
The Blue School

Prospectus 2009 - 2010
and
Governors' Annual Report
2008 - 2009

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Chair of Governors: Peter Spencer
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THE BLUE SCHOOL

A Church of England Foundation School
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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 Play, 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, associated prep rooms, a state-of-the-art 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 and ICT. 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.

We were delighted to have been given the top grade of 'Outstanding' in our most recent Ofsted Inspection which in turn resulted in our designation as the region's only Training School. We constantly seek 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

THE BLUE SCHOOL
PROSPECTUS 2009-2010 and GOVERNORS' ANNUAL REPORT 2008-2009

CONTENTS

SCHOOL POLICIES AND PROCEDURES

FOREWORD FROM THE HEADTEACHER

SCHOOL RULES

THE BLUE SCHOOL	06
CAMPUS AND FACILITIES.....	06
THE SCHOOL AIMS.....	06
SCIENCE COLLEGE MISSION STATEMENT	07
ETHOS STATEMENT FROM INSTRUMENT OF GOVERNMENT	07
THE ADVANTAGES OF AN 11 TO 18 SCHOOL.....	07
WORKING WITH PARENTS	07
STUDENT CARE	08
SAFEGUARDING AND CHILD PROTECTION	08
SUPPORT FOR STUDENTS WITH ADDITIONAL NEEDS.....	08
SUPPORT FOR GIFTED AND TALENTED STUDENTS	09
BEHAVIOUR.....	09
BULLYING	09
REWARDS AND SANCTIONS	09
THE CURRICULUM.....	10
MONITORING AND REPORTING ACHIEVEMENT.....	11
GROUPING POLICY	12
THE SCHOOL DAY	12
SCHOOL WORSHIP.....	12
RELIGION & PHILOSOPHY	12
HEALTH AND SEX EDUCATION.....	13
PSHE AND CITIZENSHIP	13
CAREERS EDUCATION AND GUIDANCE	13
THE BLUE SCHOOL COUNCIL	13
FUND RAISING	14
EXTRA CURRICULAR ACTIVITIES.....	14
SCHOOL VISITS	14
WELLS BLUE SPORTS CENTRE	14
CHARGING POLICY	15
CATERING AND PARENTPAY	15
ADMISSIONS POLICY	15
COMPLAINTS PROCEDURE.....	15
SCHOOL UNIFORM	16
SCHOOL UNIFORM – SIXTH FORM DRESS CODE	17
SCHOOL UNIFORM SERVICE.	18
STUDENT DESTINATIONS - 2008	18

SCHOOL PERFORMANCE INFORMATION

SCHOOL ATTENDANCE.....	19
KEY STAGE 3 NATIONAL CURRICULUM TEST RESULTS.....	19
GCSE EXAMINATION RESULTS.....	21
SIXTH FORM EXAMINATION RESULTS.....	22

GOVERNORS' ANNUAL REPORT 2008-2009

THE BLUE SCHOOL GOVERNING BODY.....	24
REPORT FROM THE CHAIR OF GOVERNORS.....	25
COMMITTEE REPORTS	
POLICY AND STRATEGY COMMITTEE.....	25
FINANCE AND RESOURCES COMMITTEE.....	25
LEARNING AND TEACHING COMMITTEE.....	26
STUDENTS WITH DISABILITIES AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN).....	27
THE PROFESSIONAL DEVELOPMENT OF STAFF.....	28
SCHOOL SECURITY.....	28
CONSISTENT FINANCIAL REPORT (CFR) 2008-2009.....	29

THE BLUE SCHOOL, WELLS		
PUPIL CODE		SCHOOL RULES
respect your school	its values	<i>(Students are expected to try to live up to the school aims in their daily lives.)</i>
	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 pupil 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 pupil, 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 Admin, apart from those going out on a lunch pass. 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 personal hi-fi's, 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, walls, lockers, should be respected and not 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.

THE BLUE SCHOOL

The Blue School is an 11 to 18 Church of England Foundation coeducational school with nearly 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 a Foundation School 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, as a result of its recent 'Outstanding' Ofsted inspection, has been designated as a 'High Performing Specialist School'. Our school enjoys an excellent local reputation and this is reflected in our growing intake. Wells is a delightful historic city well served by local and national road, rail and air links.

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. In recent years, following growth in the school roll, we have progressively updated and suited departments within the school to provide more accommodation.

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.

All the computers on site are connected to the school computer network, providing access to personal and shared file storage, printing facilities, specialist software applications and 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), a Virtual Learning Environment (VLE) called Fronter which supports learning and teaching in the classroom and a Learning Platform known as the Somerset Learning Platform, which is increasingly providing support for management and administration functions of the school and will soon provide students and parents with secure access to student personal ePortfolios, as needed to meet government requirements.

We also work in partnership with organisations to provide other online services. These include ParentPay, which is an online, secure payment facility for parents and staff.

A new ICT suite was commissioned in time for the new academic year to deliver ICT lessons to the new year 7. This completes the refurbishment of all of the former Science laboratories in the Milton building.

The school has undergone a series of physical adaptations to improve facilities for the disabled. The majority of the campus is now accessible and further strategies will be implemented over time.

Our sports facilities are also excellent. The school owns and manages 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.

An exciting development was the extension to the main catering facility to provide a training kitchen under the School Food Trust FEAST initiative (Food Excellence and Skills Training). This enabled the school to become a centre of excellence for catering training within the region.

The school has a continuing programme of investment to ensure that our students enjoy first class facilities.

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 TO 18 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 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 at Advanced Level in our Sixth Form.

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 Link Book. We believe that a straightforward system for regular home-school communication is vital and the Link Book, as issued to students at the start of each year, is the basis for this contact.

The Parents' Newsletter. Issued each half-term. This is the school's main platform for the communication of general information and contributions from parents are welcome.

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.

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.

SAFEGUARDING AND CHILD PROTECTION

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 LA and the Department for Children, Families and Schools. All staff working at the school must receive a satisfactory clearance from the Criminal Records Bureau (CRB).

The school has a teacher designated to deal with any Child Protection issues that are brought to the attention of staff. Somerset LA guidance is followed when responding to such issues which may involve contacting external agencies to support students 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.

SUPPORT FOR STUDENTS WITH ADDITIONAL NEEDS

All students are encouraged to be as fully integrated into every aspect of the life of the school as possible. To help achieve this, we provide classroom support and individual withdrawal sessions as appropriate. We also make sure that teachers are kept informed of particular students' difficulties which, in turn, enable a match between lesson content, teaching approaches and the needs of individuals. Individual Education Plans

are used where appropriate to target specific learning or behavioural needs. This may involve one-to-one tuition or group work. Specialist teaching in the department is carried out by appropriately qualified staff.

We welcome questions parents may have on any aspect of their children's special needs and endeavour to build an effective partnership with the home.

SUPPORT FOR GIFTED AND TALENTED STUDENTS

The school has a policy that outlines the provision for gifted and talented students and a co-ordinator who oversees the development of that provision.

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

- its values
- its rules
- its uniform

Respect yourself

- be prepared and punctual for lessons
- strive to achieve your best
- be honest and responsible

Respect others

- be considerate and safe
- be polite
- don't stop others from working

Respect property

- look after the property you own
- look after the property you share
- look after the environment

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 senior member of staff. 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.

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	Yrs 7 & 8	Yr 9
Art	2	2
Design & Technology - Construction	2	2
Design & Technology – Food & Textiles	2	2
Drama	2	2
English	5	5
French	4	4
Geography	2	3
History	2	3
IT	2	0
Mathematics	5	5
Music	2	2
Physical Education	4	2
Religion & Philosophy	2	2
Science	4	6

Note: The number of lessons allocated to each subject at Key Stage 3 is currently under review.

KEY STAGE 4 - LESSONS FOR EACH SUBJECT PER WEEK	
Subject	Yrs 10 & 11
Core Curriculum - English - 2 GCSEs	6
Core Curriculum - Mathematics	6
Core Curriculum - Physical Education - non exam	2
Core Curriculum – Citizenship & RE	2
Core Curriculum - Science - 2 GCSEs	8
4 Options from the following: Design & Technology: Construction or Food or Graphics or Fashion & Textiles. Humanities: Geography or History or Religion & Philosophy. Art, Business Studies, Child Development, Drama, French, German, Initial Award, Information Technology, Leisure and Tourism, Music, Physical Education, Religion & Philosophy, Separate Science, Spanish and Youth Award.	16

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 - Yrs 12 & 13
The following subjects are offered in the Sixth Form.
Art & Design
Biology
Business
Catering and Hospitality
Chemistry
Computing
Design & Technology - Product Design
Design & Technology – Fashion & Textiles
Economics
English Literature
European Computer Driving Licence (ECDL)
French
General Studies
Geography
Geology
Health & Social Care
History
Human Biology
Law (provisional)
Mathematics
Media Studies
Music
Physics
Politics
Psychology
Religion & Philosophy
Spanish
Sport & Leisure
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 General Studies, ECDL and Games 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 Foundation 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, other members of staff or the school worship co-ordinator. 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. As a Foundation School we choose to follow the locally agreed Somerset syllabus, *Awareness, Mystery and Value*.

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 AND SEX EDUCATION

Health and Sex Education is taught within areas of the curriculum and on Theme Days 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 AND CITIZENSHIP

The teaching of Citizenship and Personal, Social and Health Education (PSHE) takes place in an integrated manner within our tutorial programme, in the Key Stage 4 Citizenship Course and during Theme Days.

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 and PSHE is also delivered through Theme Days. This allows for concentrated work on the above areas. On Theme Days, the timetable is collapsed and students will work with their tutors, subject specialists and outside agencies.

The programme introduces themes to students which are appropriate to their particular year group. For example, aspects of Health Education include Alcohol Awareness in Year 8, Contraception in Year 9, Substance Misuse in Year 10 and Careers based work is extensive in Years 10, 11, 12 and 13. Students will also have opportunities provided to arrange fund-raising activities for local and national charities.

In Key Stage 4, all students follow the EdExcel Citizenship GCSE Short Course syllabus.

The aim of the programme 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 GUIDANCE

A student's career is their pathway through learning and work. A planned programme of activity through the school's tutorial and theme day programmes from Year 7 on, 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 Learning Resource Centre, 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 works in partnership with Somerset Connexions and a dedicated, qualified Connexions Advisor is based in school to give professional information, advice and guidance on careers matters, with particular input in the 14-19 agenda.

THE BLUE SCHOOL COUNCIL

The school has embarked on an ambitious journey to put 'sustainable development' at the heart of its community. To this end, the whole school community has been involved in creating an 'Action Plan' out of which many groups have been formed to act on the diverse issues raised. This includes, 'Fair Trading', fundraising, Health, Dyslexia Support, better toilet provision, healthy food and growing produce for use in the kitchens, making classrooms more 'green,' outdoor shelters, bike shed improvement, and many others. In total there are currently more than 22 Teams and 200+ students directly involved.

This is a dynamic and evolving enterprise where the emphasis has been on building open communication between all members of the school community, without which the amazing work achieved already in the space of a year would not exist.

The Blue School Council has been formed out of this work and has become a significant body within the school. Our goal has been and is to find ways of developing skills needed for good communication to flow throughout The Blue School Council network, project groups and tutor groups. These skills and tools include such areas as meeting skills, agenda forming, short and long term planning and collaborative decision making.

The Blue School Council has an office and infrastructure and is supported and coordinated by a member of staff.

In September 2006, HRH The Princess Royal opened The Blue School Council office and in November, celebrity chef and real food enthusiast Hugh Fernley-Whittingstall officially opened the students' productive garden, polytunnel and pond.

Our Blue School Council has held a number of 'Sharing Days' attended by other schools in Somerset as well as officers from the Local Authority and researchers from the Institute of Education. Professor Geoff Whitty has described our student council as revolutionary and ground breaking, an example of 'best practice' which will be publicised nationally in schools.

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.

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

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 offering an excellent and friendly service to all of the community by offering a wide range of activities and sports programmes.

The centre strives to offer 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 Sports Governing Body who encourage participation in a huge range of sports. 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 selection of popular exercise classes such as aerobics, body conditioning and Pilates.

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.

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. The Local Authority also devolves funds to the school to cover the cost of fieldwork which is essential to the National Curriculum or to an examination syllabus.

CATERING AND PARENTPAY

The school believes in providing a healthy and balanced diet and applies the Government's food and nutrient based standards. 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 8.00 am.

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 a Foundation School 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 by ringing 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 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.

SCHOOL UNIFORM

BOYS

Day Wear

Fleece	Navy blue with school badge
Shell jacket (optional)	Navy blue with school badge
Trousers	Black, regulation style (no jeans)
Polo shirt	Navy blue with year colour bar and school logo
Sweatshirt (optional)	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. Dark plain laces.
Socks	Plain, sober colour
Hats and caps	Optional for cold and sun protection. Navy with school logo.

PE Kit – Boys Indoor and Summer activities

T shirt	White
Shorts	White
Socks	White ankle

PE Kit – Boys Outdoor Autumn/Spring activities

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

GIRLS

Day Wear

Fleece	Navy blue with school badge
Shell jacket (optional)	Navy blue with school badge
Trousers	Black, regulation style (no jeans)
Skirt	Black, straight or pleated
Polo shirt	Navy blue with year colour bar and school logo
Sweatshirt (optional)	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
Hats and caps	Optional for cold and sun protection. Navy with school logo.

PE Kit – Girls

Polo shirt	White, open collar
Games shorts	Navy shadow stripe
Socks	White and/or blue
Games skort	Optional, navy
Track suit	Optional, navy

GENERAL PE KIT

Soccer/rugby boots (boys) or white gym shoes (girls) and training shoes (not skating shoes)
Shin pads and gum shields advised

OTHER SPECIALIST SUBJECT REQUIREMENTS

Drama - loose fitting clothing.

Hair should be kept neat and tidy. Parents are asked to support the school by ensuring that hair is of regulation style and avoids extremes of fashion. Eccentric styles will not be accepted. This includes highlights, braiding, cut patterns and closely shaven hair – unless for medical reasons.

Badges and colours may be worn when they have been awarded. No other badges may be worn without permission.

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

Jewellery - none. (For pierced ears: one small stud or sleeper may be worn in each ear). Students will be asked to remove such jewellery even if the piercing is new. To avoid potential conflict parents 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.

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 COLOUR FOR 2008 – 2009

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

If you have any questions concerning uniform, please contact the school Finance Office on 01749 836262 or the uniform shop during opening hours on 01749 836236.

SCHOOL UNIFORM – SIXTH FORM DRESS CODE

Sixth Form students serve as role models for younger children 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 – one in each ear.

Specific:

- Hats must not be worn inside the school building.
- Baggy skate boarding trousers and hooded sweatshirts are not allowed.
- Shorts are not allowed.
- Garments which are excessively revealing or immodest are not allowed.

Any student whose standard of dress is deemed unsuitable will be informed and told to take the necessary steps to improve the situation.

Any student who persists in disregarding the dress code will be refused entry to lessons and may be excluded from the school site.

It is a condition of entry to the Sixth Form that students understand and comply with the Sixth Form Dress Code.

SCHOOL UNIFORM SERVICE

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

Wednesdays from 10.30am – 4.30pm*

Thursdays from 10.30am – 4.30pm*

Fridays from 10.30am – 4.30pm*

Saturday mornings, 10.00am – 12.30pm.

*(closed between 2.00 pm and 2.30 pm for lunch)

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 – 2008

Of the 257 Year 11 students who left the school in July 2008, Connexions Somerset destination figures show that a total of 223 continued in further education at school or college: 101 returned to The Blue School Sixth Form; 122 to other Post 16 Education, including 89 in Vocational courses; 14 to Apprenticeships; 2 to employment with some training provided; 6 to employment with no training; 0 to supportive training. Details of the remaining 12 are unknown.

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, 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.	1264
The percentage of half days missed through authorised absence.	6.3%
The percentage of half days missed through unauthorised absence.	0.6%

KEY STAGE 3 NATIONAL CURRICULUM TEST RESULTS

SCHOOL RESULTS

These tables show the percentage of students at the end of Key Stage 3 achieving each level in 2008. The number of students at the end of Key Stage 3 is 272. Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT												
	Percentage at each level											Students
	W	1	2	3	4	5	6	7	8	EP	Dis-applied	s
English	0	0	0	3	12	33	27	22	1	0	0	0
Mathematics	0	0	0	5	3	18	24	30	18	0	0	0
Science	0	0	1	5	9	23	32	29	0	0	0	0

TEST RESULTS										
	Percentage at each level								Students not	Students absent
	Below level 3/4*	3	4	5	6	7	8			
English	5		12	29	32	21		0	1	
Reading	3		10	25	34	25		0	3	
Writing	5		12	34	31	15		0	4	
Mathematics	2	4	4	18	22	31	17	0	0	
Science	0	4	12	24	29	24		0	7	

TEACHER ASSESSMENT												
	Percentage at each level											Students
	W	1	2	3	4	5	6	7	8	EP	Dis-applied	s
Modern foreign languages	0	0	0	3	17	20	39	14	0	0	0	0
Design and technology	0	0	0	0	0	11	49	39	0	0	0	0
Geography	0	0	0	1	2	19	49	25	3	0	0	0
History	0	0	0	1	4	28	41	26	0	0	0	0
ICT+	0	0	0	2	4	10	34	50	0	0	0	0
Art and Design	0	0	0	0	3	18	51	24	2	0	0	0
Music	0	0	0	0	4	25	48	20	0	0	0	2
Physical education	0	0	0	0	5	42	48	3	0	0	0	0

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

EP represents exceptional performance.

+ Information and communication technology.

* represents students who were not entered for the tests because they were working below level 3 in mathematics or science or below level 4 in English; students awarded a compensatory level from the tests (level 3 English; level 2 mathematics/science); and students entered for but not achieving a level from the tests.

students working at the levels of the tests, but unable to access them, formally referred to as disapplied.

COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of students in the school (2009) and nationally (2008) at the end of Key Stage 3, as a percentage of those eligible for assessment. The number of eligible children is: 241. Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2009 and NATIONAL 2008													
		Percentage at each level											Students
		W	1	2	3	4	5	6	7	8	EP	Dis-applied	
English	School	0	0	0	3	12	33	27	22	1	0	0	0
	National	0	0	1	5	17	38	29	9	0	0	0	1
Mathematics	School	0	0	0	5	3	18	24	30	18	0	0	0
	National	0	0	1	5	14	24	28	21	7	0	0	0
Science	School	0	0	1	5	9	23	32	29	0	0	0	0
	National	0	0	1	5	17	33	29	13	0	0	0	1

TEST RESULTS 2009 and NATIONAL 2008											
		Percentage at each level								Students not	Students absent
		Below level 3/4*	3	4	5	6	7	8			
English	School	5		12	29	32	21		0	1	
	National	12		13	40	25	8		0	2	
Reading	School	3		10	25	34	25		0	3	
	National	17		13	35	23	10		0	2	
Writing	School	5		12	34	31	15		0	4	
	National	10		12	40	25	11		0	1	
Mathematics	School	2	4	4	18	22	31	17	0	0	
	National	2	6	12	19	27	22	9	0	2	
Science	School	0	4	12	24	29	24		0	7	
	National	1	5	18	30	28	14		0	3	

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

EP represents exceptional performance

* represents students who were not entered for the tests because they were working below level 3 in mathematics or science, or below level 4 in English; students awarded a compensatory level from the tests; and students entered for but not achieving a level from the tests.

represents students working at the levels of the tests, but unable to access them.

GCSE EXAMINATION RESULTS

2009 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	87	3	13	13	29	20	7	2	0	0	0
Biology	25	4	6	10	5	0	0	0	0	0	0
Business (VOC)	7	0	0	1	2	2	1	1	0	0	0
Chemistry	25	2	8	12	2	1	0	0	0	0	0
Citizenship	204	0	1	17	49	60	44	24	3	4	0
Design & Technology - Food Technology	42	1	5	13	9	11	3	0	0	0	0
Design & Technology - Graphic Products	55	20	10	11	6	8	0	0	0	0	0
Design & Technology - Resistant Materials	52	4	11	14	14	7	1	1	0	0	0
Design & Technology - Textiles Technology	43	4	10	12	7	9	1	0	0	0	0
Drama	65	0	9	16	19	16	2	0	0	0	0
English Language & Literature	254	10	31	68	72	42	27	2	2	0	0
English Literature	249	11	37	69	62	42	21	4	0	3	0
Expressive Arts	9	0	0	0	3	2	4	0	0	0	0
French	43	10	18	7	5	3	0	0	0	0	2
Geography	99	10	20	25	20	7	11	4	2	0	0
History	97	15	22	24	11	21	3	1	0	0	0
Home Economics – Child Development	31	0	0	9	7	11	2	2	0	0	3
Information Technology	33	0	0	2	9	8	7	0	0	7	0
Italian	1	1	0	0	0	0	0	0	0	0	0
Leisure & Tourism	31	0	0	0	0	4	10	10	6	1	0
Mathematics	259	24	54	57	59	38	17	5	4	1	0
Music	28	5	3	8	4	5	3	0	0	0	0
Office Technology	80	0	5	28	22	12	8	4	0	1	0
Physics	25	0	7	14	3	1	0	0	0	0	0
Religious Studies	55	13	13	13	8	6	1	1	0	0	0
Science Single Award	233	8	20	32	59	58	39	8	5	4	0
Spanish	14	1	0	1	6	6	0	0	0	0	0
Sport/PE Studies	63	9	8	12	7	14	10	3	0	0	0
TOTAL ENTRIES AND GRADES	2209	155	311	488	499	414	222	72	22	21	5

	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 2009	264	63%	57%	95%	99%
Somerset 2008		59.7%	46.7%		97.7%
National 2008					

SIXTH FORM EXAMINATION RESULTS

2009 GCE ADVANCED SUBSIDIARY RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 12.								
	Entries	A	B	C	D	E	U	X
Biology	27	8	7	4	4	2	2	0
Business (VOC)	9	1	1	5	2	0	0	0
Computer Studies/Computing	7	0	0	3	1	1	2	0
Design & Technology - Product Design	24	9	9	3	3	0	0	0
Economics	15	4	5	2	4	0	0	0
English Literature	28	12	8	5	1	1	1	0
French	10	5	3	1	1	0	0	0
Geography	7	2	4	0	1	0	0	0
Health & Social Care	9	0	3	3	2	1	0	0
History	41	11	18	3	6	3	0	0
Law	2	0	0	0	0	2	0	0
Mathematics	36	23	4	5	3	1	0	0
Media Film and TV Studies	9	0	1	5	1	2	0	0
Physics	21	6	2	4	2	4	3	0
Politics	8	1	2	4	1	0	0	0
Psychology	30	8	5	6	5	3	3	0
Religious Studies	13	2	2	2	6	0	1	0
Science: Geology	6	3	2	1	0	0	0	0
Sport/PE Studies	5	0	2	0	2	1	0	0
TOTALS	307	95	78	56	45	21	12	0

2009 GCE ADVANCED LEVEL RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 13.								
	Entries	A	B	C	D	E	U	X
Biology	19	2	3	4	6	4	0	0
Biology Human	3	0	0	0	1	2	0	0
Business (VOC)	11	1	3	5	2	0	0	0
Computer Studies	6	2	1	1	2	0	0	0
Design & Technology - Product Design	24	13	6	3	2	0	0	0
Drama	6	1	1	0	3	1	0	0
Economics	8	1	3	1	2	1	0	0
English Literature	17	4	8	5	0	0	0	0
Fine Art	8	3	3	0	2	0	0	0
French	7	1	3	3	0	0	0	0
Geography	10	0	2	5	2	1	0	0
Health & Social Care	4	0	2	1	0	1	0	0
History	32	8	7	11	5	0	1	0
Mathematics	38	17	9	5	5	2	0	0

2009 GCE ADVANCED LEVEL RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 13.								
	Entries	A	B	C	D	E	U	X
Mathematics Further	3	2	0	1	0	0	0	0
Media Film and TV Studies	3	0	1	1	1	0	0	0
Physics	15	7	2	3	2	1	0	0
Politics	5	0	0	3	2	0	0	0
Psychology	22	11	5	4	1	1	0	0
Religious Studies	11	2	3	5	0	1	0	0
Science: Geology	6	3	0	0	3	0	0	0
Spanish	2	0	2	0	0	0	0	0
Sport/PE Studies	9	3	1	2	3	0	0	0
TOTALS	269	81	65	63	44	15	1	0

2009 ADVANCED EXTENSION AWARDS ACHIEVED BY STUDENTS AT END OF YEAR 13.					
	Entries	Distinction	Merit	U	X
Maths	1	0	1	0	0
TOTALS	1	0	1	0	0

THE BLUE SCHOOL GOVERNING BODY

Chair: Mr Peter Spencer
The Blue School, Wells BA5 2NR
Vice Chair: Dr Elizabeth Walker
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

Vacancy
The Reverend Canon Patrick Woodhouse (31.08.13)

Foundation Governors Appointed by the Diocesan Education Committee

Mrs Rosalind Cross (31.08.11)
Dr Elizabeth Walker (31.08.13)

Ex-Officio

Vacancy

Appointed by the Local Education Authority

Mrs Julie Scriven (31.08.13)
Mr Peter Spencer (03.07.10)

Parent Governors

Mr Roger Morgan
Mr Les Caple (31.08.10)
Mr Richard Morgan (11.01.10)
Mr Simon Manasseh t.b.c.
Dr Alexandra Gundry t.b.c.
Mrs Devlina Main t.b.c.
Mr Peter Hoddinott t.b.c.

Staff Governors

Mr Ian Hotston (31.08.12)
Mr Steve Jackson
Mr Darryl Livingstone (31.08.13)
Mrs Rachel Guest (31.08.12)

Community Governor

Mrs Corinna Thompson (31.08.13)
Mrs Zoe Heath (31.08.13)

Clerk to the Governors

Mrs Jo Stitch
The Blue School, Wells BA5 2NR

REPORT FROM THE CHAIR OF GOVERNORS

The year to July 2009 was another eventful one in the evolution of the school. Our students achieved 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, on the back of raising funds for a new minibus, have launched a 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.

The first year of operation of the Wells Blue Sports Centre under the control of the school was successfully completed. Remarkably, the centre has effectively broken even in its first year which, considering the investment that was necessary to revitalise the centre after a number of years of under investment, is a great achievement and bodes well for the future.

The new FEAST (Food Excellence and Skills Training) centre was formally opened by celebrity chef Raymond Blanc in January this year. The centre now provides training for schools' catering staff from all over the region in a range of qualifications to support the delivery of healthy school meals.

These are simply two 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

COMMITTEE REPORTS

POLICY AND STRATEGY COMMITTEE (CHAIR: PETER SPENCER)

In order to reflect the changing nature of the school over the last few years, this year, the governing body changed the structure of its sub-committees. The committee structure was reduced to three principle sub-committees focussing on Policy and Strategy, Finance and Resources and Teaching and Learning. The rationale is one of leaving more and more of the day to day management in the hands of the school and encouraging governors to focus more on strategic issues.

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. We also consider the school's Self Evaluation Form (SEF). This is an evolutionary document which is used as the starting point by the Ofsted Inspection process. Its currency and accuracy are essential, especially as the probability that we will be inspected this year is extremely high.

This new structure is still bedding itself in as governors adjust to a different way of working and I expect the benefits of the new approach will start to filter through in the years to come.

FINANCE & RESOURCES COMMITTEE (CHAIR: BUFFY FLETCHER)

A new sub committee structure was introduced in September 2008 which resulted in the merger of the former Budget and Premises committees. Governors' meetings were then planned to address priorities appropriate for the time of year.

The Spring term focussed on budget preparation and setting. Implementation of the funding changes for 2008-2011 resulted in a formula which was based on activities in schools, which better targeted resources towards the additional needs of children from a deprived background and recognised the impact of falling rolls across the country. The key principles underpinning this are:

- The formula for distributing funding (including specific grants) to schools should, wherever possible, be activity led, taking into account levels of children and young people's needs
- The formula should be fair and transparent
- The extent and pace of change should not create unmanageable turbulence

The starting point in compiling the budget is calculation of the staffing requirements, particularly the effect of any staff changes in September. The option choices inform that process as well as forecast numbers for incoming Year 6 pupils. Account is also taken of changes to year group size due to the influx of students throughout the academic year. There are over 200 members of staff so forecasting this element of the budget correctly is critical to the efficient operation of the school as a whole. Towards the end of March it is possible to forecast, with a degree of accuracy, the full financial year staff costs. The fixed elements of the budget are then determined leaving the remaining proportion of funds to spend on new equipment, resources, and developments to the site and buildings.

A number of requests for funding were considered, departmental Development Plans reviewed, and the long term requirements of the school's Asset Management Plan were taken into consideration. Decisions are taken on the priority of spending by the Headteacher, Leadership Team and Governors who consider the balance of spending on those areas directly affecting teaching and learning against development of the buildings and other resources.

A major item of consideration this year was the ownership and operational management of the Sports Centre. The school had the challenging task of re-launching the sports centre and returning the centre to a vibrant place for the benefit of school and community. Income and expenditure for this first year under the school's local management would be monitored closely.

The school has withdrawn from the Building Maintenance Indemnity Scheme resulting in the local management of a further £150K worth of repairs, maintenance and servicing requirements. The commissioning of a Condition Survey by external architects has resulted in a document containing a vast quantity of information which will be utilised to inform future spending decisions on premises repairs, maintenance and capital expenditure.

The extension to the main kitchen to build a training centre to accommodate FEAST training was planned for completion in the autumn. External funding had been secured to support this capital build programme.

Major premises investment was as follows:

- refurbishment of the last ex-Science laboratory in Milton to provide an IT teaching Room
- reorganisation and refurbishment of the administration and finance offices
- removal of the last two temporary buildings (necessary due to their deterioration)
- further upgrade and enhancement to emergency lighting
- funds to continue the expansion of ICT provision throughout the campus, including investment in the development of a web site and Virtual Private Network to extend home access to school resources

The agreement to transfer the land and assets to the ownership of the Governing Body under Foundation Status is awaiting finalisation pending novation and liability of the Sports Centre lottery award to the Governing Body.

LEARNING AND TEACHING COMMITTEE (CHAIR: LIZ WALKER)

This is a new committee which 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.

In its first year of operation, the committee has looked at a number of curriculum items, including: the curriculum design and planning process; a range of actions to continue to raise achievements, as part of the school's GCSE raising achievement strategy; and year 9 and year 11 pupil options choices which fed into the GCSE and Sixth Form subjects planned for this year.

The staffing items which the committee considered included: developments in the performance management process; the year's developments in its work as a Training School; and the process of identifying staffing requirements to best meet the school's needs.

The work of the committee both feeds in to 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.

As I said above, it is the staff who make possible the Blue School's tremendous learning and teaching achievements. The governors would like to record their thanks the staff who contributed so much to the school during 2008-09.

STUDENTS WITH DISABILITIES AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

SUPPORT FOR STUDENTS WITH ADDITIONAL NEEDS

All pupils 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 pupil's needs and their progress through their Individual Education Plans which are 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) 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 pupils with special needs. Early identification is crucial in this process and parents and pupils 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 pupils 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 pupil'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 pupil, 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 Cognitive Ability Tests also take place. These look at a pupil's verbal ability, non verbal ability and quantitative performance. In addition 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 pupil. 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 pupil.

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

Providing for the Pupils

We believe in a 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 pupils their needs are met within the classroom environment where teachers employ a range of differentiated strategies to allow a pupil to access the curriculum successfully.

However, for some pupils 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 pupil'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
- 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 pupils, teachers and SEN staff. The object is to review the pupil's progress, evaluate the effectiveness of the provision and then consider whether any changes to the provision needs to be made. Pupils 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

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.

SCHOOL SECURITY

The school's health, safety and security procedures are updated periodically with regular reports being made to the Governing Body Finance & Resources Committee. The school takes advice from the Local Authority Health and Safety Unit where appropriate.

The school is subject to a relatively low level of vandalism, helped by the application of CCTV. The CCTV system is operational for 24 hours of the day and coverage has gradually been extended to cover many areas both inside and outside of the buildings.

The school is a large, open site, used extensively and legitimately by members of the public. It is bisected by a public footpath thus eliminating the benefits of securing the perimeter. The school continues to monitor and record any incident directly related to the footpath.

CONSISTENT FINANCIAL REPORT (CFR) 2007-2008

Income		
	Funds delegated by the LEA	4,203,079
	Funding for sixth form students	1,015,394
	SEN funding	246,329
	Funding for minority ethnic students	0
	Standards Fund	374,287
	Other government grants	0
	Other grants and payments	200,000
	Income from facilities and services	366,773
	Income from catering	190,529
	Receipts from supply teacher insurance claims	0
	Receipts from other insurance claims	1,460
	Income from contributions to visits etc.	46,839
	Donations and/or private funds	10,244
	School Standard Grant – pupil focused	258,981
	Pupil focused extended school funding and/or grants	14,345
	Community focused extended school funding and/or grants	13,965
	Community focused extended school facilities income	123,127
		7,065,355
Expenditure		
	Teaching staff	3,845,625
	Supply staff	96,158
	Education support staff	470,757
	Premises staff	206,829
	Administrative & clerical staff	415,450
	Catering staff	133,002
	Cost of other staff	23,064
	Indirect employee expenses	28,625
	Staff development & training	84,505
	Supply teacher insurance	0
	Staff related insurance	0
	Building maintenance and improvement	168,255
	Grounds maintenance and improvement	27,534
	Cleaning & caretaking	61,905
	Water & sewerage	17,992
	Energy	155,219
	Rates	23,747
	Other occupation costs	31,881
	Learning resources	308,235
	ICT learning resources	57,973
	Exam fees	163,085
	Administrative supplies	70,086
	Other insurance premiums	8,163
	Special facilities	40,655
	Catering supplies	35,399
	Agency supply staff	5,835
	Bought in professional services - curriculum	70,196
	Bought in professional services - other	50,549
	Loan interest	27,290
	Direct revenue financing (revenue contributions to capital)	352,962
	Community focused extended school staff	126,614
	Community focused extended school costs	10,479
		7,118,073

Capital Income			
	Capital income		156,470
	Voluntary income		0
	Direct revenue financing (revenue contributions to capital)		352,962
			509,432
Capital Expenditure			
	Acquisition of land and existing buildings		0
	New construction conversion and renovation		487,835
	Vehicles, plant, equipment and machinery		102,498
	Information and communication technology		28,891
			619,224
Balances			
	Committed revenue balances		90,396
	Uncommitted revenue balances		318,682
	Devolved Formula Capital balance		65,487
	Other Standards Fund capital balances		0
	Other capital balances		0
	Community focused extended school revenue balances		0
			474,565
Opening Balances			
	Pupil Focused Revenue Balance		461,796
	Community Focused Revenue Balance		0
	Capital Balances		175,279
			637,076
Revenue Totals			
	B/Fwd Opening Revenue Balance		461,796
	School Income	6,928,262	
	Extended School Income	137,093	
	Total Income		7,065,355
	School Expenditure	-6,980,980	
	Extended School Expenditure	-137,093	
	Total Expenditure		-7,118,073
	C/Fwd Closing Balance		409,078
Capital Totals			
	B/Fwd Capital Balance		175,279
	Total Capital Income		509,432
	Total Capital Expenditure		-619,224
	C/Fwd Closing Balance		65,487
Summary			
	Revenue		409,078
	Capital		65,487
	Carry Forward Closing Balance		474,566

This prospectus has been printed in The Blue School using environmentally friendly sourced materials.