

# **KING ARTHUR'S COMMUNITY SCHOOL**

**11-16 COMPREHENSIVE SCHOOL**

**West Hill, Wincanton, Somerset BA9 9BX**

**Tele: 01963-32368 Fax: 01963 – 33735**

**[www.kingarthurs.org.uk](http://www.kingarthurs.org.uk)**

**ACTING HEADTEACHER – MRS EMMA WILKES**



## **INFORMATION FOR PARENTS**

### **2011-2012**



Dear Parents and Friends of King Arthur's

At King Arthur's we aim to provide the best possible education for all 11-16 year olds in the area to enable them to realise their academic and personal potential. We believe that education is the key to helping young people acquire the knowledge, skills and attitudes they need to live and work in an increasingly globalised and culturally diverse world. In this respect King Arthur's provides a wide range of opportunities both in terms of the curriculum provision and the extra-curricular programme.

In the last year, for example, students took part in Forest School activities, Licence to Cook and Young Chef, Geography students went on fieldtrips, there were a range of activities to link with National Science Week, Music students performed in a variety of concerts and recitals, and our top Mathematicians took part in the UK Maths Challenge. In addition, there were trips to the theatre, opera, a ski trip to Bulgaria and a residential experience in Rome.

We hope that this brochure will give you a feel for what King Arthur's is about and act as a useful source of reference for the information you will need. We would also encourage you to look at our website [www.kingarthurs.org.uk](http://www.kingarthurs.org.uk)

With best wishes.

Yours sincerely

Mrs E Wilkes  
Acting Headteacher

**King Arthur's is a 'good school'**  
**OFSTED February 2010**



## Why is the School called King Arthur's?

During the 5<sup>th</sup> and 6<sup>th</sup> centuries there lived in the western counties of England and Wales many Celtic Christians. Among them was a great warrior, a man whose strength, bravery and success in battle soon became a legend. It is this man who we think of as 'King Arthur'. However, his life is a great puzzle; there is no eye witness account of his coronation as King, no manuscripts detailing his actions, no buildings saying 'Arthur was here' etched into their stone. Yet around him grew many stories and legends.

These legends tell of great battles, brave knights, castles, Merlin, and the sword 'Excalibur'. If the stories are to be believed, Arthur's court was in Avalon (or Glastonbury as it is now) and it is here in 1191, that, allegedly, the grave of King Arthur and Queen Guinevere was found.

Whatever the truth about King Arthur, of one thing we can be sure. There did live, about 1500 years ago, in this part of England, a great warrior. He showed great qualities – bravery, perseverance and kindness – and, if his name was Arthur, it is a name which we as a school are proud to bear.

*(Adapted from an address by Field Marshall Lord Harding at the official opening of King Arthur's Secondary School, Friday 10<sup>th</sup> October 1958)*

# AIMS

Our **mission** is to provide the **best education** for all students from 11 to 16 in our area - and for others through Adult Learning and Leisure.

Our **vision** is to see King Arthur's become the '**first choice school**' in our area, chosen for the excellence of the comprehensive education it provides.

Our '**core business**' is **learning** and our goal is that all our students will be successful.

**To give direction to the elements of our work, we have established seven broad aims**

## **STUDENTS**

We want all students to **enjoy learning** and to achieve a **full individual realisation of their potential**. We want them to leave with **high self-esteem** ready to live and work in the modern world. Success will bring **self-respect** and respect for others.

## **THE CURRICULUM**

Our curriculum will be **balanced, broad and relevant** to the individual, the local community and our society; it will be coherent in itself, yet be part of the larger **National Curriculum**. We will ensure that it offers an **equal opportunity** to all but will allow for individuality, **enrichment and extension**. Above all, finding out and learning should be enjoyable and exciting. We aim to encourage our students to believe in life-long education.

## **TEACHERS**

As professionals we will provide the **best service possible** for our students, working towards clear goals within the framework of these aims and the departments' schemes of work, providing students with a **quality experience**, offering them regular assessments, differentiated work and guidance to help them realise their full individual potential. As professionals we will expect to be offered regular reviews and appropriate opportunities to develop; we expect to make full contributions to the development of the school.

## **ETHOS**

We will protect our students' **right to learn** and provide an **orderly and stimulating** environment. We will encourage respect for effort and industry, **high aspirations** and **pride in achievement**.

## **MORALITY & ETHICS**

By example and instruction we will encourage a sense of **right and wrong**, of **justice** and **fair play**; we will discourage prejudice in favour of **reason and tolerance**.

## **OUR SUPPORT FRAMEWORK**

The non-teaching staff will provide a **first-class administration and financial framework** and maintain the environment to the highest standard.

## **THE COMMUNITY**

We will become the **focus** for education in our community, serving wherever possible the needs of students of all ages. Students will learn about their community and their rights and **responsibilities** in society.



## **OUR VISION FOR LEARNING**

**Learning together to achieve success, experience fulfilment and to develop skills for life.**

King Arthur's School is a learning community which creates and sustains a positive ethos for learning:

- ⇒ we value, enjoy and celebrate learning
- ⇒ we use ICT with confidence to enhance and enrich our learning
- ⇒ we take on challenges and achieve personal goals, by showing determination and perseverance
- ⇒ we take responsibility for own learning and conduct
- ⇒ we aim, through self awareness, to be happy, healthy and confident learners
- ⇒ we promote respect for all and for our environment
- ⇒ we are able to work collaboratively and independently

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## ACADEMIC STAFF 2011 - 2012

Leadership Team	Mrs Emma Wilkes Mr Dave Dwyer Mr Ralph Wright	Headteacher Deputy Headteacher Deputy Headteacher
Art & Design	Mr Mark Tinsley Mrs Anna Mesarova	Subject Leader
Careers Ed & Guidance Curriculum Support	Mr Mel Roost Mrs Debbie Wright	Subject Leader SENCO
Design Technology	Mr David Kiddell Mr Conrad Elliott Mrs Isobel McCarthy	Subject Leader
English	Miss Sarah Finnegan Mr Mathew Cooley Mr Roger Hughes Mrs Rachel Reid	Subject Leader
Humanities	Mr Sean Page Mr Nigel Snook Mr Ralph Wright Mr Gary Chapman	Subject Leader i/c R.E.
Information Technology	Mr Jez Thomson Mr Peter Reid	Subject Leader
Mathematics	Mrs Gill Morris Mrs Adele Creed Mr Peter Reid Mr Mel Roost Mrs Emma Wilkes	Subject Leader Head of Upper School
Modern Languages	Miss Virginie Cadieu Mrs Liz Fuller	Subject Leader Head of Lower School
Music	Ms Emma Fletcher	Subject Leader
Physical Education	Mr Dave Dwyer Mr Matt Elloway Mr Jon Hayes Mrs Claire Pattemore Miss Rachel Elliott	Director of Sport Head of Year 7/Transition
Science	Mrs Emma Vanden-Heede Mr Dan Bartlett Mr Steve Cobbin Mr Stephen Tervitt	Subject Leader

## SUPPORT STAFF 2011-2012

Art Technician	Mrs Anna Mesarova	
Business Manager	Mrs Helen Hatcher	
Catering Supervisor	Mrs Sue Bastable	
Cleaning Staff	Miss Caroline Bright	Mrs Carmine Howell
	Mrs Karen Light	Mr Colin Loader
	Mrs Jo Pamphilon	Mrs Jackie Slimm
Cover Supervisors	Ms Nicki Allen	Miss Vikki Brown
DT Technician	Mr Phil Hix	Mrs Kate Wadman
Examinations & Reporting Officer	Mrs. Rachel Indge	
Finance Officer	Mrs Andrea McCall	
Finance Assistant	Mrs Jo Jones	
Higher Level Teaching Assistants	(Science)	Mrs Hayley Loader
		Mrs Yvonne Portch
	(Maths)	Mrs Jane Gibbs
	(English)	Ms Nicola Epps
	(CS & MFL)	Mrs Karen Icely-Brown
	(CS & HUM)	Miss Liz Sainsbury
	(Core)	Miss Rachel Elliott
ICT Manager	Mr Peter Reid	
ICT Network Technician	Mr Phil Main	
Laboratory Technician	Mrs Yvonne Pyke	
Learning Support Assistants	Mrs Maria Adams	Ms A Cogan
	Ms Sarah Cox	Ms Louise Dyke
	Mr Daniel Golden	Miss Katy Gundry
	Mrs Amanda Peters	
Librarian	Mrs Irene Chant	
Lunchtime Supervisor	Mrs Sharon Wilcox	
PA to SLT	Mrs Jayne Davis	
PE Coach/Technician	Mrs Di Vincent	
Receptionist/Clerical Assistants:	Mrs Emma Harrison	Mrs Jo Lucas
	Mrs Jo Jones	
Reprographic Technician	Mrs Pauline Grant	
School Counsellor	Mrs Clare Ryall	
SEN Administration	Mrs Frances Hathaway	
Site Manager	Mr David Dolling	
Site Technician	Mrs Sally Keirl	
Student Support Manager	Mrs Michelle Pearce	

Work Related Learning Manager  
Connexions  
School Nurse

Miss Julia Gear-Evans (Maternity-Miss Lisa Chant)  
Mr Sean Parry  
Kate Hutchings

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## **WEST HILL NURSERY**

Supervisor  
Deputy  
Assistant  
Assistant  
Assistant  
Assistant

Miss Marie Potter  
Miss Emily Boulton  
Mrs Sylvie Pattison  
Mrs Sarah Bowkett  
Miss Francesca Ferrari  
Mrs Susan Gray

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## **COMMUNITY SUPPORT**

Churches

Rev Nigel Feaver (St Peter & St Paul)

PCSO

Jenny Maynard

Youth Worker

Kerry Gray



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# BOARD OF GOVERNORS

## **Community Governors (5)**

Ali Peploe

Colin Winder

Rob Hill

Charles Bradley Hudson

Chair of Finance Committee

Vacancy

## **LA Appointed Governors (4)**

Amanda Ellingworth

Vice-Chair of Governors

Nicola Epps

Graham Gibbs

Paul Taylor

Chair of Governors

## **Parent Governors (7)**

Susan Colman

Nick Higgins

Richard Hoadley

SEN Governor

Sarah Cox

Child Protection Governor

Rachel Gadd

Hayley Brewer

Vacancy

## **Staff Governors (3)**

Claire Pattemore

Irene Chant

Vacancy (1)

## **Headteacher (1)**

Emma Wilkes (Acting)

## **Clerk to Governors**

Jayne Davis

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## SCHOOL DAY

08.50 Registration/Assembly  
09.10 Lesson 1  
10.10 Lesson 2  
11.10 Break  
11.30 Lesson 3  
12.30 Lesson 4  
01.30 Lunch  
02.10 Warning Bell  
02.15 Registration  
02.20 Lesson 5  
03.20 Finish

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## TERM DATES

### Academic Year 2010/2011

Term 1:	1 September -	21 October 2011
Term 2:	31 October -	16 December 2011
Term 3:	4 January -	10 February 2012
Term 4:	20 February -	30 March 2011
Term 5:	16 April -	1 June 2012
Term 6:	11 June -	22 July 2012

### Academic Year 2012/2013

Term 1:	3 September -	26 October 2012
Term 2:	5 November -	21 December 2012
Term 3:	7 January -	8 February 2013
Term 4:	18 February -	28 March 2013
Term 5:	15 April -	24 May 2013
Term 6:	3 June -	23 July 2013

### INSERVICE TRAINING DAYS 2011/2012

1<sup>st</sup> September 2011  
10<sup>th</sup> February 2012

2<sup>nd</sup> September 2011  
30<sup>th</sup> March 2012

19<sup>th</sup> October 2011

# REPORTS AND PARENTS' EVENINGS 2011/2012

PROGRESS REPORTS HOME ALL YEARS		
	20 <sup>th</sup> October 2011	8 <sup>th</sup> February 2012
	TUTOR COMMENTS	PARENTS EVENINGS
Y7	23 <sup>rd</sup> May 2012	Thursday 20 <sup>th</sup> September
Y8	23 <sup>rd</sup> May 2012	Thursday 24 <sup>th</sup> May
Y9	23 <sup>rd</sup> May 2012	Thursday 2 <sup>nd</sup> February - Parents' Evening & Options Evening
Y10	23 <sup>rd</sup> May 2012	Thursday 1 <sup>st</sup> March
Y11	8 <sup>th</sup> February 2012	Thursday 19 <sup>th</sup> January

**Parent Tutor Consultation Day**

**16<sup>th</sup> November**

## EXAMS AND TESTS

<b>Y7</b>	CATs Tests	7 <sup>th</sup> – 9 <sup>th</sup> November
<b>Y10</b>	GCSE Science	ISA Practical & Written 6 <sup>th</sup> /7 <sup>th</sup> December Additional Module Exam 25 <sup>th</sup> /26 <sup>th</sup> June Core Module Exam 21 <sup>st</sup> / 30 <sup>th</sup> May 12 <sup>th</sup> /15 <sup>th</sup> /20 <sup>th</sup> June
	Year Exams	From 15 <sup>th</sup> June
	GCSE Statistics – Top set Maths	18 <sup>th</sup> June
<b>Y11</b>	Science Modules	Core Module Exam 15 <sup>th</sup> November Additional Biology re-sit 24 <sup>th</sup> January Additional Chemistry re-sit 26 <sup>th</sup> January Additional Physics re-sit 30 <sup>th</sup> January ISA Practical & written 9 <sup>th</sup> March Core Module Exam 1 <sup>st</sup> March
	GCSE Mock Exams	Week beginning 28 <sup>th</sup> November
	GCSE English Module	10 <sup>th</sup> January
	GCSE Geography Module	20 <sup>th</sup> January
	GCSE Exams	Begin 14 <sup>th</sup> May

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## **SCHOOL LOCATION & ENVIRONMENT**

The School buildings are all on one site, situated at the top of Wincanton's West Hill with magnificent views across the Blackmore Vale. The school has playing fields both on the campus and on the far side of Dancing Lane.

Teaching rooms are zoned into curriculum areas. Rooms and corridors are carpeted and in good decorative order. The latest technology is used extensively for administration and teaching purposes. The Science, Food Technology departments and the Library Information Centre have recently been extensively modernised. The school has three dedicated Information Communication Technology rooms. There are also several laptops, which can be used, anywhere in school as well as on fieldwork away from school. Networked groups of computers are installed in various areas of the school. The Library Information Centre has an ICT database for students to access library stock. The school uses commercial office software together with specialist education software and increasingly employs teaching material from the internet. The school has "filtered" access to the Internet via 'Somernet'. A number of rooms are equipped with digital projectors and most with interactive whiteboards.

The Hall, Music Room and Performance Enhancement Centre are in constant use by students and the wider community. The school prides itself on the high standard of music and drama productions which take place throughout the year. Our walls and corridors display the wealth of our students' artistic talents, and very often exhibitions are mounted at venues away from the school to allow the larger public to see the quality of the students' work.

The school has extensive sports fields, and tennis courts. Digital video and computer equipment in the Performance Centre enables student performance to be analysed in real time.

The school also benefits enormously from the Wincanton Leisure Centre. We share the facilities of a swimming pool (4 x 25 metres) a sports hall (4 badminton courts) a small hall/dance studio (small, but as large as our current school hall) and fitness suite. This centre belongs to the community: it has been sponsored by South Somerset District Council, other local councils, local clubs and businesses, local schools, including King Arthur's and the Lottery Commission and Sports Council. The school also enjoys a good relationship with the Recreational Trust, which has excellent outdoor facilities at the Moor Lane site.

Somerset Skills for Learning, (the community education provider in our area) is based at King Arthur's, as is the very popular West Hill Nursery.

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## **ADMISSIONS**

Admissions to King Arthur's are normally from the villages around our partner primary schools, although some students do travel from outside the normal 'catchment' area. Recent intakes have been between 90 and 120 and our aim is to keep a school population of around 600. We believe this is about an ideal size. We commit a large part of our budget to staffing in an effort to keep 'actual' class sizes at around 28 students.

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## PARTNER SCHOOLS

King Arthur's receives most of its students from:

Abbas & Templecombe CE Primary	Bruton Primary
Charlton Horethorne Primary	Horsington CE Primary
Milborne Port Primary	Our Lady of Mount Carmel, Wincanton
St. Nicholas Primary, Henstridge	Upton Noble CE Primary
Wincanton Primary	

Most of King Arthur's students pursue further education at 16 and go on to Strode College, with a smaller number going to Yeovil College and some to Sexey's School, Bruton. A substantial number in recent years have gone onto higher education at universities across the United Kingdom.

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## CURRICULUM

The school offers a curriculum which is balanced and broadly based, matching and extending the requirements of the National Curriculum. It promotes the spiritual, moral, cultural, intellectual and physical development of students and prepares them for the opportunities and experiences of adult life. Great care is taken to differentiate the curriculum to meet each individual student's needs. With our partner schools we try to ensure a continuous education process from 4 to 19 years old.

The **curriculum** is made up of several strands:-

- Subject areas – e.g. Maths, Art & Design, Science, etc.
- Cross-Curricular Themes – e.g. Environmental Awareness, Citizenship, etc.
- Cross-Curricular Skills – e.g. Literacy, Numeracy, Learning to Learn skills, etc.
- Extra-Curricular Activities – e.g. outdoor education, foreign exchanges, sport, dramatic productions, musical groups.
- Hidden Curriculum – e.g. school ethos, interpersonal relationships, values.

### **Key Stage 3 : Years 7, 8 & 9**

All students follow a curriculum composed of:

Art & Design	Mathematics
Design Technology	Music
English & Drama	Personal, Social and Health Education
French	Physical Education
Geography	Religious Education
History	Science
Information Technology	

Those who have shown linguistic ability are encouraged to start German, in addition to French, from Year 8.

### **Key Stage 4 : Years 10 & 11**

At KS4 there is flexibility to allow individual choice and to extend the breadth of the curriculum. Students are given advice and are encouraged to choose carefully and keep their options open. It is important not to hamper future opportunities in a rapidly changing world by studying too narrow a range of subjects. Most students follow a curriculum which includes:

English Language and English Literature  
Mathematics  
Personal, Social and Health Education, including R.E. and Citizenship  
Physical Education  
Science – either Triple Science; Double Science (Core and Additional) or BTEC Science

And then there are the following choices:

- Design & Technology – Graphics, Resistant Materials and Catering/Hospitality
- Humanities – Geography or History
- BTEC Business (equivalent to 2 GCSEs)
- Modern Foreign Language - French or German
- Art
- Music
- BTEC Dance (equivalent to 2 GCSEs)
- PE (GCSE)
- OCR National ICT (equivalent to 1-4 GCSEs)
- BTEC Sport (equivalent to 2 GCSEs)
- Some students choose a vocational course in partnership with Yeovil College, Paragon Training, Windmill Training or Bridgwater College.

### **Class Size**

Each year is divided into four or five teaching groups, depending on how many students there are. There are about 28 students in a class, although sometimes this number may rise when new students arrive during the year. In 'set' situations more able groups tend to be larger than those with children who have learning differences. By putting in extra groups in certain subjects the numbers are reduced again – for example, an average of 18 for Design. In the upper school these numbers may be reduced even further where the need exists.

### **Timetabling and Grouping**

Students spend 25 hours per week in lessons (the recommended national minimum is 23½ hours for 11 year old and 24 for 12 to 16 years olds). This time does not include registration, assemblies, matches, clubs and other extra-curricular activities. Homework is an essential addition to the time spent in class.

Students are grouped according to their needs and the demands of the subject. Timetabling each year is flexible to allow for differing demands which may be made by particular individuals, year groups or changes in subject requirements. In general most subjects group students by ability ('sets'), a few areas of the curriculum, Creative Arts and PSHE for example, prefer students to be in groups of mixed ability.

## **Teaching and Learning Styles**

Within lessons teachers employ a wide range of teaching and learning styles to promote understanding and to foster enjoyment. Students work individually, in small groups or as a whole class; the work may take a variety of forms – reading, discussing, debating, designing, experimenting, problem solving, investigating, reflecting, writing. Materials and approaches are adapted to the abilities of the students. For the more able, extension work is provided in school, in the community and at residential centres. We encourage students to give true commitment to learning and to strive for success.

Differentiation allows us to achieve our foremost aim – to ensure that each student achieves his or her full potential.

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## **SPORTS COLLEGE**

In 2003 King Arthur's became Somerset's first specialist sports college. This means more opportunities for the school and community to take part in a range of sport and leisure activities. King Arthur's has also become a centre of excellence for badminton and has been designated a Badminton Academy – one of only four in England.

There are enhanced opportunities for students to take part in accredited PE courses, such as Dance and Sport, and all Y10 students take part in the Junior Sport Leaders Award.

The impact of specialist status is also felt beyond the PE curriculum with subjects like Geography, French and Science delivering topics with a sporting context.

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## **CURRICULUM SUPPORT**

Our aim is to enable every student to reach their potential, regardless of learning differences. Support begins in the classroom with a variety of multi-sensory teaching styles to cater for the learning preferences of all students. Teaching staff work collaboratively with the Curriculum Support Team to ensure students are able to take full advantage of the educational opportunities offered to them.

Most students remain in the classroom in order to benefit from interaction with their peers and will work alongside a Learning Support Assistant, if necessary. To compliment in-class support, there are programmes to address specific difficulties. These take place in our Curriculum Support base and Flexible Learning Centre, in a small group or one to one. Our facilities also allow students to work to a modified timetable on a temporary basis, if ill health or family circumstances make it necessary. We provide a 'safe-haven' for many students at break and lunchtime.

Students who have needs that require provision that is 'additional to' or 'different from' their peers have an Individual Education Plan (IEP), which is reviewed by everybody who works with them. We strive to help our students know their strengths and believe that they are able to achieve. Able students are catered for in a variety of ways, including enrichment days with other primary and secondary schools, adult mentor support and, in exceptional circumstances, a student may take public examinations during KS3.

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## **ACCESSIBILITY**

The school works with the Local Authority to improve accessibility to school facilities for students with individual needs. During the Summer, 2010, the School made a number of adaptations to the buildings to ensure greater accessibility for students and community members. These included:

- a lift to all floors in the main block
- ramps to make all ground floor curriculum areas accessible

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## **EXTENSION AND ENRICHMENT**

We offer a wide range of clubs which take place at lunchtimes and after school – art, computers, drama, engineers, music, to mention a few. Most sports are practised – athletics, basketball, cricket, gymnastics, hockey, netball, rugby, soccer, softball, trampolining, volley ball, tennis and badminton. Competition matches are played against other schools in team games – the school usually does very well! There is a late bus leaving at 5.00 p.m. on a Wednesday evening, for students taking part in after school activities.

Many students learn to play an instrument to a high standard, performing in the orchestra, wind band, jazz band, or one of the groups. For those who enjoy singing there are the junior and senior choirs. There are several concerts and public performances each year.

The Library is open daily to students, both during lessons and at lunchtime. A reading club operates for students weekly. It has a stationery shop. The design workshops and art studios are available at lunchtime and after school by arrangement with Subject Leaders.

The Modern Language, History, Music and PE departments often extend curriculum activities with opportunities to travel abroad.

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## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Another aim of the school is to cultivate a code of moral behaviour based on reason, justice and fairness. We hold daily assemblies whose themes are based on moral and ethical issues. Religious Education is part of the curriculum for all students and all subjects have identified ways in which they support the spiritual and moral development of the individual. We are proud of our non-denominational approach which has produced a harmonious and supportive relationship with local churches and faiths.

A sense of culture is deeply embedded in our curriculum – notably in Art, English, Music and the Humanities – and we seek to extend our community's cultural experience in a variety of ways, including visits to theatres, concerts and galleries and by inviting artists, performers and writers into school. We look to the community for support in this and, in our turn, seek to support the cultural activities of the area.



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## **ACT OF WORSHIP**

Students meet in different social groups on a daily basis and are given the opportunity to reflect on spiritual, moral and ethical concerns. These groups include upper and lower school, year and tutor assemblies.

In keeping with the view of Somerset S.A.C.R.E., we attempt to give a broad definition of the meaning of 'religious worship'. Although the daily Act of Worship is intended to reflect our Christian tradition, it is hoped that students will also gain some awareness and understanding of other world religions.

In accordance with the regulations of the 1988 Education Reform Act parents have the right to withdraw children from the Act of Worship – in practice no parent has felt it necessary to exercise this right for many years.

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## **SOMERSET SKILLS FOR LEARNING**

King Arthur's is a Community School which means we offer educational and recreational opportunities to all ages in the community. We aim to enrich community life by providing facilities and experiences which enable us all to live fuller lives.

The Somerset Skills for Learning Department provides a wide range of vocational courses during the day and in the evening, including RSA Word Processing & Computer Literacy, Business Language Courses and one year GCSE courses. Our success rate amongst our adult students is very high and we offer an Educational Guidance Service if required. There is also a large choice of leisure courses ranging from Keep Fit to Cookery, Picture Framing to Aromatherapy. 'A' Level courses are offered in the evenings.

Wherever possible we try to link curriculum work with life in the community and encourage our students to recognise their rights and responsibilities. Additionally our facilities are used by local groups and we host such events as weddings, dinner/dances and information days.

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## **PASTORAL CARE**

Maximum success for all our students is our goal at King Arthur's. We realise that feeling good about yourself, getting on well with others, being happy, feeling secure, being free of anxieties, are all necessary if you are to be able to study well and successfully. We also recognise that coping with the modern world requires much more than academic success alone.

For these reasons we stress our Personal, Social and Health Education programme, and our strong tutorial system.

Through a system of monitoring, the Tutor and Head of Year are able to build detailed pictures of our young people. Because they move up through the school with them they get to know them very well and are able to encourage them to recognise and celebrate their successes, as well as helping to resolve problems and concerns.

If concerns do arise our policy is to keep parents informed from a very early stage. When school and home are working together in harmony and understanding, we are much more likely to be successful.

Discipline is based on respect for self, others and property. We encourage students to conduct themselves in a mature and orderly way and take action if behaviour in or around the school is unacceptable. By developing high self-esteem and by celebrating success in all its forms we build self-belief and self-confidence.

Our code of dress is simple, practical and smart; we expect all our students to conform to the code.

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## **SEX EDUCATION**

The Sex Education programme is taught across the curriculum and is seen as a natural part of the development of the student.

In the lower school, as a part of Key Stage 3, students follow a unit of work in the summer term, 'Reproduction' in their Science programme. The unit deals with reproduction and aspects of the human body (puberty, contraception, pregnancy, foetal development, menstruation,. At all times questions are answered in an open and honest manner.

Through Key Stages 3 & 4 the Health Education modules of the Personal and Social Education programme involve students in a series of talks and discussions which will enable them to make informed choices with regard to responsible sexual attitudes and contraception, within a stable partnership.

The Governors of the School have approved this sex education programme and parents are welcome to attend any lessons (as is true indeed for all subjects).

Since these matters are quite sensitive you have the right to request that your children be withdrawn from these lessons, apart from those designated 'National Curriculum'. If you would like to see a copy of the school's Health and Sex Education policy, it is available from the school office.

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## **PRIVACY NOTICE - DATA PROTECTION ACT 1998**

The School are the Data Controller for the purpose of the Data Protection Act. We collect information on students and parents and/or carers, and may receive information about students and parents/and or carers from previous schools. Further information regarding the Privacy Notice is available on our website [www.kingarthurs.org.uk](http://www.kingarthurs.org.uk) or hardcopy on request.

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## ASSESSMENT & REPORTS

Throughout their time at King Arthur's, students keep a Progress File which includes information about their personal and academic progress. It is intended that this will encourage them to reflect on their work and to become more actively involved in their learning and assessment. It will also help them to articulate their thoughts, develop a positive yet realistic self-image, and increase the relevance of their work in school. The aim is to highlight and celebrate success and then set targets for further progress.

In Years 7, 8 and 9, students are given opportunities to identify their own progress and to record it so that they may discuss it with their teacher. These records, which are called Statements of Academic Achievement, are also used to inform the tutor as they are gathered within the Progress File folder. This allows both student and tutor to gain an overview of progress and achievement which are identified and shared during a termly interview.

As learning proceeds, we all need to know what progress is being made. Work is continuously assessed throughout the course and examinations are set, so that accurate 'feedback' can be given to students and parents.

Year 7 students sit Cognitive Ability Tests. These have 3 elements - verbal, non-verbal and quantitative - and they can then allow us to improve our understanding of each student's ability and potential. Work may be tailored more accurately to individual needs.

During Year 9 students are assessed according to national levels from P scales to level 7 in English and Science and level 8 in Mathematics. We use L, M and H (low, medium and high) to indicate how far through each level they have progressed.

In Years 10 and 11, in most GCSE subjects, work done during the course counts towards the final grade. In BTEC and OCR National subjects, all assignments count towards their final grade with no final examination.

For each year group there is at least one parents' evening and three progress reports, with one Tutor's comment which reviews achievement over the year.

In Year 11 students prepare their Progress File which contains their 'Curriculum Vitae' and 'Personal Statement' as well as a range of documents reflecting their achievements both in and out of school. This is a nationally recognised document, it may be used in applications and interviews for further education and employment.

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## CHARGING

The school has adopted the same charging policy as Somerset LEA.

Basically education at King Arthur's is free! However – and you will appreciate why – the Governing Body reserves the right to charge for certain things: for example transport costs, board and lodging, materials and ingredients for some courses, and, very rarely, the cost of exam entries. Sometimes voluntary contributions are asked for. We always try to ensure that all students are able to access extra curricular activities.

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## PARENT – SCHOOL PARTNERSHIP

Education is a partnership between students, parents and teachers. Parents are welcome in school to discuss their children's welfare and progress. It helps if you can telephone to make an appointment, but in urgent cases we will always make an effort to see you immediately. Contact should be made initially with the Head of Year/Head of School or Tutor. If need be, they will involve the Headteacher or the Deputy Heads. **Parents' Evenings** give you an opportunity to discuss progress with subject teachers and the tutor. **We believe these meetings are very important in motivating students to do well and ask you to make every effort to be there to give encouragement and support to your child. If it proves impossible please telephone the school to make a separate appointment.**

There will be a Parent Consultation Day in the Autumn term when School will be closed to students and all parents will have the opportunity to make an appointment to meet with tutors, together with their child.

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## PARENTS' EVENINGS 2011/12

PROGRESS REPORTS HOME ALL YEARS		
	20 <sup>th</sup> October 2011	8 <sup>th</sup> February 2012
	23 <sup>rd</sup> May 2012	23 <sup>rd</sup> May 2012
	TUTOR COMMENTS	PARENTS EVENINGS
Y7	23 <sup>rd</sup> May 2012	Thursday 20 <sup>th</sup> September
Y8	23 <sup>rd</sup> May 2012	Thursday 24 <sup>th</sup> May
Y9	23 <sup>rd</sup> May 2012	Thursday 2 <sup>nd</sup> February - Parents' Evening & Options Evening
Y10	23 <sup>rd</sup> May 2012	Thursday 1 <sup>st</sup> March
Y11	8 <sup>th</sup> February 2012	Thursday 19 <sup>th</sup> January

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## FRIENDS OF KING ARTHUR'S

There is an association of the Friends of King Arthur's; it exists to support the school. The Friends are involved in many aspects of the school life and organisation. They run events to raise money for extra facilities in the school, such as Car Boots Sales, Bingo, School Fete and Evening Ball. The Headteacher uses this group to represent 'parent opinion' when they wish to consult with parents.

The Friends perform a very valuable service. You can become a Friend of King Arthur's; the present membership included parents, students, teachers and local councillors.

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## COMPLAINTS

If you are unhappy about arrangements or decisions made by the school, please contact the school in the first instance. Complaints are rare and normally problems can be resolved between parents and the school; they usually arise out of misunderstandings or miss communication.

Please put your complaint in writing to the Headteacher.

If you are not satisfied you may appeal to the Governors and indeed to the Local Education Authority. There are guidelines and principles to help you and the school has copies: Please contact the Clerk to Governors.

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## CAREERS EDUCATION AND GUIDANCE & 16+ EDUCATION

A wide range of 'A' level and vocational courses are available Post 16 at local schools and colleges. King Arthur's maintains very close links with the providers, Yeovil College and Strode College in Street, and other colleges in the region. A small number of students go to Sexey's School, Bruton.

In Years 10 & 11 students are involved in a variety of activities which help them to prepare for post 16 education and adult life: they are all encouraged to do work experience; representatives of business visit the school; they are all interviewed by the staff of Connexions in Years 10 & 11; and students meet subject staff from the Post 16 providers and are given opportunities to visit these institutions.

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## STUDENT DESTINATIONS

The students that left us in the summer of 2011 moved on in the following way.

Further Education	%	Employed Apprenticeship	%
Employment	%	Other	%

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## LUNCH

The school's self-service cafeteria is currently provided by Edwards and Ward. We try to encourage healthy eating by producing good food in our kitchen and having 'healthy eating' as part of our Health Education programme. Some children bring packed lunches which they may eat in the Hall or at the outside picnic benches.

If you are in receipt of income support you may be entitled to free school meals. Please ask for an application form at the school office or they can be downloaded via the school website [www.kingarthurs.org.uk/parents](http://www.kingarthurs.org.uk/parents)

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## TRANSPORT

If you live a certain distance from the school your children will be entitled to free transport to and from school. The county council organises school buses and will inform parents directly about pick-up points, times and so on.

Bus travel is an area of potential danger and students' behaviour must always be exemplary: care and consideration are essential. In the last resort, if a student's behaviour is dangerous or distracting, the bus companies, as is appropriate, have the right to refuse to carry students. In such cases, which are rare, responsibility for transporting the student to and from school reverts to the parent.

To apply for school transport please phone County Hall, Taunton 0845 3459155

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# SCHOOL CODE OF DRESS-GENERAL

The School Governors consider that the way students dress contributes greatly towards the school's ethos and image. They realise that the impression students give makes an enormous impact on the public at large and on the community.

The Governors therefore attach a great deal of importance to school dress.

The Code of Dress adopted by the Governors for the students of King Arthur's is very simple. It is designed to be comfortable and sensible while allowing the students to look smart and purposeful. The cost to the parent has also been considered.

The Governors wish to emphasise that all articles of clothing should be PLAIN. By plain the Governors intend that no different pattern is created by combining complimentary colours or through different shades of the same colour, or by the way the fabric is woven.

Extremes of fashion are not acceptable and the Governors expect all parents to co-operate by ensuring that their children are sent to school in correct, acceptable dress.

## **JEWELLERY**

**Only three items of jewellery** are acceptable (a watch counts as one). One pair of earrings counts as one item of jewellery. In the interests of health and safety, long drop or large looped earrings are unacceptable on health and safety grounds.

## **SKIRT/TROUSERS**

Plain Black Skirt of a respectable length (not 'stretchy' as they ride up) or Conventional Black Trousers (No Cords, Denim or Canvas).

## **SWEATSHIRT**

King Arthur's Own Sweatshirt Raglan sleeve with school badge, for Years 7, 8 & 9. Dropped shoulder with school name for Years 10 & 11. **Sweatshirts and polo shirts can be purchased from RAM Sports in Wincanton High Street.**

## **CARDIGAN**

King Arthur's own cardigan: for Upper school students, Years 10 and 11.

## **SHIRT**

When students are permitted to remove their sweatshirt, the only acceptable garment is the white polo shirt with the school logo – it must be tucked in! No coloured or patterned T-shirts are to be worn under the shirt.

## **SOCKS or TIGHTS**

White or black socks or black or neutral tights.

## **SHOES**

Sensible **black** shoes (NO TRAINERS). In cold weather, black boots may be worn **under** school trousers. **(Students can change into alternative footwear when necessary for approved physical activities).**

## **OUTDOOR WEAR**

When a topcoat is needed, a plain, dark coloured one is preferred. A KA waterproof jacket is available. In cold weather, students may wear a black scarf, coloured scarves are not acceptable.

Please mark all items with your child's name so that lost or mislaid articles can be returned.

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# CODE OF DRESS – PHYSICAL EDUCATION

All uniform is available from RAM sports.

The unisex code is as follows:

- Royal blue polo shirt
- Black\navy shorts
- Black\navy tracksuit bottoms
- Navy PE sweatshirt
- White sports socks or blue football socks
- Swimwear and towel
- Trainers (non marking)
- Football boots & shin pads (all students need these for football & hockey)
- Mouth guard (needed for hockey)

**A KA rain-jacket (optional) is available from RAM Sports. Students may wear this for outdoor PE lessons and fixtures. The jacket was chosen by the School Council.**

**ALL PE CLOTHING TO HAVE EITHER INITIALS ON THE FRONT OR SURNAME ON THE BACK**

(RAM sports will put initials on all sports wear for a small charge)

**NO** Jewellery, with the exception of S.O.S. bracelets, to be worn.

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## MEDICAL MATTERS

If your child has any medical history which could produce problems for them or us, please let us know. The information will only be divulged to a very few members of staff and past experience has shown us how important it is to know such details.

On occasions, accidents happen in school and we always act quickly; the school has a good relationship with the local doctors who are ready to come to school immediately if requested; alternatively we may choose to take an accident victim to hospital. If your child is ever involved in any medical emergency you will be informed as soon as we can contact you. We try to keep an accurate and up-to-date register of parents' addresses and telephone numbers.

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## ABSENCE RETURN 20010/2011

Authorised and Unauthorised Absence

1. Number of students on roll for at least one session
2. Number of pupil sessions
3. Number of authorised absences (%)
4. Number of students with at least one authorised absence
5. Number of unauthorised absences (%)
6. Number of students with at least one unauthorised absence



How good is a school? How do you judge a school? It is very difficult for parents and the community to know how good schools are. Education is such a complex, wide-ranging business, there are so many factors involved.

The answer of course lies in the quality of experience the students have and how successful they are at the end of their time in the school.

One simple, but very limited, measure is how well students do in examinations. Even then it is difficult to be sure you are comparing like with like. Much will depend on the innate ability of the students, the support they get at home, how long they have been in the school, and so on.

With those “caveats” we offer the following figures, in summary, of the GCSE exam results.

## FIGURES FOR GCSE EXAMINATIONS 2009/2010 FOR COMPARISON

Students entered achieving	KA 2010 - %	KA 2009 - %	Nationally 2009 - %
5 or more Grades A*-C	61	60	70
5 or more Grades A*-G	95	93	88
1 or more Grades A*-G	100	99	to be confirmed
5 or more Grades A*-C Including English and Maths	42	41	to be confirmed

You might like to see the trend of percentage gaining 5 A\*-C over the past few years:

	2002	46%
	2003	49%
	2004	54%
	2005	54%
	2006	49%
	2007	49%
	2008	66%
	2009	60%
	2010	61%
	2011	68%
Target for	2012	?

We are especially proud of our 2008 results which represented an increase of 17% on the previous year. These were the best results the school had ever achieved and since then we have continued to exceed 60%.

# SCHOOL PERFORMANCE INFORMATION

2011

## End of Key Stage 4 – GCSE Subject Performance.

SUBJECT	Entry	A*	A	B	C	D	E	F	G	U	N/A
<b><u>ART</u></b>	M F 11 31	M F 2 5	M F 0 4	M F 1 8	M F 1 9	M F 1 3	M F 4 1	M F 1 0	M F 1 1	M F 0 0	M F 0 0
Total	42	7	4	9	10	4	5	1	2	0	0
<b><u>DESIGN TECHNOLOGY</u></b>	M F 53 23	M F 0 0	M F 1 5	M F 5 7	M F 18 4	M F 20 2	M F 7 4	M F 2 0	M F 0 1	M F 0 0	M F 0 0
Total	76	0	6	12	22	22	11	2	1	0	0
<b><u>DRAMA</u></b>	M F 1 6	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 3	M F 0 3	M F 0 1	M F 0 0	M F 0 0	M F 0 0
Total	7	0	0	0	0	3	3	1	0	0	0
<b><u>ENGLISH</u></b>	M F 52 45	M F 1 0	M F 1 3	M F 8 15	M F 16 17	M F 15 9	M F 9 0	M F 2 0	M F 0 0	M F 0 1	M F 0 0
Total	97	1	4	23	33	24	9	2	0	1	0
<b><u>ENGLISH LIT.</u></b>	M F 25 36	M F 0 0	M F 3 3	M F 5 15	M F 8 11	M F 7 6	M F 1 1	M F 0 0	M F 0 0	M F 1 0	M F 0 0
Total	61	0	6	20	19	13	2	0	0	1	0
<b><u>FRENCH</u></b>	M F 11 22	M F 1 0	M F 2 2	M F 1 9	M F 3 3	M F 4 4	M F 0 4	M F 0 0	M F 0 0	M F 0 0	M F 0 0
Total	33	1	4	10	6	8	4	0	0	0	0
<b><u>GEOGRAPHY</u></b>	M F 23 18	M F 0 0	M F 0 2	M F 4 4	M F 5 5	M F 7 0	M F 3 7	M F 4 0	M F 0 0	M F 0 0	M F 0 0
Total	41	0	2	8	10	7	10	4	0	0	0
<b><u>GERMAN</u></b>	M F 4 3	M F 0 1	M F 0 0	M F 2 1	M F 0 1	M F 2 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0
Total	7	1	0	3	1	2	0	0	0	0	0
<b><u>HISTORY</u></b>	M F 22 22	M F 0 0	M F 3 0	M F 1 5	M F 2 4	M F 8 6	M F 3 4	M F 0 1	M F 3 2	M F 2 0	M F 0 0
Total	44	0	3	6	6	14	7	1	5	2	0
<b><u>ITALIAN</u></b>	M F 1 0	M F 1 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0
Total	1	1	0	0	0	0	0	0	0	0	0
<b><u>MATHS</u></b>	M F 56 50	M F 6 4	M F 8 7	M F 8 11	M F 9 12	M F 4 6	M F 11 5	M F 8 1	M F 1 4	M F 1 0	M F 0 0
Total	106	10	15	19	21	10	16	9	5	1	0
<b><u>MUSIC</u></b>	M F 2 9	M F 0 1	M F 0 1	M F 2 0	M F 0 3	M F 0 3	M F 0 1	M F 0 0	M F 0 0	M F 0 0	M F 0 0
Total	11	1	1	2	3	3	1	0	0	0	0
<b><u>PHYSICAL ED.</u></b>	M F 11 3	M F 3 0	M F 0 1	M F 3 1	M F 4 0	M F 1 1	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0
Full Course											
Total	14	3	1	4	4	2	0	0	0	0	0
<b><u>SCIENCE</u></b>	M F 15 11	M F 0 0	M F 0 0	M F 0 0	M F 0 1	M F 7 2	M F 4 2	M F 3 3	M F 0 2	M F 1 1	M F 0 0
One Award											
Two Awards	29 30	0 1	1 2	6 8	14 25	19 19	12 6	4 1	0 0	0 0	0 0
Three Awards	13 7	13 3	5 4	8 11	13 3	0 0	0 0	0 0	0 0	0 0	0 0
Total	105	17	12	33	56	47	24	11	2	2	0
<b><u>SPANISH</u></b>	M F 0 2	M F 0 0	M F 0 0	M F 1 0	M F 0 1	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0
Total	2	0	0	1	1	0	0	0	0	0	0
<b><u>STATISTICS</u></b>	M F 18 15	M F 7 3	M F 3 8	M F 5 4	M F 3 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0	M F 0 0
Total	33	10	11	9	3	0	0	0	0	0	0
<b><u>TOTALS</u></b>											
Male	347	34	27	60	96	95	54	24	5	5	0
Female	333	18	42	99	99	64	38	7	10	2	0
Total	680	52	69	159	195	159	92	31	15	7	0

Number of students at end of Key Stage 4:

106

Number not entered for Examinations:

## SCHOOL RESULTS

This table shows the percentage of pupils at each level at the end of Key Stage 3 2011.

The number of pupils at the end of Key Stage 3 is 125.

Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT												
	Percentage at each level											
	W	1	2	3	4	5	6	7	8	EP	Pupils disappplied	Pupils absent
English	0	0	3	2	18	54	19	5	0	0	0	0
Mathematics	0	0	0	2	18	32	25	19	5	0	0	0
Science	0	0	0	2	24	38	33	2	0	0	0	0
Modern Foreign Languages	0	0	0	1	13	38	29	0	0	0	0	0
Design and Technology	0	0	0	1	6	40	46	7	0	0	0	0
Geography	0	0	1	0	16	62	20	0	0	0	0	0
History	0	0	1	0	16	62	20	0	0	0	0	0
ICT +	0	0	0	0	10	74	13	0	0	0	0	0
Art and Design	0	0	0	2	14	50	28	2	2	0	0	0
Music	0	0	0	2	32	54	10	2	0	0	0	0
Physical Education	0	0	0	0	13	77	10	0	0	0	0	0

## TEACHER ASSESSMENT COMPARATIVE REPORT BY GENDER

This table shows the percentage of year 9 pupils achieving each level in 2011, compared to national end of key stage 3 teacher assessment results for 2010.

The number of eligible children is: 125

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT RESULTS														
		Percentage at each level												
			W	1	2	3	4	5	6	7	8	EP	D	A
English	Boys	School	0	0	2	2	20	65	9	2	0	0	0	0
		National	0	1	1	5	18	38	27	7	0	0	0	1
	Girls	School	0	0	4	1	16	44	27	7	0	0	0	0
		National	0	0	1	2	10	34	37	14	1	0	0	1
	All	School	0	0	3	2	18	54	19	5	0	0	0	0
		National	0	0	1	4	15	36	32	11	1	0	0	1
Mathematics	Boys	School	0	0	0	4	18	29	22	24	4	0	0	0
		National	0	0	1	5	12	21	27	22	9	0	0	1
	Girls	School	0	0	0	0	17	34	27	16	6	0	0	0
		National	0	0	1	5	12	23	29	22	7	0	0	1
	All	School	0	0	0	2	18	32	25	19	5	0	0	0
		National	0	0	1	5	12	22	28	22	8	0	0	1
Science	Boys	School	0	0	0	2	25	40	29	4	0	0	0	0
		National	0	0	1	4	15	31	30	16	1	0	0	1
	Girls	School	0	0	0	3	23	37	36	1	0	0	0	0
		National	0	0	0	3	14	33	32	16	1	0	0	1
	All	School	0	0	0	2	24	38	33	2	0	0	0	0
		National	0	0	1	4	14	32	31	16	1	0		1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

EP represents exceptional performance.

+ Information and communication technology.

D represents pupils who are disapplied under sections 364 or 365 of the Education Act 1996.

A represents pupils who could not be assessed due to absence, or were absent on the day of the test.

## EXAMINATION SUBJECTS OFFERED

Subjects offered to Year 10 & 11 students and the boards used.

<b>SUBJECT</b>	<b>BOARD</b>	<b>LEVEL</b>
Art	AQA	GCSE
Business	EDEXCEL	BTEC – Extended Certificate
Citizenship	EDEXCEL	GCSE
Dance	EDEXCEL	BTEC – Extended Certificate
Design Technology		
Resistant Materials Technology)	AQA	GCSE
Graphic Products	) AQA	GCSE
Catering) WJEC	GCSE	
English + English Literature	AQA EDEXCEL	GCSE Adult Literacy – Level1&2
French	EDEXCEL AQA	GCSE Entry Level Certificate
Geography	EDEXCEL	GCSE Entry Level Certificate
German	EDEXCEL	GCSE
History	EDEXCEL OCR	GCSE Entry level certificate
Information Technology	OCR	Nationals
Mathematics	EDEXCEL AQA OCR	GCSE GCSE Free standing qualification
Music	EDEXCEL	GCSE
Music (Ex. Curricular)	Associated Board of Music	Theory & practice of Instruments
Statistics	EDEXCEL	GCSE
Physical Education	EDEXCEL	GCSE short or full course
Photography	AQA	GCSE
Religious Studies	OCR	GCSE short course
Science	AQA	GCSE
Sport	EDEXCEL	BTEC – Extended Certificate
Youth Award	ASDAN	Bronze & Silver/COPE
<b>AQA</b> - Assessment and Qualification Alliance Board <b>ASDAN</b> - Award Scheme Development & Accreditation Network. <b>WJEC</b> – Welsh Joint Education Committee		
<b>EDEXCEL</b> - University of London Examinations <b>OCR</b> - Oxford, Cambridge and RSA Examining Board		