



Tring School Prospectus 2012 – 2013

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Tring School, Mortimer Hill, Tring, Herts HP23 5JD
Tel: 01442 822303 Fax: 01442 890409 E-Mail: tringschool@tring.herts.sch.uk





Tring School Prospectus 2012 – 2013

Welcome

It gives me great pleasure to warmly welcome you to Tring School and its 'learning community'.

We proudly celebrate all our achievements and this is underpinned by our values which harness high standards and a positive ethos for learning.

As a church school we embrace partnerships with everyone and together we will enable students to be a successful learners, confident individuals and responsible citizens. To achieve this we know that students learn best when they are excited and involved with their education, hence the school motto 'Live to Learn, Learn to Live'.

We look forward to meeting you and welcoming you to our learning community.

Yours sincerely

*Susanna Collings
Headteacher*

Tring School, Mortimer Hill, Tring, Herts HP23 5JD
Tel: 01442 822303 Fax: 01442 890409 E-Mail: tringschool@tring.herts.sch.uk





School Prayer

*Living God creator of us all,
We thank you for your love that strengthens
each of us.*

*Help us to value ourselves and others,
To rejoice in the opportunity to learn,
To care for the environment we share
And to build up the community in which we live.
We ask for your blessing on the students, the staff
And all who support Tring School.*

We offer this prayer in the name of

Jesus Christ, our Lord,

Amen



The School

Tring School was founded in 1842 by the Church of England. At that time it was built in the middle of Tring where the Library now stands. In 1956 it moved to its present site at the top of Mortimer Hill, to the east of the town, and in 1969 was re-organised to be an all-ability 11-19 co-educational school.

Although Tring School has changed beyond recognition in its 150 years, it remains a voluntary controlled church foundation, administered and supported by Hertfordshire County Council, with five of its Governors being nominated by the Diocesan Education Committee.

Tring School now has over 1500 students on roll including a Sixth Form of around 320 students. Most students come from the town of Tring and the surrounding villages of Wigginton, Aldbury, Long Marston, Wilstone and Little Gaddesden. Additional students will be admitted from outside the area if there are places available.

Tring School gained Humanities Status in 2005. This recognition complements the beliefs and values of the school. At this exciting time in its development, curriculum breadth, high standards and community involvement are at the heart of the school's work. Collaboration with other educational providers is adding to the opportunities for Tring students, and the development of the school's facilities for community and life-long learning is moving forward rapidly.

“Tring is a good and improving school with an outstanding sixth form. This is due to the outstanding leadership of the headteacher who is driving the school with vision and determination.”

“Students obviously enjoy coming to school...They adopt positive attitudes to learning and behave well in lessons and around the school.”

Quotations throughout this prospectus are taken from the school's Ofsted Inspection Report, March 2009



Buildings and Facilities

Tring School stands in 30 acres of grounds. In addition to excellent playing fields, the school has:

- *teaching areas designated for English, Mathematics, Geography, History, Economics, Religious Education and Languages*
- *Science Laboratories*
- *a Technology area consisting of workshops, graphics areas, facilities for computer aided design, food technology and textiles technology*
- *three specialist Art rooms*
- *specialist Music facilities*
- *well-equipped Drama Studios*
- *a Connexions Centre, providing advice and guidance on a wide variety of issues, including careers advice*
- *Information Technology rooms, fully equipped and networked and linked to smaller computer areas in other parts of the school*
- *a sports hall, indoor heated swimming pool (disabled access), an all-weather pitch and a gymnasium*
- *an impressive school hall which can seat six hundred and hosts school events, music concerts, dance shows and school productions*
- *an inspiring learning centre which houses an excellent library with computer and internet access, extensive study area for the sixth form, display and presentation areas*

The school is also well-resourced to provide high quality reprographics work which supports the provision of learning materials throughout the school. All staff and students have access to a wireless network with projectors and laptops available in every classroom.

School accessibility is taken very seriously and the school has an accessibility plan. We promote inclusion of disabled students in all aspects of school life eg. school trips, including residential. Access improvements have been made across the school including the installation of three lifts, adjustable height working spaces in practical areas and serviceable ramps to most areas. We have dedicated teaching assistants to aid our disabled students.

Most areas and rooms are available for hire – contact the Facilities Manager for further information.

Tring School Trust

For more than a decade, Tring School Trust has been providing additional resources for the students of Tring School.

We wish to continue with this vital extra support and with your help we can.

By joining the Trust and making regular donations you can be part of the Trust's success story and directly help Tring School's students by providing the extras that make education fun and fulfilling. Making the difference starts from as little as £2.00 a month – that's less than 50p per week! For a Trust information pack, please contact the school.



Our Aims for Our Students

We all develop best in an atmosphere of trust and confidence, in which everyone is valued, everyone's needs are regarded as important, and where everyone's personal achievements are respected. It is, therefore, the aim of Tring School to support and encourage the continued growth of a community in which Christian values of respect, mutual care, consideration and acceptance flourish.

Our school motto is -

“Live to Learn, Learn to Live”

True to our motto, Tring School aims to create:

- ◆ a tolerant community in which all feel
safe
supported
accepted and valued
- ◆ an active community which provides equal opportunity for all
to be involved
to grow
to develop their ability to the full
- ◆ a vibrant community which stimulates and encourages
a love of learning
self discipline and mutual respect
pride in achievement
- ◆ a developing community which recognises that
learning is lifelong
we are part of a wider community
each individual has a role to play

We seek to achieve these aims by:

- *offering broad and balanced educational, cultural and social experiences for the whole school community*
- *providing an orderly, secure and pleasant environment*
- *building successful partnerships through open and honest communication*
- *celebrating success and learning from failure*

We invite all members of the wider community of Tring School - parents, governors and citizens of Tring - to share in these aims.

The Curriculum



Tring School seeks to provide its students with a high quality learning environment and is committed to maximising upon the abilities of each student within a broad and balanced curriculum. Staff work to develop in each student a sense of enjoyment in the academic challenges they face, and strive to provide a programme of learning which is appropriate to the needs of the individual.

Initially, students will follow courses in:

English	Art
Mathematics	Drama
Science	Music
Design and Technology	Physical Education
French and German	Religious Education
Geography	
History	

In addition, all students will follow a Life Skills programme which includes Personal, Social & Health Education, Careers Education & Guidance and Citizenship. ICT skills are taught and applied throughout the curriculum. The school firmly believes in helping to shape the lives of its students by teaching skills such as creativity, independence, enquiry, team work as well as enterprising capabilities. All of this is designed through the curriculum and extra-curricular programmes.

The curriculum will be organised differently for each cohort of students, endeavouring to tailor our provision to meet the needs of each individual student. We have a flexible layered design to our curriculum, which enables students to progress onto the next level of education at the appropriate time for the individual student.

All students will be guided onto different pathways at appropriate periods within their career at Tring School, providing them with a suitably challenging curriculum that enables all students to meet their needs and aspirations.

The Sixth Form



Tring School has an outstanding Sixth Form provision. We work in collaboration with all Dacorum schools, in particular Ashlyns in Berkhamsted, to enable us to offer an extensive range of subjects to students in Years 12 and 13.

Students are offered a range of Level 3 (A Level equivalent) and Level 2 (GCSE equivalent) in traditional and applied subject areas. Students are encouraged to follow the equivalent of four AS courses in Year 12, continuing with three subjects to A2 in Year 13.

A large majority of our students go on to Higher Education after Year 13. Our success rate at advanced levels in recent years has meant that the majority are able to go to the university or college of their choice.

Those students wishing to go into employment are guided by our Careers Department which has very strong links with local companies offering Apprenticeship schemes.

“Tring School has an outstanding sixth form.” “The sixth form has improved considerably since the last inspection and standards are now well above the national averages and improving each year in both AS and A2 examinations.”

Home Learning

The programme at Tring encourages students to acquire the habits of organisation and self discipline through independent working. They are encouraged from Year 7 to Year 13 to take increasing responsibility for their own learning. Students are provided with a planner in which to record their home learning tasks and these are monitored by staff and parents.

Teachers set work that is broadly in line with the published homework timetables. However, teachers also need to set homework in line with schemes of work and this does not always coincide with the timetables. Homework timetables can, therefore, be used as a guide with regard to when homework is likely to be set but with a degree of flexibility.

Our Home Learning Policy is available on the school website.



Religious Education

Tring School, being a Church of England Foundation, takes Religious Education seriously and gives it an important place in the curriculum. All students take a course of study in Religious Education, the main aim of which is to encourage an interest in the religious dimension of human life and to develop an understanding of major religious beliefs and practices in the world today. As such, the course does not seek to convert or coerce anyone into any one line of thinking and full sensitivity and consideration is given to those of all religious persuasions and backgrounds. All those who teach RE approach it from a Christian view point, but this is done in an open, questioning way, in the hope that students will seek answers for themselves, and not merely accept them from others.

All students in Years 9 and 10 will follow a course of study in line with statutory requirements leading to a “half” GCSE. There is an option for students to choose “full” course GCSE.

It remains a parent’s right to withdraw his or her child from Religious Education and from Assemblies. Any such request should be made in writing to the Headteacher.

Special Educational Needs

The main objective of the Special Needs Policy is to assist any child who has a special educational need which is affecting his or her progress at school. The support for students with SEN is coordinated by the school’s SENCO (Special Educational Needs Coordinator) and it is her job to ensure that students with barriers to their learning are identified, appropriate interventions implemented and their progress reviewed on a regular basis. Students with significant difficulties are supported by means of Individual Education Plans which are reviewed and revised as appropriate on a regular basis and parents are informed.

There are approximately 25 students in school who have Statements of Special Educational Need. However, the needs of all students are constantly assessed by class teachers and the Learning Support Department and where need is identified specialist staff will assist either by supporting the students in the classroom or by offering short or long term interventions geared to the needs of groups of students. All members of teaching staff in the Learning Support Centre have specialist qualifications in teaching students with learning difficulties. A large team of trained Teaching Assistants (TAs) support students across the age range and across the curriculum. Where other appropriate needs are identified, referrals are made to specialist advisors and outside agencies and parents are informed.

A copy of our Special Educational Needs Policy is available from the school and on the website.

“All students are known by the staff and those with specific learning difficulties and/or disabilities are very well supported to ensure they feel safe and make good progress. Parents of vulnerable students report the positive communications they have with staff and the ease of contact with the school when they have concerns.”



Life Skills

The Life Skills programme integrates the three curriculum areas of Personal, Social Health and Economic Education (PSHEE), Citizenship and Careers Education and Guidance (CEG) into a regular timetabled slot delivered by a specialist team. A range of learning styles are utilised with a focus on discussion and supported by activities, DVD material and formal presentations given by guest speakers.

Life Skills is a planned programme of learning opportunities and experiences that help young people grow and develop as individuals and as members of families and communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. Life Skills also enables young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and will do in the future. The three areas are illustrated below.

PSHEE is divided into two programmes of study, **Personal Wellbeing** and **Economic wellbeing and financial capability**.

Personal Wellbeing concentrates on the individual; developing social skills relating to self esteem, bullying and making friends and health issues surrounding, in particular, drugs awareness and sexual health and relationships (SHRE).

Economic wellbeing and financial capability aids understanding of the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Citizenship is incorporated within the programme and overlaps with PSHEE issues. Students develop skills of enquiry, communication, participation and responsible action through learning about and becoming informed and interested participants in their local, national and global communities. Citizenship develops an interest in political issues, human rights, discrimination and the economy. Active citizenship is also encouraged through the School Council, Tring Youth Town Council and work within the community.

Careers Education and Guidance (CEG) Students have access to careers software and websites via the school computer network at school and from home as well as a well-stocked careers library in the Connexions Centre. Advice, help and counselling are provided in partnership with Herts Connexions. Students have the opportunity for an independent, impartial careers interview in Year 11. Students follow a programme within Life Skills helping them manage career choices at 14, 16 and 18. Topics covered include: job applications; career planning; career research; applying to college and/or university; taking a gap year. Year 9 students take part in a Careers Day at the University of Hertfordshire. All Year 10 students complete a week's work experience and all Sixth Form students have the opportunity of a mock university interview with an outside specialist. A range of enterprise activities are available to all students and Years 10, 11 and 12 take part in whole day workshops delivered by outside facilitators. Year 12 also take part in the annual Higher Education Convention at the University of Hertfordshire. The majority of our Sixth Form students progress on to Higher Education. Information evenings are organised for parents eg. University Finance. To see photos and to check out helpful careers websites log on to the school website and select 'Careers' under 'Student Guidance'.

COOL Time – Careers, Organisation, Opportunities and Life Lessons



Sixth Form students follow the COOL programme in a fortnightly timetabled slot. COOL aims to equip students with the necessary skills to cope with the demands of Sixth Form and life after Tring School. Much time is spent focussing on Higher Education and the UCAS application, accessing employment immediately after leaving school and gap years.

We also invite a number of guest speakers, offer guidance on health and relationships as well as supporting our students with constant information, advice and guidance through two very challenging years.

Further details of the Lifeskills programme for each year is available on the school website.

“Throughout the school different groups of students, regardless of gender, ethnicity or ability make equally good progress.”

The School Day

8.40	Registration, followed by tutor time or assembly
9.05	Period 1
10.05	Period 2
11.05	Break
11.25	Period 3
12.25	Period 4
1.25	Lunch
2.20	Period 5
3.20	School ends

The school works a 50 period timetable over a fortnight, giving 25 hours of lesson time each week. Compulsory teaching time, including tutorials, adds up to 5 hours 25 minutes per day.



Admissions

The school welcomes visits from parents considering applying to the school. In the Autumn Term an Open Evening and an Open Morning are arranged for parents of prospective entrants. We are also able to make arrangements for parents who cannot come to these occasions to look round the school.

We have excellent links with our local primary schools which help with the transition from primary to secondary school. Year 6 students are invited to spend a day with us during the Summer Term prior to starting Tring School in September and parents also come to an evening session to meet staff and receive further information.

The school received 367 applications for places in Year 7 last year. The standard intake number for the school is 240. The school's Admissions Policy, enclosed with this prospectus, is administered by the Local Education Authority on our behalf. The school also admits students to other years throughout the school year if places are available in accordance with our Admissions Policy.



Care, Guidance and Support

We believe that a supportive pastoral system plays an essential part in creating the orderly, purposeful and caring atmosphere in which all individuals can do their best. The school has an enviable reputation for the support it gives to students.

Tring School has a Child Protection Policy and a copy of Hertfordshire Area Child Protection Procedures, both of which are available for parents/carers to see.

Mr Nigel Barlow is the Designated Senior Person for Child Protection. He will be happy to discuss any questions or concerns parents/carers may have about Child Protection Policies and Practice.

The House System

Tring School operates a vertical tutoring system and new students will be placed in mixed-age tutor groups. These groups consist of students from each of the Year groups in the school. Students remain with their tutor group, usually with the same tutor, throughout their time in the school.

Each tutor group is designated to one of our four Houses. These are named after local places – Ascott, Claydon, Halton and Waddesdon. When assigned to a House in Year 7, students represent that House for the rest of their time at Tring School. Each House is supported by a Head of House and a Student Support Manager, who lead the team of tutors and are responsible for the welfare and progress of the students in Years 7 – 11.

The Tutor, Student Support Manager and the Head of House are responsible for overseeing attendance, punctuality and uniform. They also stress the importance of excellent standards of behaviour, monitor academic progress and maintain close contact with parents.

Tring School's House system provides a wide range of opportunities for students to participate in social activities, charity work and an ever increasing number of inter-house competitions. Most of these carry points which lead to an annual presentation for the winning House.

Students in Years 12 and 13 form part of the tutor and House system together with our specialist Head of Sixth Form and Student Support Manager who work specifically with our Sixth Form students, monitoring their attendance, academic progress and maintaining close contact with parents.

“More and more students are taking on leadership roles and report the impact that taking on a role or responsibility has had on improving their confidence and self-esteem.”

Behaviour, Rewards and Sanctions

As in any large community a code of behaviour is needed. Our school code encourages an awareness among students of other people's needs and a respect for their property, and we make sure that this code is known and understood by all students.



Our Code of Conduct:

- Show respect to all staff, fellow students, their right to learn and the school environment
- Wear the correct uniform at all times
- Be punctual and prepared for all your lessons
- Complete home learning tasks and class work to the best of your ability
- Be responsible for your own learning
- Conduct yourself in a calm manner at all times in and around the school premises
- Put all litter in the bins provided
- Do not eat in classrooms under any circumstances

Good behaviour is most likely in an encouraging and supportive environment. Tring School provides many opportunities for rewarding hard work and real effort. As well as praise and a positive system of assessment of work, the school has an electronic reward system which rewards good work, positive contributions to the school community and is linked to the school's vibrant House System. However, sanctions are taken against students who break rules or who disrupt school procedures and, in appropriate cases, this will include detention after school. Fortunately, serious offences are rare but, when necessary, strong action is taken.

School Uniform

Students wear a smart school uniform consisting of black blazer, shirt, tie and black trousers/skirt. Sixth Form students, have their own dress code consisting of smart business wear. More detailed guidelines of the school's uniform requirements can be found on the school website.

Home - School Contact

The school regards communication with parents as vitally important and this is done in a number of ways. Newsletters are produced regularly, giving information about past and future events, about changes in routine and giving items of news concerning particular achievements by students. The school website is a developing resource and is increasingly being used to facilitate effective communication alongside our 'electronic letters' using ParentMail.

Parents will receive information regarding their child's academic progress during the academic year. Years 8 – 12 will receive one tracker and one written report; Year 7 will receive a first impressions report and two trackers and Year 13 will receive two trackers.

“Many parents report that the ‘school does listen to parents’ and they agree that the school is improving.”

The school is particularly proud of its Pastoral System and the important role that a child's form tutor plays in during their time here. The form tutor is a key link between home and school and they should be the first point of contact for parents with any concerns. The student planner is also an easy way to initiate communication should any concerns arise. Problems raised early are usually solved easily. If, however, an issue is not being resolved then parents may wish to write to the Headteacher. We have a Complaints Policy which is available on the school website.

“The pastoral support for students is good and academic guidance through the monitoring of students’ progress has improved since the last inspection”.



Friends of Tring School

All parents, guardians, family members, staff, and the many others associated with the school are automatically members of the Friends of Tring School. We have an active committee drawn from parents, staff and students and we always welcome new faces and ideas. Our meetings are open to all to attend and we extend an invitation to you to do just that!

Our aims are twofold:

- to raise funds to enable Tring School to purchase additional resources for our students - resources that would not be available within normal educational funding.
- to create a social link between Tring School and the community.

We fulfil both of these by running a diverse series of events through which we aim to reach as broad an audience as possible. These events include quizzes, the Ashridge Amble, art exhibitions, concerts and many more.

Your input and help is very much needed. Without the help and support we receive every year from parents and relatives of Tring School students, we would not exist and students would be deprived of much needed resources that would not come from the school budget.

Check out our events on the Tring School website or contact us directly by email – fots@tring.herts.sch.uk.

Charging Policy

There is a policy in place and if parents wish to see it they can contact the school or view it on the Tring School website.

Tring Tomorrow

Tring Tomorrow, which was launched in 1989, is a special organisation bringing together all the schools in Tring and the surrounding villages, businesses and external organisations.

Tring Tomorrow organises a range of partnership projects, these include: Year 6 Workshadowing, Year 7 Skills Day, Year 8 Real Game Day, Year 9 Aim Higher Day and Year 10 and Sixth Form work placements.

Tring Tomorrow is particularly proud of the work it has done to champion the 3 E's project. This project values skills such as "Esteem, Energy and Enquiry", which are recognised by employers and schools alike. Children and students receive recognition and reward for demonstrating these qualities both in school and out of school.

We are always keen to hear from parents and local companies who would like to participate in any of our projects.



Extended Learning Opportunities

The school offers a wide range of activities in and out of school and last year 95% of our students attended extra-curricula activities. For our full programme go to the school website and click on Extra-Curricular.

There is a vast range of trips organised with the purpose of enriching learning opportunities provided in the classroom although the majority are a non-statutory part of the curriculum. Below are some of the trips that went out last year:

Hertfordshire University, Somme, Thorpe Park, Kew Gardens, World Challenge to India, German Exchange, Cadbury World, Cabinet War Room, Pitt River Museum, London Roundhouse, Bletchley Park, Wuthering Heights Weekend, Paris. A trip to China for Geography students will be taking place in February 2012.

Statutory trips include a Biology Field Trip to Broadhaven, a Geography Field Trip to the Peak District and the majority of trips run in Leisure and Tourism, Travel and Tourism and Leisure Studies.

Music

Tring School has an excellent musical reputation thanks to the hard work and dedication of many students and staff. We give termly concerts in school and are regularly invited to perform in and around Tring. Each year, we take a large group of Year 7 – 9 students on a residential workshop weekend in Swanage, our 'A' level students on a residential performance weekend and we have also made very successful Concert Tours to America and Europe.

We have a wide range of musical opportunities available for our students. All the ensembles rehearse weekly as part of the department's commitment to the extra curricular life of the school. There are training groups which are open to every interested student in school. In 2011 these will be Wind Ensemble, Junior Brass and Training Choir. We then rehearse ensembles which cater for our gifted and talented musicians for which students are invited to audition. During 2011 these will be: Wind Band, Swing Band, Training Swing Band, Concert Band, Senior Girls Choir, Chamber Choir, Barbershop Choir and a Senior Mixed Choir. For full details, log on to www.tringschoolmusic.co.uk.

“Extra-curricular provision is good. Sixty percent of students attend activities ranging from sport for all abilities and aptitudes, to bridge and Christian Union. Music and drama are particularly popular.”



Drama

Drama Clubs at Key Stage 3 have an emphasis on creativity and devised work. Students are also encouraged to participate in the House Drama Competition organised and run by Sixth Form Drama students. Students taking GCSE meet regularly to rehearse and polish exam work, as do our dedicated A level students. Last year's very successful A level performances included *'The Glass Menagerie'*, *'Hedda Gabler'*, *'The House of Bernada Alba'*, and *'Street of Crocodiles'*. Evenings of devised examination performances at GCSE and 'A' level, including physical theatre, also take place. In previous years, Tring School has taken part in the Shakespeare for Schools Festival performing *'The Tempest'*. Students are also given the opportunity to audition for Watford Palace Youth Theatre Productions and the National Youth Theatre. The school plays *'Peter Pan'* and *'The Good Person of Sichuan'* involved many students in performance and production and were a huge success! The school production this year is *'Romeo and Juliet'* which will be performed at Pendley Theatre. There are also a vast number of theatre visits and workshops led by professional actors.

Musicals presented in collaboration with the Music Department have included *'Jesus Christ Superstar'* and *'West Side Story'*. The school staged *'City of Angels'* in July 2009. Dance also flourishes and the school puts on dance shows which usually involve over 150 students and staff, on stage and backstage. The theme is always different, past productions have included *'Colours'*, *'Movies & Musicals'*, *'The Circus'*, *'Top of the Bops'* and *'Turn of the Century'*.

Design and Technology

Years 7, 8 and 9 students can attend the Design and Technology club after school to design and create projects to extend knowledge and understanding.

Christian Union

The Christian Union meets each week to discuss religious and moral issues.

International Schools

As a school we have achieved the DSCF Intermediate International Schools award which means we shall be developing links with overseas schools and have already started this process with Clarens School in South Africa. At present we are seeking to identify a Partner School in China.

The International Schools Award will benefit all our students in terms of their global awareness, their ability to participate as active citizens and to support and complement their curriculum studies. We have high hopes in the coming years that this relationship will develop and flourish.



Sport

The school enjoys excellent sporting facilities which we share with the community. All students are encouraged to participate in physical activities in and out of lessons. Our students have the opportunity to use a sports hall, gymnasium, netball courts, fields, an indoor swimming pool and an all weather pitch. We also make use of local off-site facilities such as the local gym and squash courts. These facilities, together with a dedicated and committed PE staff, allow us to offer an extensive range of curricular and extra curricular activities. As a result Tring School has an enviable reputation in a range of sports. We regularly win district competitions and take part in county, regional and national competitions in a number of sports. International recognition has been gained by many students in a variety of activities. To enhance our school based provision, we have regular international trips such as a ski trip to Austria and a sports tour to Canada. We offer the opportunity for our students to study GCSE, Sports Leadership courses and A level.

Some of the activities we are able to offer are rugby, football, hockey, netball, badminton, basketball, swimming, table tennis, volleyball, squash, weight training, tennis, rounders, cricket, athletics, aerobics, dance and gymnastics.

Physical Education Achievements 2010 - 2011

Athletics	U16 Boys County League Finalists U14 Boys County League Plate Winners U16 Girls County League Plate Finalists Individual Athletics County Championships Winner – James Verney (Year 7 Long Jump)
Cricket	Year 7 County Cup Semi Finalists
Cross Country	U13 County Championships – 2 nd
Football	U16 Boys District Cup Finalists Georgia Kearney-Perry represented England U19 ladies at European Championships Matthew Sharp and Tom Simpson represented the Dacorum U15 team that won the National Championships
Gymnastics	Imogen Davies – nationally ranked
Hockey	U15 Girls County Cup Finalists Vicky Fallan has been selected for U16 South of England Squad Livvy Vize has been selected for U17 East of England Squad
Netball	U15 District Plate Champions
Rugby	U15 - Last 16 of Daily Mail Vase Competition Richard Stewart awarded a Saracens Academy contract
Swimming	Corinne James – selected for National County Team Championships in Sheffield Anna Chappell – 1 st in County 50m backstroke and 1 st in County overall swimmer David Godridge has been selected to compete for England at the Youth Commonwealth Games in the Isle of Man Tom Kaye and David Godridge – County Champions
Tennis	U18 National Aegon Tennis Finalists U18 Runner up in Dacorum Sports Awards Team of the Year

In recent years students from the school have represented the District, County or Region in the following:

Athletics	Football	Rugby
Badminton	Hockey	Swimming
Cross Country	Netball	Tennis

Students from the school have gained International Honours or have been in the National Development Squads for:

Athletics	Cross Country	Rounders
Badminton	Golf	Rugby
Cricket	Gymnastics	Swimming



School Clubs 2011 - 12

We encourage every student to participate in a school club or a club out of school, known in education speak as Extended Learning Opportunities (ELO) or Out of School Hours Learning (OSHL).

All the evidence shows that where children voluntarily participate in a range of exciting activities, their appetite for learning increases and they are more successful in the examinations. This is because they are doing something that is fun and exciting, working and learning with and from their peers, tasting success, improving self confidence and determination and then applying these skills in other areas of their lives.

Below is a list of all the clubs operating at present. For updates please go to the school website and click on Extra Curricular, Clubs.

General Clubs

Chess Club	Homework Club
Craft Club	ICT Club
Christian Union	Maths Club
D&T Coursework Club (Year 11)	Philosophy Club
D& T Club (Years 7-9)	Pottery Club
Drama Club (Years 7 & 8)	Quiet Reading Club
Drama – Actors Workshop (Years 10-13)	Science Club (Years 7-9)
Enterprise Club	

Music Clubs

Choir – Training (Years 7-9)	Wind & Brass Ensemble
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Sports Clubs

Badminton	Netball (Girls)
Basketball (Boys)	Rugby (Boys)
Football	Swimming
Gymnastics	Table Tennis (Years 7&8)
Hockey	Volleyball

“Students are highly motivated and keen to involve themselves in the many extra-curricular activities provided. For example, over half of all students regularly take part in sporting activities. Music and Drama productions are also very popular”.



Governors

Foundation Governors

Rev Huw Bellis Ex Officio (2008)
Mrs K Hughes (2008-2012)
Mrs S Hall (2009-2013)

Mrs J Smith (2008-2012)
Mrs S McGregor (2009-2013)

Local Authority Appointed

Mrs G Davies (2008-2012)

Mrs J Donald (2009-2013)

Parent Governors

Mr J McMunn (2010-2014)
Mrs L Whitesmith (2008-2012)
Mrs D Turner (2009-2013)
Mr A Watson (2008-2012)

Mrs S Wheatley (2008-2012)
Mrs W Copper (2009-2013)
Vacancy

Teacher Governors

Mrs A Walters (2010-2014)

Mrs J Shelley (2008-2012)

Staff Governor

Ms N Sayer (2008-2012)

Headteacher

Mrs S Collings Ex Officio (2011)

Community Governors

Mrs C Thompson (2010-2014)
Cllr N Hollinghurst (2011-2015)

Associate Member

Mrs T Watson (2008)
Mr D Ashall (2010)

Mr B Scarth (2011)

Clerk to the Governing Body

Mrs A Wiltshear (2007)

The Head Boy and Head Girl are also customarily invited to attend the main meetings. This year they are Oliver Beckwith and Evie Price.

The Governing Body meets throughout the year in the following committees:

Resources Committee

Curriculum and Teaching Committee

Students and Families Committee