explore their developing sexuality as a positive aspect of personal growth, within social, emotional, physical and moral contexts. The framework for the programme identifies two interconnected strands: factual information and discussion of relationships, values and attitudes. The emphasis is on stable, caring relationships at all times.

In both year nine and at GCSE level, the Biology course adopts a wholly physiological approach to reproduction using the human as a mammalian example. The topics of sexually transmitted diseases and contraception are not covered. The English, History and Religious Education courses explore issues surrounding relationships, abortion, divorce and contraception. Essentially, however, sex education is taught as part of the Guidance programme in years nine to eleven. A full copy of the Sex Education Policy can be obtained from the Headteacher. Parents who wish to withdraw their children from the programme are asked to contact the Headteacher in the first instance.

- b) Careers guidance, involving a taught programme, two weeks' work experience in Year 11, visiting speakers and the use of the County "Connexions" service, along with the school's careers resource centre.
- c) Three individual student/parent interviews with a member of the senior staff before entry, in Year 11 and before admission to the Sixth Form.
- d) Religious Education with collective worship and religious education lessons being non-denominational in character. The school's practice is based on the 1988 Education Reform Act. Parents have the right to withdraw their child from all or part of the religious education and collective worship provided. If they wish to do this they should contact the Headteacher.
- e) The Record of Achievement scheme which is a student-teacher collaboration to identify areas of success in or outside the classroom and to work towards improvements in performance. In Years 11 and 13 students receive a final summary called the Record of Achievement and this is highly valued by employers, colleges, parents, and of course the students themselves.

Special Needs Provision

We are pleased to be an all-ability school, offering challenges and opportunities to all members of the community. We are equally aware of the need to provide additional support to those whose special needs (eg. learning difficulties; physical disability; exceptional intellect) require and deserve it.

The Special Needs Faculty works with students with learning difficulties by support teaching and by withdrawal, so that students gain maximum benefit from the main school curriculum. Students with individual specific weaknesses are also given help on a withdrawal basis.

The Hearing Impaired Unit provides a base for students who are full members of the school and who follow a normal timetable as closely as possible. In lessons they have the help of specialist teachers and class assistants and, at other times, they are withdrawn, again, for specialist individual attention.

The school is equally aware of the special needs of the exceptionally gifted and they are catered for by acceleration through the year groups, some early admission for public examinations and especially by other enrichment programmes. In both 2006 and 2007, the school ran a DCSF summer school for gifted and talented students.

Working with Parents

First Contacts

During the year before a child joins the school prospective parents are invited to visit the school to meet the Headteacher and to see the school in action at the annual Open Evening in October. The Head of Year and senior staff arrange personal interviews with all students and parents, held in the second half of the summer term. Arrangements are also made for new students to visit the school for a day at the end of the summer term. Parents of students transferring from outside the catchment area should contact the Headteacher and a visit will be arranged.

General

Parents and school need to work in harmony and therefore parents are encouraged to come into school to meet the Headteacher, Deputy, Heads of Year and staff about any matter which concerns them. Interviews can normally be made within the hour and it is always wise to make an appointment. Numbered newsletters are sent to families weekly, always on a Friday, and parents are warmly invited to let us know their views about any matter relating to school life. Once a month parents receive a publication entitled "The Accolade" which celebrates all the success of that month. Both the newsletter and "The Accolade", along with other information can be accessed through the school's website.

Consultation Evenings

At least three times a year consultation events are arranged at which parents have the opportunity to discuss the progress of their son or daughter with tutors, subject staff, year heads and senior staff. There are additionally special evenings for curriculum information, careers and higher education advice.

Parent/Teacher Association

The County Upper School PTA organises a variety of fund raising social and educational events. All parents are automatically members and there is no subscription. The AGM is held each Autumn and the work of the PTA does much to enhance the education of the students.

Sports and Arts Provision

Central to our curricular and extra-curricular philosophy is "Sports and Arts for All". We are an "Education Extra – Distinction" school and were the first school in West Suffolk to be awarded Artsmark Gold status.

Sport

The school possesses a gymnasium, a large sports hall, a smaller sports hall, a Fitness Suite, three pitches, a double floodlit multi-games area, an outdoor basketball court and six netball/tennis courts. In addition a new PE lab, seminar space and ICT facility opened in September 2007. Five full time, fully qualified staff oversee the

curricular and extra curricular provision for Physical Education and Games. All students in year 9, 10 and 11 receive two hours of PE per week. GCSE Physical Education is offered in Years 10 and 11 and is allocated 3 periods a week. This option is taken up by 25-30% of each year group, of whom well over half gain a GCSE grade at A* to C. All 6th Form students have access to a half day of sport each week where 13 sports are offered on or off site.

Clubs operate at lunchtime and after school in the following sports:

Athletics	Martial Arts
Badminton	Netball
Basketball	Rounders
Cross Country	Rugby
Dance	Tennis
Football	Trampolining
Hockey	

These clubs prepare students for inter school matches and championships, individual championships and in-school presentations. Last year the school took part in over 200 matches, competitions, tournaments and championships. Intra-school competition is also encouraged and the school has Captains of School Sport who help organise these internal competitions.

Last year the school saw 29 students gaining county honours across 14 sports. Eight students represented the East of England and three students represented England. At team level County Upper are Western Area Champions in five sports, County finalists in tennis and County Champions at Rounders. This team also represented Suffolk at the National Finals. County Upper prides itself on mass participation at all sporting levels and in the creative activities of trampolining and dance.

The school has strong links with local clubs in athletics, badminton, basketball, cricket, hockey, table tennis, netball, rugby and volleyball, and the town's main fencing club meets at the school.

The Arts

The school's facilities for the Performing Arts were transformed last year in a joint initiative with the Local Authority. Work is underway on new Art facilities which will open in the spring of 2008. This work, along with a new library and accommodation for food, are the result of an investment of well over a million pounds since September 2005. All students in Year 9 study Art, Music, Drama and Dance. In Years 10 and 11 most students follow at least one GCSE course of study from Art, Music, Drama or Physical Education. In the Sixth Form Music, Art, Physical Education, Media Studies and Theatre Studies are available at GCE Advanced level.

The extra curricular programme is based on regular clubs and one off preparations and, for 2006-2007, its highlights were:

- three drama productions;
- two main concerts, two chamber concerts and a Christmas Carol Service;
- the annual Art and Design Exhibition;
- a whole school production: "Anything Goes"; this year's production, "West Side Story", will be in the spring
- the Swing Band tour of Jersey; in October 2007 the school's swing band, string orchestra and choirs are representing Suffolk, England, in Suffolk, Virginia, USA.

In recognising the wealth of sports and arts provision we would also point out the additional programmes covering Computing, Technology, Christian Union, Foreign Exchanges, public speaking and much else.

Behaviour at County Upper School

The basis of our rules and procedures is that we show courtesy and consideration for others and for their property. All members of the community should behave in a way which is appropriate to the situation and sensible behaviour is expected at all times inside the school and on the way to and from school. The school's code of courtesies is issued to students each September and it is:

Courtesies

- 1) show consideration towards all people working in the school and to all visitors;
- 2) generally allow others to leave a room or building before you yourself enter;
- 3) hold swing doors for those immediately in front or behind;
- 4) walk around the campus rather than run;
- 5) take care when carrying bags;
- 6) avoid making too much noise.

Rules

- 1) keep left on stairs and in corridors;
- 2) do not use the lower corridor in the Main Block at lunchtimes unless going to the Dining Rooms;
- 3) never use the Main Hall as a corridor;
- 4) the main school entrance is a visitors' entrance and should not be used by students except in an emergency;
- 5) do not wear top coats in lessons;
- 6) always wear pullovers unless you have a 'County Upper' shirt during the times prescribed or you have asked a teacher's permission to remove your pullover in a classroom;
- 7) keep away from the vending machines other than in free time;
- 8) do not go upstairs at lunchtimes unless going to a club activity;
- 9) eat all hot food bought from the canteen in the Dining Rooms;
- 10) do not ride cycles inside the school grounds;
- 11) remember that the car parking areas are out of bounds as are the areas at the front of school unless moving to or from the school premises, and the area between the Sports Hall and the mini Sports Hall is out of bounds;
- 12) do not leave the school at break or lunchtime without permission (Sixth Form excluded);
- 13) do not bring items to school which are not relevant to the life and work of the school;
- 14) do not use "Ipods" or mobile phones in lessons times, the library, between lessons or in examinations. "Ipods" will be confiscated for half a term if used at these times and mobile phones will be confiscated until a parent collects them or for half a term, whichever is the sooner;
- 15) Tippex is not to be brought to school.

Discipline And Behaviour Policy

The school prides itself on its excellent standard of behaviour and on the success of its staff in ensuring high standards.

The school's policy is based on the belief that the standards of behaviour expected by a school are those which reflect its values and therefore it aims to help achieve the school's four key aspirations. The school aims to promote good behaviour and a positive ethos continuously between students, parents and staff.

All students joining the school are issued with the Code of Conduct and Expectations and are asked to go through it with a parent/guardian. Time is set aside with the form tutor to discuss this and the broader rewards and sanctions system of the school. The Guidance programme reinforces this and affords students the opportunity to discuss the issues involved.

The school has a consistent, clear policy for dealing with a range of unacceptable behaviour and all staff are encouraged to report instances so that our policy is applied uniformly and our high standard maintained. Standard procedures are applied to a range of issues.

Punishments vary very much according to the circumstance and the severity of the misconduct. They can include extra work, lunch or after school detentions (the latter after 24 hours' notice has been given), exclusion from lessons, report cards and removal of privileges. When a student is 'on report' there is a section for parents to sign daily so that they are aware of the situation.

In very grave circumstances and usually after several warnings, with parents being involved, a pupil may be suspended temporarily or excluded permanently from the school. **The bringing of any harmful or illegal substance or article on to school premises is a very serious offence which may result in permanent exclusion.** The action is carried out in consultation with the Governing Body.

County Upper monitors students' behaviour and progress very regularly and parents can be assured of early involvement if things go wrong. A full copy of the Behaviour Policy is available from the Headteacher upon request.

Administrative Policies at County Upper

Medical And Related Issues

Although the school provides first-aid facilities, there is no-one medically qualified on the staff. **It is therefore essential that we have an emergency contact telephone number, for both parents if possible.**

In all cases of emergency a senior member of staff will try to get in touch with the parents concerned but if this is not possible he or she will take action, if necessary in consultation with a local doctor. Parents will be asked to collect sick children and the school will not send home a sick child, without adult supervision, unless permission has been granted by a parent.

The school needs to know about medical conditions which may affect a child's well-being. Parents will be asked for this information at the same time as the emergency contact information is required.

Parents continue to have responsibility for their child's well-being at school in circumstances where it is agreed that the Headteacher or a member of staff will act on the parents' behalf by administering medicine. However, the school reserves the right not to agree to administer medicine in certain cases unless it is satisfied that this is the parents' wish, that the details of dosage and timing have been conveyed precisely and that to do so would have no harmful effect upon the child.

Homework

All students are issued, each September, with a Planner which includes a Homework Policy Statement, outlining methods, times and approaches. The amount of homework time per week should grow from about 8 hours in Year 9 to 12 hours in Year 11. Planners help pupils organise their time, record their homework and write down reminders. Parents and teachers also use the planner as an aid to home-school communication.

Personal Property

Items of personal property should be clearly labelled and named. Money and valuables should be handed into a teacher for safe keeping. A number of lockers, including coin operated ones are available for those who wish to use them. Any enquiries about lost property should be made to reception which will also receive items found. The school cannot accept any liability or responsibility for lost items.

Lunchtime

A cafeteria meal service is provided on a 'pay as you take' basis in the traditional canteen and coffee shop. A wide range of choices is available which can make up a full two course meal or snack, whichever is preferred. The cafeteria is also opened for breakfast and at morning break. Any student may bring a packed lunch to school. The hall is supervised as a packed lunch eating area. Free meals are available to those students whose parents are receiving Income Support. Application forms can be obtained from Shire Hall.

Ninth, Tenth and Eleventh Year students will remain on the premises at lunchtime unless they have a lunchtime photo pass. This will only follow a written request from parents. Sixth Form students have the privilege of leaving the premises without permission.

School Dress

Boys in Years 9, 10 and 11 must wear traditional plain mid grey trousers, a plain white shirt with an orthodox collar or a school-crested polo shirt, the school's own plain navy blue V neck pullover with crest and sensible black shoes. Girls' uniform is the same apart from the option of wearing a plain mid-grey skirt. Students may wear the official school polo shirt under their jumpers throughout the year or without a jumper in the summer term.

Jackets and outdoor coats may not be worn other than at break or lunchtime. Jewellery should be inexpensive, safe and, if ears are pierced, then only the wearing of studs is allowed. Nose studs and other body piercing are not allowed. Students may wear up to two studs in each ear, one bracelet and one necklace. The school will not accept extravagant modes of appearance or hairstyle and Sixth Form students should wear clothing appropriate for school.

PE Kit

Indoor:

Gold polo shirt (CUS crest)
Plain navy shorts*
Plain navy football socks
Trainers (laces done up!)
* skirts optional for girls

Outdoor:

Plain navy (reversible) rugby shirt
Plain navy shorts*
Plain navy football socks
Football boots

Plain navy tracksuit trousers to be worn for trampolining and in severe weather conditions.
Skateboarding and leisure type trainers are not suitable for PE

Students are required to remove all jewellery for P.E. It is never acceptable for students to wear plasters over their jewellery. Long hair must be tied back.

The School Day

8.55 am	Registration
11.00 - 11.20 am	Break
1.00 – 1.50 pm	Lunch
3.45 pm	School closes

Transport

Decisions about entitlement to free and concessionary bus transport to and from school are made by the County Education Department, Grimwade Street, Ipswich IP4 1LJ (telephone: 01473 265064). However, the transport officer in school is Mr J McWilliam and he will be happy to deal with problems and queries about buses.

Cycles and motor cycles must be parked at the rear of the craft block and cars in the Klondyke.

Absence

If a student is to be absent, parents/guardians should telephone the Student Support Co-ordinator, Mr J McWilliam, on 01284 763638 on the first day of absence. On return a note to confirm the absence should be brought in to be given to the Form Tutor. The school will contact home if a child is absent and there has been no communication from home. Permission for absence for reasons other than illness should be sought from the Head of Year or the Headteacher. **Exceptional permission** should be sought from the Headteacher for a child to accompany the family on annual holiday in term time.

The school's attendance records for 2006/2007 are as follows:

Total number of students on roll of compulsory school age	726
Percentage of student sessions (half days) missed through authorised absence	3.4%
Percentage of student sessions (half days) missed through unauthorised absence	<0.05%

TOTAL ATTENDANCE FOR YEAR = 96.6%

Additional Information

School Dates 2008-2009

Autumn Term: Wednesday 3 September – Friday 19 December 2008
(half term week commencing Monday 27 October)
Spring Term: Tuesday 6 January – Friday 3 April 2009
(half term week commencing Monday 16 February)
Summer Term: Tuesday 21 April – Friday 17 July 2009
(half term week commencing Monday 25 May)

Financial Assistance

The Governors are pleased to be able to offer financial support to students who wish to develop their interests and abilities in and beyond school. This can take the form of one-off awards or continuing grants and is available to assist **either** those with exceptional talent **or** those experiencing some financial difficulty. The support has, in the past, helped youngsters in sport, dance, music, foreign exchanges and overseas excursions.

For full details, please contact the Headteacher.

Admissions to the School

The admissions policy for the school closely reflects that outlined in the Suffolk LEA's "Information for Parents" booklet. If parents of prospective pupils have any queries they should contact the Headteacher, who will be pleased to talk to and show parents and children around County Upper.

The School is allowed to admit 250 pupils into its intake year (Year 9) each year. For September 2007, when there were 215 students in catchment, the school received 281 written applications for places in the intake year.

Curricular Complaints

The LA has established procedures so that the concerns of parents and others about the school curriculum and related matters may be considered and, whenever possible, resolved locally. The arrangements are to apply to complaints relating to the curricular responsibilities of the LEA or the governing body of a county, voluntary or maintained special school: that is, that the authority or governing body has acted, or is proposing to act, unreasonably or has failed to comply with the requirements or duties imposed by the Education Reform Act 1988.

In the first instance, particular problems should be referred to the Headteacher who will endeavour to achieve a satisfactory outcome by informal means, if necessary through discussion with appropriate members of staff and the complainant. If, however, the issue cannot be resolved in this way, it may be referred first to a panel of governors of the school and, as a last resort, to a LA panel for formal consideration. Further details of the authority's procedures may be obtained from the Headteacher or the Area Education Manager.

Special Papers

The following additional information is available for parents on request to the Headteacher:

- the termly Governors' meeting minutes
- the annual School Profile
- School syllabuses and schemes of work
- Policy Documents on: *Information Technology; Sex Education; Charging for Activities; The School's Budget 2005/2006; Multi-cultural education; Special Needs; Equal Opportunities; Behaviour Policy*

The information and particulars contained in this prospectus relate to the school year indicated on the front cover and are correct at the time of publication.

It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularised – a) before the start of, or during, the school year in question, or b) in relation to subsequent school years.

