

The **Blue School**

**Prospectus 2011 to 2012 and
Governors' Report 2010 to 2011**

www.theblueschoolwells.co.uk

Dear Parent,

Thank you very much for your interest in our school. When students come to The Blue they join a caring and successful community. While we are justifiably proud of their outstanding academic achievements, we also encourage our students to develop all their talents and relate happily and sensitively with others. We aim to achieve our best in:

- academic work;
- sports, games and activities;
- relationships and behaviour;
- the development of our own moral code.

Our students flourish academically. Examination results at all levels are consistently well above national averages. Students who join in Y7 are able to continue their education seamlessly into our Sixth Form, alongside teachers and friends with whom they have established relationships over a long period of time. This continuity has much to do with the impressive results achieved.

The school is privileged to have a highly qualified, experienced and committed team of staff who work extremely hard to provide students with a challenging and stimulating learning environment. We strive to establish an ethos where all members of the school community are respected and can develop a real sense of their individual worth. We have high expectations of our students and achievement is celebrated at all levels.

As the largest school in Somerset, we are able to offer a range of diverse and enriching experiences for the students in our care. We encourage all students to play a full part in pastoral and extra curricular events. Our School Council has been recognised nationally as a model of good practice. Such opportunities complement the academic work at The Blue and give our students the chance to feel valued and to develop as young citizens. From Y7 Camp to the Upper School Musical, we offer all our students something to excite their interest and help them feel part of the school.

Facilities at the school are first class. Following our designation as Specialist Science College we have built a new Science Centre incorporating six laboratories, a state-of-the-art Science ICT facility and, just for good measure, our third dining hall! Additional building developments have included a new Pastoral Centre, refurbished Learning Resources Centre/Library and new rooms for Art, Geology, Psychology, Religion & Philosophy, ICT and a new Sixth Form Study and Social Area. We are also the only school in the country to have a designated Food Excellence and Skills Training (FEAST) Centre on our site. The scale of these developments shows the importance we attach to giving our students the best possible environment in which to enjoy all aspects of their schooling.

Our leading edge work in all aspects of school life has been acknowledged and in recognition we have been designated as Somerset's only Training School. This status has enabled us to develop high quality training and qualifications for teachers and trainees from across the region.

As a result of this sustained success demand for places at the school has grown over recent years. In response, the Governors agreed to a request from the Local Authority to increase the school roll. As a result, for a limited time, there will be an opportunity for families new to The Blue to secure sought after places at our over-subscribed school.

We are constantly striving to achieve improvement for the benefit of all students and are committed to working in partnership with parents to provide a first class education for our students. We look forward to meeting you and to sharing with you more about life at The Blue School.

Yours sincerely,



Steve Jackson - Headteacher.

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The Blue School

The Blue School is an 11 to 18 Church of England coeducational academy with over 1500 students on roll. As the only state secondary school providing 11 to 18 education in the area, our students are drawn from the city of Wells and its surrounding villages and they provide us with a genuinely comprehensive intake. Whilst being an academy enables us to have greater autonomy in the management of the school, we still retain strong links with Somerset Local Authority. The history of our school dates back to 1641, with a charitable foundation, and we became known as The Blue School by about 1750, after the colour of the free blue uniform. The school is a Specialist Science College and enjoys an excellent local reputation which is reflected in our growing intake. Wells is a delightful historic city well served by local and national road, rail and air links.

The School Aims

The school aims are expressed in relation to six themes.

Full Potential. The Blue School aims to create a climate of high expectations in which all students are motivated and encouraged to achieve their full potential intellectually, socially, physically, culturally and spiritually, within a secure and stimulating environment.

Curriculum. The school aims to provide a broad, balanced, relevant, accessible and enjoyable curriculum which encourages students to think critically about a wide range of issues and to communicate their ideas in a variety of forms.

Equal Opportunities. All students should have equal opportunities to succeed and to develop the confidence and self-esteem on which that success may depend.

Social Skills. All students should have the opportunity to develop social skills and self discipline, to take responsibility for their own actions and to become responsible members of a community.

Morality. All students should have the opportunity to develop a set of personal moral values and an awareness of the spiritual dimension of life and experience.

Cultural Development. Students should have opportunities for cultural, aesthetic, creative and physical appreciation and activity.

These are summed up in the following principal aim:

The Best We Can Achieve:

- in academic work
- in sports, games and activities
- in relationships and behaviour
- in the development of our own moral code

Science College Mission Statement

As a high performing and inclusive school that enables students to achieve their best we will take advantage of specialist status to:

- achieve excellence in teaching and learning in science and mathematics and raise standards across the whole curriculum
- develop innovative learning opportunities through ICT and establish a leading-edge Science ICT Centre
- become an 'extended school' by using ICT to lengthen the school day and widen opportunities for community based learning
- increase diversity and offer a wider range of courses in the specialist subjects and related areas of the curriculum
- promote and inspire enjoyment and understanding of science within the wider community
- become a centre of excellence in the training of new teachers and support staff.

Ethos Statement from Instrument of Government

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its students.

The advantages of an 11-18 Sixth Form School

As the largest school in Somerset, we ensure a strong sense of community by promoting the identity of our Year Groups.

Our Pastoral Systems are arranged in this way to ensure that all students feel part of a caring and secure community, within which each is known and valued. On arrival, students will be established in Tutor Groups in which they will stay for their time at the school. They will be introduced to their Head of Year who will remain with them as they move through from Years 7 to 11 at the school. After GCSEs the vast majority of our students continue in the school's Sixth Form to complete their advanced studies.

As well as enjoying the real benefits of belonging to a small and caring community in their Year Group, students at The Blue will have the major advantage of being able to remain within that community when they progress to the sixth form. Although it may seem a long way ahead, when considering secondary education there are important reasons for thinking about life after GCSEs. Students at our school will be able to continue seamlessly into the Sixth Form, alongside teachers and friends with whom they have established relationships over a long period of time. Additionally, they will not have to worry about making future choices whilst studying for their GCSEs. These are major benefits of an 11 to 18 school. We believe that such continuity has much to do with the outstanding results in our Sixth Form.

Campus and Facilities

The quality of our environment is a source of pride. Our campus is a most attractive one with approximately 32 acres of playing fields with a superb view across the city. We continue to review our accommodation plan and resources to ensure that curriculum needs are met and our students experience a pleasant environment to work in, reducing any physical barriers to learning.

We have fifteen specialist computer suites and all teaching rooms are equipped with modern digital projection and multimedia systems. Thirty of these rooms are also equipped with interactive whiteboards. Computer equipment is also available for use in the Learning Resource Centre (LRC), in the Sixth Form study suite and in the Cyber Café area of Bailey Hall. Both of our assembly halls are equipped with multimedia presentation systems which are used to support a variety of activities, including collective worship, School Council presentations and presentations for year group assemblies and parents' evenings.

The school's ICT system provides access to personal and shared file storage, printing facilities and specialist software applications as well as filtered access to the Internet.

The school uses various internet and other online systems to provide information and services to students, parents, staff and the public. These include the school website (www.theblueschoolwells.co.uk), and the Somerset Learning Platform which will soon provide students and parents with secure access to their child's data, including attendance records and progress.

The school has undergone a series of physical adaptations to improve facilities for the disabled. All curriculum areas are accessible.

Our sports facilities are also excellent. The school hosts the Wells Blue Sports Centre that comprises a Sports Hall, Floodlit All Weather Pitch, Fitness Room, Weights Room and Dance Studio. The Centre is a focus for the development of sporting excellence in the region as well as offering a range of activities and courses for the local community.

The school is about to begin a programme of investment in the infrastructure of its building, including new heating boilers, replacement roofing and upgrade of our electrical systems. This vital work will ensure students continue to

enjoy a quality learning environment in comfort and without disruption.

Due to our increasing roll, the school is investigating possibilities for new building to provide more general teaching space and new dedicated facilities for performing arts and design and technology.

Working with Parents

We are very fortunate at our school to have such positive support from parents. We are keen to develop further this spirit of partnership and build on the wide range of existing initiatives, some of which are outlined below.

The Parent Teacher Association. A highly supportive and enthusiastic association who do much to support the work of the school.

The Home School Agreement. Issued to clarify the roles played by students, parents and staff in achieving the aims of the school.

The School Planner. Planners will be issued at the start of each term to enable students to record homework and coursework.

The Newsletter. Published regularly on our website. This is how we communicate general information. Contributions from parents are always welcome.

The Blue School Website. This is the school's main platform for the communication of information to students, parents and staff. There are secure areas of this site where parents can make payments for meals or trips and events. We are currently piloting an online system to enable parents to book appointments on parents' evenings.

Progress Evenings. Arranged at least twice per year for each Year Group. They are the focus for discussion on the progress of individual students.

Options Evenings. Towards the end of Key Stages 3 and 4 these evenings are arranged to support parents and students in making choices about future education.

Welcome Evenings. Induction meetings for parents of Years 7, 10 and 12 to meet key staff and learn more about the arrangements for the Key Stages.

Reports. Progress reports will be issued 2/3 times per year.

Student Care

Students who are happy and secure in school are more likely to achieve their best. We recognise this and provide a range of support strategies for students.

The strong pastoral system within the school provides the foundation on which our caring ethos is built.

We have a large support staff providing additional and more flexible support for students who need it.

The school has a full time First Aider who deals with emergencies as well as offering welfare support to students.

We have an established counselling service. This is a confidential service for students offered by appropriately qualified counsellors.

There is an onsite Health Centre and an offsite Locality Team where students can access advice and guidance on many issues including drugs and sexual health.

We subscribe to the Sharp (School Help Advice Reporting Page) system where students can report concerns through an online messaging service.

The school has a Student Support Centre for students with emotional difficulties. The Centre offers a range of creative strategies to enable students to be successful in school.

The school takes the protection and safeguarding of our students very seriously and various policies and procedures are in place to ensure that the welfare of students is promoted.

The school complies with all of the guidelines and statutory requirements concerning the recruitment and deployment of staff, as specified by Somerset Local Safeguarding Board and the Department for Education. All staff working at the school must receive a satisfactory clearance from the Criminal Records Bureau (CRB).

The school has a teacher and a deputy designated to deal with any Child Protection issues that are brought to the attention of staff. Somerset Local Safeguarding Board guidance is followed when responding to such issues which may involve contacting external agencies to support students and families through difficult times, or to investigate any allegations that are made. Parents would normally be informed of any child protection concerns that the school has but this may not occur if the school feels that the safety of the student would be compromised by so doing.

Throughout their time in the school, students will explore different aspects of keeping themselves safe during their Citizenship and Personal, Social and Health Education.

Any concerns about safeguarding that parents have can be discussed with Mr Dave Hopkin, the school's designated teacher, who can be contacted through the school's Reception. The Child Protection Governor can be contacted via the school's website.

Students with Disabilities and Students with Special Educational Needs (SEN)

SUPPORT FOR STUDENTS WITH ADDITIONAL NEEDS

All students are encouraged to be fully integrated into every aspect of school life. To this end, we provide in-class support and individual and group sessions tailored to the needs of the individual students. We also ensure that all teachers are kept informed of a student's needs and their progress through their Individual Education Plan which is used to target a specific learning or behavioural need. Specialist teaching is carried out in the SEN department by qualified staff.

We welcome questions parents may have on any aspect of their child's need and endeavour to promote an effective partnership with the home.

Rationale

The Special Educational Needs Policy is firmly rooted in the aims of the school which is to provide a broad, balanced and relevant curriculum and takes careful account of the Education Act (1996); the revised SEN Code of Practice (2001); The Disabilities Rights Act (2001) and the Every Child Matters Agenda (2004); The Rose Report (2009) and the policy of the Local Education Authority.

Meeting the needs of all the pupils

The Code of Practice provides a clear framework for the identification and assessment of students with special needs. Early identification is crucial in this process and parents and students are actively encouraged to share valuable information through parent meetings and individual contact. Parents are also encouraged to give us as much information as possible about their child even before they start school. That way provision is already in place to ensure that the transition from primary to secondary school runs smoothly and successfully. The students are also given the opportunity to express any difficulties they are experiencing in school so that provision can be put in place to address those needs.

Additional information is also gathered from a student's primary school/previous school, teachers and learning support advisors and from external agencies such as GPs, hospital consultants and the educational psychologist.

Identifying Special Educational Needs

Identification is made following guidelines in the SEN Code of Practice (2001) where intervention is triggered through School Action by the teachers' or others' concern and where a student, who has received differentiated learning, has made little progress.

Assessing Special Educational Needs

To ensure that early identification is made a number of diagnostic assessments are completed in Year 7. Reading and spelling is tested in English lessons at the start of the term and data from feeder schools is also used to get a fuller picture. Other information gathered includes observations in class, feedback from teachers and LSAs as well as parents and the student. The support services including the advisory teachers for social, emotional, behavioural difficulties, learning support, autism, hearing support, speech, language and communication, visual impairment and hearing support are also consulted.

Once the appropriate assessment has been completed the information is relayed to the pastoral support teams, team leaders, subject teachers and parents informing them how they can best support their student.

Diagnostic testing continues throughout the school to check progress and is also used to help apply for GCSE access arrangements in Years 10 and 11.

Providing for the Students

We believe in an holistic approach to our students which looks at the needs of the 'whole child' to help them become independent, confident, happy learners and prepare them for adult life. We employ a graduated response which includes a wide range of strategies and interventions.

For the majority of students, their needs are met within the classroom environment where teachers employ a range of differentiated strategies to allow a student to access the curriculum successfully. However, for some students more specialist intervention is required and an Individual Education Plan is drawn up with Specific Measurable Achievable Realistic Targets (SMART) to review and evaluate a student's progress.

A variety of approaches is adopted including:

- Direct teaching of literacy skills, study skills, numeracy, thinking skills and behaviour
- Social skills and life skills
- Individual sessions or group work
- Flexible curriculum including some off-site provision
- Support in class from teaching assistants
- Links with other schools in the Mendip locality
- Support for GCSE coursework
- Social Emotional Aspects of Learning (SEAL)
- Work related curriculum and work experience for Key Stage 4

The IEP outlines the details of the special provision that the school is making together with the targets to be achieved, strategies to be used, programmes if appropriate and the review date.

Monitoring and Record Keeping

The IEP is reviewed regularly with the students, teachers and SEN staff. The object is to review the student's progress, evaluate the effectiveness of the provision and then consider whether any changes to the provision need to be made. Students are encouraged to be actively involved in the review process and discuss how best we can support them. If appropriate a new IEP is generated and the cycle continues.

Working with Outside Agencies

The school is able to access many outside agencies including:

- The Educational Psychologist
- Social, Emotional and Behavioural Support Services
- Learning Support Services
- Autism Service
- Speech, Language and Communication
- Hearing Support Service
- Physical & Medical Support Services
- Visual Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Connexions
- Children in Care
- Health Services

Support for Gifted and Talented Students

The school has a policy that outlines the provision for gifted and talented students. Departments have established subject specific criteria to identify these students and contribute to the Register of Gifted and Talented Students which is distributed to all staff in September. New staff undergo induction concerning the support of gifted and talented students. Parents are informed if their child appears on the register.

We have a link governor and a close relationship with Kilve Court which has a long established programme of courses for gifted and talented students in the County. Involvement in extra curricular and external projects is encouraged through mentoring.

Behaviour

Our school aims for the highest standards of behaviour and the student code sums up our expectations.

- | | |
|---------------------|--|
| Respect your school | <ul style="list-style-type: none">- its values- its rules- its uniform |
| Respect yourself | <ul style="list-style-type: none">- be prepared and punctual for lessons- strive to achieve your best- be honest and responsible |
| Respect others | <ul style="list-style-type: none">- be considerate and safe- be polite- don't stop others from working |
| Respect property | <ul style="list-style-type: none">- look after the property you own- look after the property you share- look after the environment |

THE BLUE SCHOOL		
PUPIL CODE		SCHOOL RULES
respect your school	its values	Students are expected to try to live up to the school aims in their daily lives.
	its rules	Students are expected to conform to these rules without having to be reminded, and to any rules displayed in the school.
	its uniform	Students are required to conform to the uniform code. Any student out of uniform should report to the Pastoral Office before lesson 1.
respect yourself	be prepared and punctual for lessons	Students should arrive punctually at lessons and tutor periods, and bring the correct equipment.
	strive to achieve your best	The Blue School expects high standards of work from every student and students should expect the same of themselves. Students should apply themselves to the task in hand during lessons, and complete homework as required.
	be honest and responsible	The Blue School expects high standards of behaviour, and students should aim to develop honesty, common sense, responsibility and initiative. Students are also encouraged to develop a healthy lifestyle. Smoking is firmly banned on the way to and from school, on school transport and on school premises. Alcohol and drugs (except medication) must never be brought onto the school premises, or carried by students at any time on the way to and from school.
respect others	be considerate and safe	Students should not fight, or participate in bullying in any of its forms. Students should not leave school without permission. Anyone going off premises with permission should sign out at the Pastoral Office. Corridor code: keep left, don't run, be careful how you carry your bag and do not leave bags blocking corridors. Give way to those coming down stairs or out of buildings or rooms. Cyclists should dismount at the school gates and push bikes on internal roads and paths. Drivers should observe parking restrictions and the 10 m.p.h. speed limit. Students should not use the access road across the front of the school.
	be polite	Students are expected to behave politely and reasonably to each other, staff and visitors. Students should stand up when an adult enters the room unless told not to do so. (Does not apply to Sixth Form.)
	don't stop others from working	We are here to learn. Students should ensure that their behaviour never stops others from working.
respect property	look after the property you own	Personal property should be properly labelled, and should be looked after. Expensive items, such as portable music devices, and large amounts of money should not be brought into school. All theft should be reported immediately to the Head of Year.
	look after the property you share	School property - desks, computers, walls etc - should be respected and not damaged or defaced.
	look after the environment	In order to protect grass areas, students should walk and play only on paths and permitted grass areas, which vary according to the time of year. Students should not cross the field when leaving school. As a general rule, students should not eat in classrooms, corridors or on tennis courts. They should move to the designated eating area before eating and not eat on the move. Food bought in the canteen should be eaten there. Chewing gum is not allowed anywhere on site.

Bullying

Bullying has no place in our school and it will not be tolerated. There are well-developed procedures for students and staff to follow if incidents do occur. The issue is covered in our tutorial programme and regularly in assemblies.

We are keen to become a 'listening school' where problems are shared at an early stage so that potential problems can be nipped in the bud. There is no need for anyone to 'suffer in silence' so we encourage a climate where anyone who has information related to potential bullying can come forward. Some parents have said that they are reluctant to make contact in case problems are made worse. Please do not adopt this approach. We can maintain anonymity and it is always better that we are made aware of concerns at an early stage.

Rewards and Sanctions

We have a system of rewards and sanctions to encourage effort, achievement and positive behaviour. To encourage a climate where achievement is valued we take every opportunity to publicise and praise. There is a daily whole school bulletin which allows tutors to read out notices about the achievements of individual students or groups. Student achievement is also celebrated in assemblies.

Our Credit System is cumulative and leads towards the issue of rewards. To foster a sense of community and team spirit, Credits also contribute towards inter-tutor group competition with termly and annual rewards. To praise further those who make a significant effort to improve their learning a number of departments have introduced a system where a 'Student of the Term' is identified and rewarded in each year group.

Sanctions are devised to promote a climate where learning and appropriate behaviour are valued. We have a Time Out system to ensure that particular lessons are not disrupted through poor behaviour. Students involved leave the lesson at the time of the incident and are supervised by a member of staff for the duration of the lesson. This allows the lesson to continue uninterrupted. Detentions are used as a sanction and are usually set during breaktime, lunchtime and after school. In serious cases, or where poor behaviour is repeated, there is a Saturday morning detention or detention on a staff training day when students would not usually attend.

The Curriculum

We believe that all students are entitled to a broad, balanced, relevant and differentiated curriculum. As one of the largest secondary schools in Somerset, we are very fortunate in being able to offer an extensive range of examination courses. Our students choose options from a range of 30 courses in Years 10 and 11 and from more than 20 Advanced Level courses in the Sixth Form. Our school week consists of 40 lessons and the following tables show the time allocated to each subject.

KEY STAGE 3 - LESSONS FOR EACH SUBJECT PER WEEK		
Subject	Y7 & Y8	Y9
Art	2	2
Design & Technology - Construction	2	2
Design & Technology – Food & Textiles	2	2
Drama	2	2
English	5	5
Geography	2	2
History	2	2
IT	2	0
Mathematics	5	5
Modern Foreign Languages	4	4
Music	2	2
Physical Education	4	2

KEY STAGE 3 - LESSONS FOR EACH SUBJECT PER WEEK		
Subject	Y7 & Y8	Y9
Religion & Philosophy	2	2
Science	4	8 (GCSE Core Science)

KEY STAGE 4 - LESSONS FOR EACH SUBJECT PER WEEK	
Subject	Y10 & Y11
Core Curriculum - English - 1 or 2 GCSEs	6
Core Curriculum - Mathematics	6
Core Curriculum - Physical Education - non exam	2
6 Options from the following, according to demand: Arts: Art & Design, Dance, Drama, Music Humanities: Geography, History, Religion & Philosophy Languages: French, German, Spanish. Sciences: Additional Science, Biology, Chemistry, Physics, BTEC Animal Care Technology: Fashion & Textiles; Food; Graphic Products; Product Design, Woodwork, Information Technology Others: Business, Sport, Child Development	24
Supported Study	2

A small number of students at Key Stage 4 decide to follow a vocational course. This consists of a reduced commitment in school together with work experience and/or vocational courses at Strode College.

SIXTH FORM COURSES - Y12 & 13
The following subjects are offered in the Sixth Form.
Art & Design
Biology
Business
Catering and Hospitality
Chemistry
Design & Technology – Fashion & Textiles
Design & Technology – Graphic Design
Design & Technology – Product Design
Drama & Theatre Studies
Economics
English Literature
Geography
Geology
Government & Politics
Health & Social Care
History
ICT
Mathematics
Modern Foreign Languages – French, German, Spanish
Physics

SIXTH FORM COURSES - Y12 & 13
Philosophy & Ethics
Psychology
Sport
Theatre Studies

Usually students with a minimum of 5 GCSE passes at grade C take Advanced Level courses. Most students at Advanced Level take the equivalent of four courses in Year 12 together with PE and a choice of enrichment activities before specialising in three courses in Year 13. GCSE retakes are offered in English and Mathematics.

Monitoring and Reporting Achievement

Regular academic monitoring is an essential component in enhancing effort and achievement. A series of reports and Parents' Evenings are used to inform parents of student progress. In addition to this, tutors, teachers, heads of year and other senior staff are all involved in a regular process of individual academic mentoring.

Grouping Policy

In Year 7 all subjects are taught in mixed ability groups apart from Mathematics, English and French which are set according to ability. As students progress through Key Stage 3 more subjects begin to set. By the time students are following their GCSE courses, the majority of our subjects are set. Students are grouped in this way to ensure motivation and enthusiasm at all levels of ability and to provide support where it is most needed. There is regular review of all sets and the opportunity to move between groups. The school reserves the right to place students in teaching groups.

The School Day

The school week has 40 lessons and there are 25 teaching hours per week.

Monday to Friday	
REGISTRATION - ASSEMBLY	08.45 - 09.05
LESSON 1	09.05 - 09.45
LESSON 2	09.45 - 10.20
CHANGEOVER	10.20 - 10.25
LESSON 3	10.25 - 11.05
LESSON 4	11.05 - 11.40
BREAK	11.40 - 12.00
LESSON 5	12.00 - 12.40
LESSON 6	12.40 - 13.15
LUNCH	13.15 - 14.05
LESSON 7	14.05 - 14.45
LESSON 8	14.45 - 15.20

School Worship

As a Church of England school, Acts of Worship are open and inclusive within the traditions of the Anglican Church. Lack of accommodation prevents the holding of a daily Act of Worship for all students. The school's worship policy is for each year group to have a high quality act of worship each week following a weekly routine and a published theme linked to Christian values, a feature of the Church year or to a wider suitable event such as Christian Aid week, Holocaust Memorial day, One World week and the like.

These Acts of Worship are led by visiting speakers, senior staff, heads of year, the school Chaplain and other members of staff. Students are encouraged to contribute to Acts of Worship, an important route to developing the spiritual and moral ethos of the school. Students may choose to participate in worship and prayer during a lunchtime group available for anyone wishing to explore the Christian faith. Parents do have the right to withdraw their children from these Acts of Worship should they so choose. Parents considering exercising their right to withdraw their child from Acts of Worship should contact the Headteacher.

Religion & Philosophy

Part of the basic curriculum is the statutory delivery of religious education which is delivered via this subject. We choose to follow the locally agreed Somerset syllabus, *Awareness, Mystery and Value*. This requires us to address topics from the viewpoint of Christianity and other world faiths. Non-religious approaches are also studied.

Philosophy and Ethics is offered as a subject at GCSE, AS and full Advanced level. This is part of the religious studies' family of subjects.

Parents do have the right to withdraw their children from Religion & Philosophy should they so choose. Parents considering exercising their right to withdraw their child from Religion & Philosophy should contact the Headteacher.

Health & Sex Education

Health and Sex Education is taught within areas of the curriculum and when the timetable is suspended to allow students time for in-depth study of any issue. We aim to help young people to develop an understanding of the moral, social, emotional and biological aspects of personal relationships. The programmes include teaching about puberty, sexually transmitted diseases and contraception. We emphasise a moral framework reflecting the aims of the school. Parents cannot withdraw students from aspects of Sex Education which form part of the National Curriculum but may withdraw students from other parts of the programme. Parents considering exercising their right to withdraw their child from Sex Education should contact the Headteacher.

PSHE & Citizenship

The teaching of Citizenship and Personal, Social and Health Education (PSHE) takes place in an integrated manner within our tutorial programme.

Each term a number of sessions are delivered during morning registration. These deal with a range of issues that have an impact on the personal, social and moral development of students. It involves the areas of Health Education, Careers, Study Skills, Environment and Citizenship. Citizenship is also taught discretely across all subject areas.

The aim of the programmes is to increase individual awareness so that students are able to make informed decisions in their school and personal lives. Students will develop skills of enquiry and questioning whilst at the same time respecting the individual differences and views of others.

Careers Education and Advice

A student's career is their pathway through learning and work. A planned programme of activity from Year 7 onwards helps students to develop skills in decision making, to gain confidence in organising their own lives and also helps them to evaluate their own skills and the criteria for making positive choices for the future.

A well stocked Careers Resource Area, located in the Milton Block, gives students access to clear and up-to-date information, alongside a range of IT packages providing an opportunity to try out careers guidance and self assessment programmes.

Employability and work related learning skills form an important part of our students' personal development and the work experience programme undertaken by Year 10 students at the end of the summer term is a significant part of this besides being integrated into a number of GCSE curriculum areas.

The school currently works with external agencies and provides students with access to qualified advisers in school who give professional information, advice and guidance on careers matters.

The Blue School Council

The Blue School has pioneered an innovative approach which seeks to help our students develop a sense of ownership of the school as active participants in it at every level. This work has been hailed by Ofsted as 'Outstanding' and an example of 'Best Practice'. Out of this work, a Community Interest Company 'Learning to Lead' has grown, the majority of the directors of which are past or current Blue School students.

The Blue School Council operates through self-managing teams, of which there are now 30, including the Year Reps Team, Fitness Cuisine Team, the Beautiful School Team, two Toilet Teams, the Africa Link Team, four Fundraising Teams, the Dyslexia Support Team, Waste and Recycling Team, The Blue Lounge Radio Project, Energy Team and the Transport Team. Teams continue to form as students come forward with their ideas, motivated by a desire to contribute.

Every Council member is trained in the skills needed to work both as part of a team and independently. Every student receives a day's training. The students meet each week in their teams to plan their activities. The teams are supported by their Link Teacher and the Management, Finance and Office Support Teams.

Students learn:

- team working and facilitation skills
- agenda planning and minute taking
- collaborative decision making
- planning, goal setting and budgeting
- the distinction between governance, management and action
- the meaning of accountability, transparency and responsibility

Students experience citizenship put into practice and find that being involved in this way brings opportunities to develop:

- a sense of purpose
- compassion for the needs of others
- self-esteem and confidence
- mutual respect and support
- the ability to listen and work with different points of view
- the ability to take responsibility
- commitment, flexibility and resilience
- many other talents and skills

Students talk with delight about being taken seriously, respected, listened to and appreciated. They talk about the fun and the friendships they develop, the sense of purpose and belonging they have and of feeling inspired and able to do something to make a difference. Our students find themselves in great demand to share their work and ideas at gatherings of students, teachers and senior educationalists both locally and nationally. This approach to School Councils has spread from The Blue School and is being piloted in over 80 schools nationally.

Fund Raising

The Blue School Council Fund-raising Team co-ordinates the support which The Blue School gives to a variety of charities, in particular the raising of money. These are charities to which they feel the students would be willing to contribute. As a team, they try to get involved with local, regional, national and even international projects. Examples of the many charitable organisations which the team has already worked with include: Operation Christmas Child, Breast Cancer Awareness, Diabetes UK, etc. The sorts of fund-raising events organised include: mufti days, cake sales and direct appeals. During the last 5 years over £30,000 has been raised through such activities for a variety of good causes.

Extra Curricular Activities

The school offers an extensive programme of extra curricular activities. These are open to all students and a sample of the range is given below.

- Art Club
- Basketball
- Book Group
- Ceramics
- Choir
- Computing
- Cricket
- Cross Country
- Drama
- Duke of Edinburgh Award
- Ecology
- Engineering Education
- Enterprise
- Flute
- Football
- Guitar
- Hockey
- Jazz Band
- Jnr Sports Leader Award
- Life Drawing
- Netball
- Orchestra
- Percussion Band
- Plays
- Public Speaking
- Rounders
- Rugby
- School Council
- String Group
- Tennis
- Wind Band

School Visits

As part of the curriculum there are regular visits to museums, field study centres, exhibitions, galleries, concerts and theatres. There are also a range of residential visits in the UK and abroad, including the biennial World Challenge trip to amazing destinations worldwide.

Wells Blue Sports Centre

Wells Blue Sports Centre is a well equipped modern facility owned and managed by the school. The centre prides itself on providing an excellent and friendly service to all of the community by offering a wide range of activities and sports programmes.

The centre also offers its excellent facilities to students at The Blue through its PE programmes plus a range of extra curricular activities promoting fitness, fun and health. The centre hosts a number of independent local sports clubs, affiliated to their relevant sport's Governing Body, who encourage participation in a huge range of activities. A number of these clubs use the facility as a hub to host special events and large tournaments.

A fully equipped fitness suite with a separate weights room is open to the general public throughout the day. Fitness membership is available to adults and students and there are a number of popular exercise classes such as aerobics, body conditioning and Pilates throughout the week.

During the school holidays the centre offers a highly popular Ofsted-registered Holiday Club; an energy sapping, fun filled club for 5-12 year olds.

Our sixth form students have free use of the fitness and weights rooms during the school day. There are other concessions also available for sixth form students. Further details can be obtained from the Sports Centre.

A full list of what's on offer can be found on the school's website at www.theblueschoolwells.co.uk or by telephoning the centre on 01749 836222.

Charging Policy

Activities offered in normal school time are available to all students regardless of their parent's ability or willingness to help meet the cost. The school reserves the right to charge for optional activities provided wholly or mainly out of school hours and may invite voluntary contributions to support such activities. The governors have given the Headteacher a discretionary fund to aid those who have difficulty in meeting the cost of a specific visit.

Catering and ParentPay

The school believes in providing good, nutritious and delicious food contributing to a healthy and balanced diet. There are three catering outlets serving a variety of meals, drinks and snacks at competitive prices. The outlets

are open at long break and lunchtime with the addition of a breakfast service from the main outlet, Bailey Hall, from 8.00am.

Students may pay using cash or a Smart Card. Parents may put money on the card, as much and as regularly as they choose, knowing that the system is secure, that their child cannot lose the money and that it is being spent in the catering outlets and not elsewhere. If a card is lost or stolen it can be 'hotlisted' to prevent anyone else using it. Parents may apply a daily limit on the card. Students on free school meals are issued with an identical card valued with the daily meal allowance.

Parents may re-value their Smart Card by using ParentPay, a means of paying for trips and activities with a credit or debit card over the Internet. Parents are issued with secure Log On credentials and instructions on how to use ParentPay on their child's entry to the school.

Admissions Policy

Parents have the right to send their children to any Local Authority school, provided they are prepared to transport them to the school if it is not the designated school, and provided the school has room. Although The Blue School is now an Academy, the Governing Body has requested that the Local Authority continue to act as our admission authority and places are allocated by them in accordance with our published arrangements. A copy of these arrangements can be obtained from Somerset Direct's Children's Advice and Information Team on 0845 345 9122.

Complaints Procedure

The Governing Body has endorsed the complaints procedure agreed by the Local Authority. Complaints and concerns have four elements:

Informal

Talking to your child's teachers/Special Educational Needs Coordinator/Year Head.

Formal – Headteacher

Asking the Headteacher to investigate.

Formal – Governors' review

If you feel that your concerns have not been addressed satisfactorily by the school staff.

Formal – Review by the Local Authority

If you still feel that the school and governors have not answered your query.

Further information can be obtained from Somerset Direct's Children's Advice and Information Team on 0845 345 9122.

Uniform

We consider it important that high standards of dress and personal hygiene and grooming are maintained by all at The Blue. All students in the school are expected to follow the uniform code as it gives a sense of unity and purpose. Students should always wear uniform in a smart manner with the aim of creating a positive impression of themselves and the school.

If you have any questions concerning uniform, please contact the school on 01749 836262 or the Uniform Shop during its opening hours on 01749 836236.

Years 7 to 11 BOYS

Day Wear

Trousers	Black, regulation style (no jeans)
Polo shirt	Navy blue with year colour bar and school logo
Sweatshirt	Navy blue with year colour bar and school logo
Shoes	Plain dark leather or simulated leather of a sensible design. Trainers, canvas shoes and boots are not allowed. Plain, dark laces.
Socks	Plain, sober colour

PE Kit – Boys’ Indoor and Summer Activities

Polo Shirt	White
Shorts	White
Socks	White ankle

PE Kit – Boys’ Outdoor Autumn/Spring activities

Shirt	Soccer/rugby, reversible blue/royal and amber stripe
Shorts	Royal blue
Socks	Royal blue

Years 7 to 11 GIRLS

Day Wear

Trousers	Black, regulation style (no jeans)
Skirt	Black, straight or pleated, of a modest length appropriate for a school environment
Polo shirt	Navy blue with year colour bar and school logo
Sweatshirt	Navy blue with year colour bar and school logo
Shoes	Plain dark leather or simulated leather of a sensible design. Trainers, canvas shoes, boots are not allowed. Platforms and high heels should not be worn. Dark, plain, laces.
Socks/tights	Black or navy plain design

PE Kit – Girls

Polo shirt	White, open collar
Games shorts	Navy shadow stripe
Socks	White and/or blue
Games skirt (optional)	Navy
Track suit (optional)	Navy

Years 7 to 11 ALL

With regard to **PE Kit**, soccer/rugby boots (boys) or white gym shoes (girls) and training shoes (not skating shoes) should be provided. The purchase of shin pads and gum shields for certain contact sports is also advised.

The Blue School **Fleece** (and accompanying outer shell) may still be worn in school by students who have them, but this is no longer a compulsory part of the Uniform Code.

Outdoor coats should be worn as an additional layer and not as an alternative to the school sweatshirt. They should only be worn during cold or wet weather with the polo shirt or sweatshirt being the usual outer layer of clothing. In general, coats may be worn during the half term leading up to Christmas and in the Spring Term. Coats must be plain black or dark blue in colour and must not have obtrusive logos. Hoodies and denim or leather coats/jackets are not allowed.

Similarly, **Headwear/Hats and Scarves** should not be worn other than outside during cold or wet weather and be of a plain, dark colour design with no obtrusive logos. Headwear/hats and scarves must not be worn indoors. Headscarves and broad hair bands are not permitted.

Hair should be kept neat and tidy, of natural style and avoiding the extremes of fashion, such as highlights, unnatural colours, braiding and cut/shaved patterns.

Jewellery is not permitted.

Make-up is not permitted.

No facial **piercings** are permitted. (For pierced ears: one small stud or sleeper may be worn in each ear). Students will be asked to remove any jewellery even if the piercing is new. To avoid potential conflict parents/carers are asked to arrange such piercing at the start of holiday times so that the wearing of studs will not be required during school time.

Badges and colours may be worn when they have been awarded for an achievement at the School. No other badges may be worn without permission.

Fads. From time to time certain garments, or other accessories, become fashionable. The school reserves the right to ban these where they are considered unsuitable.

Students are expected to wear full school uniform at all times on the way to and from school and during the school day, whether on or off site. All garments should be clearly marked with the owner's name.

YEAR STRIPE COLOURS FOR 2011/12 Academic Year

Year 7	Purple
Year 8	Gold
Year 9	Green
Year 10	Red
Year 11	White

SCHOOL SIXTH FORM – DRESS CODE

We believe our Sixth Formers serve as role models for younger students and should set standards in their dress and appearance which are appropriate for a school and which reflect a positive attitude to study. Students' dress and appearance should meet the accepted requirements of a place of work and study and not those which are more suitable for a casual social environment. The following points should be noted:

General:

- Dress should be clean and tidy at all times.
- Irregular hairstyles are not permitted. Students who are in doubt as to the acceptability of a certain style should check beforehand.
- Jewellery may be worn. With regard to piercing, only ear-ring sleepers and ear studs are allowed.

Specific:

- Hats and/or hoods must not be worn inside the school building.
- Only plain shorts are allowed.
- Garments which are excessively revealing or immodest are not allowed.

School Uniform Service

The Uniform Service is located on the school campus close to the Wells Blue Sports Centre and is open during term time on:

Wednesdays from 10.00am – 4.00pm (closed between 12.30pm and 1.00pm for lunch)
Saturday mornings from 10.00am – 12.30pm.

During the whole of the summer holidays we are open Tuesday – Saturday inclusive, opening times to be published during the summer term. Telephone number during opening hours: 01749 836236.

Student Destinations 2010

Of the 270 Year 11 students who left the school in July 2010, Connexions Somerset destination figures show that a total of 242 continued in further education at school or college: 108 returned to The Blue School Sixth Form; 134 to other Post 16 Education, including 102 in Vocational courses; 15 to Apprenticeships; 2 to employment with some training provided; 4 to employment with no training; 1 to supportive training; 6 were unemployed.

School Attendance

Regular attendance at school is one of the key factors contributing to student success. Absence from school will result in missed work and this has a significant impact on progress. Students who miss school in this way are more likely to underachieve at Key Stage 3, GCSEs or Advanced Level examinations. Following guidance received from the Local Authority, the school has established guidelines to consider requests for holidays in term time, a copy of which is available from the school. It is advisable to request leave before you book a holiday. Please note that if you take your holiday when leave has not been authorised, your child's absence will be recorded as unauthorised.

Students of compulsory school age on roll for at least one session during the reporting period.	1254
The percentage of half days missed through authorised absence.	6.65%
The percentage of half days missed through unauthorised absence.	0.56%

KS3 National Curriculum Test Results

SCHOOL RESULTS

This table shows the percentage of Year 9 students achieving each level in 2011, compared to the national end of Key Stage 3 teacher assessment results for 2011. This number of eligible students is 248. 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	1	0	0	5	14	14	48	16	0	0	0	2
	Girls	0	0	0	0	9	18	53	17	1	0	0	2
	School	0	0	0	3	11	16	50	17	0	0	0	2
	National	0	0	1	4	15	36	32	11	1	0	0	1
Mathematics	Boys	1	0	0	1	8	17	26	24	22	0	0	3
	Girls	0	0	1	2	6	19	25	23	23	0	0	1
	School	0	0	0	1	7	18	25	23	23	0	0	2
	National	0	0	1	5	12	22	28	22	8	0	0	1
Science	Boys	0	0	0	2	6	35	23	33	0	0	0	2
	Girls	0	0	0	0	9	32	28	30	0	0	0	1
	School	0	0	0	1	7	33	25	32	0	0	0	1
	National	0	0	1	4	14	32	31	16	1	0	0	1

This table shows the percentage of students at each level at the end of Key Stage 3 2011. The number of students at the end of Key Stage 3 is 248. Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT													
Percentage at each level													
	W	1	2	3	4	5	6	7	8	EP	D	A	
English	0	0	0	3	11	16	50	17	0	0	0	2	
Mathematics	0	0	0	1	7	18	25	23	23	0	0	2	
Science	0	0	0	1	7	33	25	32	0	0	0	1	
Modern Foreign Languages	0	0	0	3	15	29	23	25	0	0	0	4	
Design and Technology	0	0	0	0	0	6	48	43	0	0	0	2	
Geography	0	0	0	0	3	16	49	29	1	0	0	2	
History	0	0	0	0	2	13	45	38	0	0	0	2	
ICT*	0	0	0	0	6	18	54	20	0	0	0	2	
Art and Design	0	0	0	0	1	9	56	33	0	0	0	2	
Music	0	0	0	0	1	16	55	25	0	0	0	3	
Physical Education	0	0	0	0	2	36	47	11	0	0	0	4	

Key:

EP represents exceptional performance

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

D represents students who are disapplied under sections 364 or 365 or the Education Act 1996

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

*Information and Communication Technology

www.theblueschoolwells.co.uk

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2011 GCSE EXAMINATION RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 11

SUBJECT	Entries	A*	A	B	C	D	E	F	G	U	X
Art & Design	84	10	13	32	18	9	1	0	0	0	1
Biology	24	3	5	10	4	2	0	0	0	0	0
Chemistry	24	5	8	5	5	1	0	0	0	0	0
Citizenship	159	2	17	51	48	21	14	6	0	0	0
Design & Technology – Food Technology	59	9	13	14	15	7	1	0	0	0	0
Design & Technology – Graphic Products	34	2	4	14	4	4	4	2	0	0	0
Design & Technology – Resistant Materials	40	7	7	11	9	4	2	0	0	0	0
Design & Technology – Textiles Technology	42	11	10	6	9	4	1	1	0	0	0
Drama	37	1	9	13	10	2	2	0	0	0	0
English Language & Literature	229	12	40	49	49	47	25	7	0	0	0
English Literature	203	6	36	43	63	32	14	6	1	2	0
French	40	6	4	11	15	4	0	0	0	0	0
Geography	75	1	13	22	18	11	3	6	0	1	0
German	23	3	5	11	4	0	0	0	0	0	0
History	71	11	13	14	12	8	6	2	4	1	0
Home Economics – Child Development	40	3	7	11	11	2	2	2	1	1	0
Mathematics	236	22	51	64	47	24	19	6	3	0	0
Music	17	3	5	4	4	0	1	0	0	0	0
Physics	24	4	7	8	5	0	0	0	0	0	0
Religious Studies	22	10	9	2	1	0	0	0	0	0	0
Science: Additional	174	7	25	38	43	37	18	3	2	1	0
Science: Single Award	214	16	25	43	48	51	18	9	1	3	0
Spanish	20	3	3	3	8	2	1	0	0	0	0
Sport/PE Studies	62	4	4	11	13	14	11	3	2	0	0
TOTAL ENTRIES AND GRADES	1953	161	333	490	463	286	143	53	14	9	1

BTEC/OCR National Qualifications

	Entries	D	M	P	U	X	Q
Information Technology (Double and single award)	112	45	32	35	0	0	0
Science	10	3	7	0	0	0	0
Business (Double and single award)	67	9	24	34	0	0	0
TOTAL ENTRIES AND GRADES	189	57	63	69	0	0	0

	Number of students	Achieving 5+ A* to C or equivalent	Achieving 5+ A* to C or equivalent including English and Mathematics	Achieving 5+ A* to G or equivalent	Achieving 1+ A* to G or equivalent
The Blue 2011	241	76%	60%	95%	99%
Somerset 2011			57%		

2011 GCE ADVANCED SUBSIDIARY RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 12							
SUBJECT	Entries	A	B	C	D	E	U
Biology	54	10	4	11	10	5	14
Chemistry	35	16	6	6	2	5	0
Design & Technology – Product Design	43	17	11	11	2	2	0
Drama	8	0	1	3	3	1	0
Economics	22	3	7	1	5	2	4
English Literature	26	13	7	2	2	1	1
Fine Art	15	3	5	4	0	2	1
French	14	5	5	2	0	2	0
Geography	16	3	4	5	1	3	0
History	42	8	13	8	5	6	2
Latin	1	1	0	0	0	0	0
Mathematics	74	37	21	10	5	1	0
Media Film and TV Studies	5	0	1	2	1	0	1
Physics	34	7	8	4	4	6	5
Politics	6	2	2	2	0	0	0
Psychology	44	12	8	8	8	5	3
Religious Studies	27	8	5	4	5	1	4
Science: Geology	12	5	1	0	3	3	0
Spanish	5	2	1	1	0	1	0
TOTALS	483	152	110	84	56	46	35

2011 GCE ADVANCED LEVEL RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 13								
SUBJECT	Entries	A*	A	B	C	D	E	U
Biology	18	1	2	6	3	4	1	1
Business (Voc)	12	0	0	6	1	4	1	0
Chemistry	19	3	5	2	3	5	1	0
Design & Technology – Product Design	27	3	6	10	8	0	0	0
Drama	3	0	0	1	0	2	0	0
Economics	9	1	1	4	1	1	1	0
English Literature	10	2	3	1	2	1	1	0
Fine Art	7	2	0	1	2	0	2	0
French	4	0	1	1	1	0	1	0
General Studies	1	0	0	0	1	0	0	0
Geography	7	0	1	1	1	3	1	0
History	21	2	1	10	4	2	1	1
Mathematics	69	9	33	17	6	2	1	1

2011 GCE ADVANCED LEVEL RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 13 (cont.)								
SUBJECT	Entries	A*	A	B	C	D	E	U
Mathematics Further	18	2	12	4	0	0	0	0
Media Film and TV Studies	3	0	0	2	0	1	0	0
Physics	11	0	3	3	1	2	2	0
Politics	4	0	0	2	2	0	0	0
Psychology	23	1	8	4	3	5	2	0
Religious Studies	10	0	1	7	0	1	1	0
Science: Geology	8	1	2	2	1	2	0	0
Science: Environmental	1	0	0	0	0	0	1	0
Sport/PE Studies	5	1	1	2	0	1	0	0
TOTALS	290	28	80	86	40	36	17	3

Chair: Dr Elizabeth Walker
Vice Chair: Corinna Thompson
Headteacher: Mr Steve Jackson

The dates when terms of office end are in brackets

Headteacher

Mr Steve Jackson

Foundation Governors Appointed by the Dean and Chapter of Wells Cathedral

The Reverend Canon Patrick Woodhouse (31.08.13)
Mrs Alison Richards (26.06.15)

Foundation Governors Appointed by the Diocesan Education Committee

Mrs Rosalind Cross (31.08.15)
Dr Elizabeth Walker (31.08.13)

Ex-Officio

Revd, Prebendary Alastair Wheeler (03.11.14)

Appointed by the Local Education Authority

Mrs Julie Scriven (31.08.13)

Parent Governors

Revd Roger Morgan (31.12.12)
Mr Richard Morgan (11.01.14)
Mrs Devlina Main (05.10.13)
Mr Peter Hoddinott (07.12.13)
Mrs Gail Milne (02.11.14)
Mrs Angela Burnett (04.11.14)
Vacancy

Staff Governors

Mr Ian Hotston (31.08.12)
Mr Steve Jackson
Mr Darryl Livingstone (31.08.13)
Mr Ian Ramsden (14.10.14)

Community Governors

Mrs Corinna Thompson (31.08.13)
Mr Simon Davies (31.08.14)

Clerk to the Governors

Mrs Jo Stitch
The Blue School, Wells, BA5 2NR

Governors - Report from the Chair

The year to July 2011 was another eventful one in the evolution of the school, with students achieving great things in a wide range of academic and extra-curricular activities. Students performed a number of concerts throughout the year and there were many successes on the school sports fields. Yet again, one of our students was the recipient of the distinguished Arkwright Scholarship for Design and Technology. I congratulate our staff and students on these and many other remarkable achievements. Their successes, great and small are too numerous to mention, but we are justly proud of all of them.

For a number of years, the Blue School Council has contributed to the quality of school life and this year has been no exception with more and more students participating. The council gives all students the opportunity to not only have a voice in many day to day aspects of school life, but they are also empowered to do something about it. They make a difference. I would encourage all new and current students to consider joining this active organisation. Also, our thanks and best wishes go to our enthusiastic PTA who continue to campaign to finance the construction of a dedicated centre for the School Council.

The public examination results were again well above national trends at A level, AS level and GCSE. On behalf of the Governing Body I would like to congratulate all our students on these achievements and wish them the very best for the future.

In the Spring term the Governing Body, in conjunction with the School's Leadership Team, decided to apply for the school to become an Academy. The school was finally granted Academy status on the 17th August 2011 allowing it greater autonomy as well as direct financial control of the budget. The school retains its strong links with both the Local Authority and other Somerset schools and is confident that the changes brought about by converting to an Academy will enhance students' experience of the school and the opportunities available.

These are just some of many progressive steps taken by the school this year. Under the leadership of a visionary Headteacher, we are constantly seeking to improve and expand upon the experience available to all of our students in the course of their school career.

If you are thinking of sending your son or daughter to The Blue, then I warmly welcome you and them on behalf of all at the school. I wish them every success during their stay with us. Before I close, I would like to thank the Headteacher and all the staff at the school, as well as my fellow governors, for their hard work and commitment in ensuring that your child receives the best possible education. This is a great school. Come and join us.

Peter Spencer

Governors – Policy & Strategy Committee

The Policy and Strategy committee works with the school's leadership team in supporting and challenging the evolution of the School Development Plan. This is a document that seeks to set out where we want our school to be in the future and the route we will follow in order to get there. The output from this process guides the work of the Teaching and Learning and Finance and Resources committees where the policies are implemented.

This is also the committee in which we seek to find the time to discuss and debate a wide variety of issues that affect the school on a day to day basis for which there is often insufficient time in other more agenda driven meetings. The impact upon the School of changes in Government legislation are first discussed here, but also broader ideas as to what we might like in our School will often emerge from this committee.

Discussion over the course of the last academic year centred around The Academies Bill and changes within the local authority as a result of the spending cuts as well as the ongoing review and development of the School Development Plan.

Peter Spencer – Chair

Governors – Finance & Resources Committee

The reorganised committee structure which saw Finance and Premises combined to create the Finance and Resources committee has worked very successfully. There was considerable overlapping of the activities of the two committees and combining them has made for better understanding for Governors with respect to the financial needs of the school alongside the budgetary caution required to best serve the students and staff at the school.

We were very sorry to bid farewell to Jane Spencer who had been the school's Business Manager for a number of years and the governors would like to extend their thanks to her for her hard work and professionalism during that time. We are, however, delighted to welcome Robert Salt as the new Business Manager and look forward to working with Robert to continue to use the budget in the very best interests of the school.

Setting the budget is always challenging and this year has been no exception with many areas of funding being reduced and more demands being placed on the school to comply with government requirements and legislation. Recruitment and retention of students has been extremely successful from year 7 through to years 12 and 13. This has made it possible to maintain a very workable budget even in the present difficult economic climate.

Sixth form funding is being brought into line with that of colleges of Further Education despite the set up of schools and colleges being very different. As a result, the school has looked carefully at ensuring the viability of 6th form courses whilst continuing to provide the breadth and diversity of subjects on offer to students.

The Site Manager is continuing his excellent work to upgrade classroom space and enhance the school grounds. Energy reduction is as always a major consideration and work continues to repair and maintain areas of the school in line with the condition survey. We are delighted that the traded services of Catering and the Sports Centre continue to be self-funding.

Corinna Thompson – Chair

Governors – Learning & Teaching Committee

This committee considers matters to do with learning and teaching, and also considers staffing issues. It is above all the staff who make possible the many rich learning and teaching activities at the school. In different ways, the work of all staff directly or indirectly supports the key activities of learning and teaching.

During 2010/11, the committee looked at a number of regular curriculum items, including the curriculum design and planning process and Year 9 and Year 11 student option choices which feed into the GCSE and Sixth Form subjects planned for this year. The committee has also continued to look at the progress of the ongoing work to raise achievements at GCSE and Sixth Form levels. There has been another very good set of results in 2011, a tribute to the hard work of students and staff, and to the support from parents.

Other items which the committee considered included: staffing recruitment updates, current and future curriculum development plans, approaches to sharing good practice in teaching and learning and approaches to assessment and progress reporting.

The work of the committee both feeds into the Policy & Strategy Committee and is guided by it, in a two-way interaction. As part of this, the committee considers the report of the School Improvement Partner and the committee's work is set in the context of the school development plan.

The Blue School continues to develop and move forward in its approaches to learning and teaching. The governors would like to thank all staff for their contribution to another positive year and for all their hard work which has made possible the many achievements of 2010/11.

Liz Walker – Chair

Governors - The Professional Development of Staff

The school is committed to providing and supporting high quality training and development for all staff in order to implement successfully targets from the School and Team Development Plans and to increase the expertise of staff in undertaking their roles within the school. Increasingly, the school also provides training for staff from other schools and the community as part of our Training School and FEAST status.

Some of the specific areas that have been a priority for the school's training programme this year are:

- preparing for changes to GCSE and A level courses;
- the introduction of some new vocational courses;
- developing leadership at all levels within the school;
- providing vocational qualifications for support staff;
- updating knowledge of Child Protection and Safeguarding.

The school's health, safety and security procedures are updated periodically with regular reports being made to the Governing Body Finance & Resources Committee. The nominated Health & Safety Governor undertakes regular inspections of chosen aspects of Health & Safety with the key staff involved eg: curriculum team leaders when reviewing Health & Safety in the classroom. The school takes advice from the Local Authority Health and Safety Unit where appropriate.

To deter incidents of vandalism, the school has an extensive internal and external CCTV, operational for 24 hours of the day. All incidents are followed up and identified individuals reported to the police.

The school is a large, open site, used extensively and legitimately by members of the public. It is bisected by the Mendip Way, a public footpath. Given the size of the site and the public access, Governors do not believe that physical barriers can be erected to secure the site. However, this policy is reviewed regularly reflecting monitoring of all incidents taking place.

Income		
	Funds delegated by the LEA	4,406,019
	Funding for sixth form students	924,735
	SEN funding	307,199
	Funding for minority ethnic students	0
	Standards Fund	393,600
	Other government grants	0
	Other grants and payments	0
	Income from facilities and services	349,861
	Income from catering	224,975
	Receipts from supply teacher insurance claims	0
	Receipts from other insurance claims	2,700
	Income from contributions to visits etc.	30,740
	Donations and/or private funds	23,188
	School Standard Grant – pupil focused	278,214
	Pupil focused extended school funding and/or grants	16,486
	Community focused extended school funding and/or grants	0
	Community focused extended school facilities income	122,487
		7,080,204
Expenditure		
	Teaching staff	3,980,643
	Supply staff	111,888
	Education support staff	464,157
	Premises staff	256,281
	Administrative & clerical staff	415,379
	Catering staff	167,758
	Cost of other staff	23,101
	Indirect employee expenses	37,650
	Staff development & training	52,041
	Supply teacher insurance	0
	Staff related insurance	0
	Building maintenance and improvement	140,619
	Grounds maintenance and improvement	17,147
	Cleaning & caretaking	12,287
	Water & sewerage	23,034
	Energy	172,000
	Rates	25,461
	Other occupation costs	35,949
	Learning resources (not ICT equipment)	272,086
	ICT learning resources	66,786
	Exam fees	131,086
	Administrative supplies	86,477
	Other insurance premiums	7,553
	Special facilities	42,437
	Catering supplies	143,992
	Agency supply staff	3,520
	Bought in professional services - curriculum	50,447
	Bought in professional services - other	41,205
	Loan interest	22,500
	Direct revenue financing (revenue contributions to capital)	144,410
	Community focused extended school staff	122,487
	Community focused extended school costs	0
		7,070,381

Capital Income			
	Capital income		93,542
	Voluntary income		0
	Direct revenue financing (revenue contributions to capital)		144,410
			237,952
Capital Expenditure			
	Acquisition of land and existing buildings		0
	New construction conversion and renovation		71,531
	Vehicles, plant, equipment and machinery		91,012
	Information and communication technology		90,072
			252,615
Balances			
	Committed revenue balances		127,347
	Uncommitted revenue balances		315,770
	Devolved Formula Capital balance		63,939
	Other Standards Fund capital balances		0
	Other capital balances		93,126
	Community focused extended school revenue balances		0
			600,182
Opening Balances			
	Pupil Focused Revenue Balance		433,295
	Community Focused Revenue Balance		0
	Capital Balances		171,729
			605,024
Revenue Totals			
	B/Fwd Opening Revenue Balance		433,295
	School Income	6,957,716	
	Extended School Income	122,487	
	Total Income		7,080,203
	School Expenditure	-6,947,894	
	Extended School Expenditure	-122,487	
	Total Expenditure		-7,070,381
	C/Fwd Closing Balance		443,117
Capital Totals			
	B/Fwd Capital Balance		171,729
	Total Capital Income		237,952
	Total Capital Expenditure		-252,615
	C/Fwd Closing Balance		157,065
Summary			
	Revenue		443,117
	Capital		157,065
	Carry Forward Closing Balance		600,182