



An Opportunity to Excel...



St Marylebone School



*St Marylebone School
makes every effort to cater for
individual needs, aptitudes
and learning styles...*

Personal Success and Achievement

Founded in 1791, St Marylebone School is a successful, multi-faith comprehensive school for girls aged from eleven to eighteen. Set in an oasis of calm just two minutes' walk from the turmoil of Marylebone Road, the school provides an exhilarating and inspiring learning environment which provides an opportunity for all pupils to achieve. The school offers a haven of peace and tranquillity where traditional principles underpin a modern, forward-thinking outlook which gives girls the confidence and skills to know that women can succeed in whatever they choose to do. Our standards and expectations are high and we pride ourselves in giving every student the opportunity to excel, to fulfil her potential and become highly qualified, equipped fully for the demands and exciting challenges of life.

Excellence and achievement are celebrated and rewarded in all areas. High achievement, effort, progress, good behaviour, attendance, contribution to school life and service to the community are rewarded with praise, house points, certificates and prizes. A school assembly every Monday in St Marylebone School's beautiful church celebrates success in all fields of individual and group achievement – from recognition of a girl being especially considerate through to the acclaim of winning a national essay prize.

The school makes every effort to cater for individual needs, aptitudes and learning styles. It builds on individual strengths and interests, and develops self-esteem and self-confidence.

In order to develop as independent, confident women, it is essential for girls to receive a first class education. St Marylebone School provides every girl with the opportunity not only to achieve but also to excel. Girls are encouraged to take full advantage of the school's wide extra curricular programme outside school hours. A flourishing and very popular after-school Homework Club provides pupils with all the support and peace and quiet they need to acquire study skills and a love of learning which will stay with them for the rest of their lives.

St Marylebone is renowned for its excellent behaviour and the friendly, welcoming, caring nature of our Pupils...

Teaching and Learning

Academic progress is carefully monitored by Form Tutors and Learning Co-ordinators. A Code of Conduct which girls agree to follow when they start in Year 7, makes sure that firm yet fair discipline engenders an orderly and happy school community. The school has an excellent Spiritual and Moral Development Policy and girls have the benefit of a School Chaplain and Counsellor.

St Marylebone is renowned for its excellent behaviour and the friendly, welcoming, caring nature of our pupils who actively support one another and the wider community. Nowhere is this caring involvement better exhibited than in the sums of money raised for various charities through a wide variety of fun-filled and imaginative events.

A close partnership between the school and its parents helps support academic progress. All pupils have a homework diary to record their homework and this provides a day-to-day method for teachers to communicate with parents. House points are awarded for exceptional work or for helping in a special way. Parents receive regular reports and are encouraged to attend Parents' Evenings at which they can discuss their child's academic progress and achievement.

The School Aims are:

- *The pursuit of excellence: excellence in our academic and cultural achievements, excellence in our social and community life and excellence in our spiritual search.*
- *The provision of a high quality education for pupils of all abilities, backgrounds and ethnicities in a supportive environment that is caring, orderly and stimulating.*



The fast pace of work provides a rich and wide range of opportunities which enable students to develop skills and personal talents...

A Creative and Flexible Curriculum

Students study a broad and balanced curriculum which fulfils not only National Curriculum requirements, but also allows students to pursue personal interests and challenges in a stimulating environment. The fast pace of work provides a rich and wide range of opportunities which enable students to develop skills and personal talents.

Our open access Careers Library along with individual careers guidance sessions and visits to conventions enable students to forge their own career pathways. Work placements in Years 10 and 12 also allow students to experience a genuine working environment. Work-related Learning and Enterprise Education are fully integrated into the curriculum promoting entrepreneurial skills and preparation for the world of work.

A Specialist Arts, Maths and Computing School

We are proud of our specialist school status and its impact on our learning environment. Workshops, clubs, visits, master classes and concerts have become frequent events in our calendar. Exceptional potential in the specialist areas is developed through the scholarship programme. Our Arts, Maths and ICT scholars wear their gold ties proudly and act as ambassadors for the school.

Our Performing Arts, Maths and ICT specialisms also enable us to forge important links with local primary and secondary schools and to involve the wider community in the life of the school. The school has a very large number of Advanced Skills teachers who spearhead a major programme of outreach work into other schools as well as ensuring a very high level of teaching in our school.

St Marylebone generates a culture of achievement which helps to develop latent talents and skills...

Our Learning Environment

St Marylebone School offers a dynamic learning environment. From the classroom to the world beyond, we want our students to seize the opportunities they are given so that they develop into confident, creative, adept adults who will relish lifelong learning. Through our positive partnerships with parents, we support individual students to fulfil their potential and aim for excellence in their own academic achievement and personal development.

St Marylebone generates a culture of achievement which helps to develop latent talents and skills. From the start, pupils are taught according to their ability and study each academic subject with a group of girls of a similar standard.

The broad range of opportunities St Marylebone offers allows students to develop their talents and knowledge, giving them confidence to further and take responsibility for their own learning. Homework, research and structured study are important in helping students become independent and self-motivated learners. The popular Duke of Edinburgh Award Scheme also provides students with the opportunity to set themselves personal goals.

The education gained at St Marylebone School not only gives girls impressive qualifications but also an understanding of, and the ability to adapt to, the technologically advanced and fast moving world in which they will live and work.



St Marylebone gives girls an understanding of, and the ability to adapt to, the technologically advanced world in which they will live and work...

The Sixth Form

The St Marylebone School Sixth Form provides the springboard for higher and further education and worthwhile careers. Students choose study programmes from a wide range of the new A and AS-Level courses, GNVQ and GCSE options. Students of all abilities achieve impressive results and most GNVQ and A-Level students go onto university. A two day induction programme gives each student an overview of how the Sixth Form operates and helps team building and integration. When students leave St Marylebone School, they do so as confident, articulate, courteous and successful young people.

Our successful Sixth Form, offering well over 30 A-Level courses, as well as alternative programmes, enables students to become more independent in their studies. Students gain the necessary skills, qualifications and experiences to equip them for entry into higher and further education or for employment.

Additional support is provided for those with special learning needs and EAL students. The Gifted and Talented cohort have a challenging and varied programme.

The Sixth Form is taught mainly in the new purpose built Sixth Form Centre on Blandford Street.

St Marylebone School
Sixth Form Centre
14 Blandford Street
London W1U 4AZ





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64 Marylebone High Street
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St Marylebone School

Information 2011 – 2012



St Marylebone School

A message from the Governors regarding St Marylebone's conversion to Academy-Status

On 1st September 2011, the St Marylebone C.E. School became an academy under the Government's "Outstanding Academies" programme.

The Governors are pleased, by means of this transition, to be securing the school's place at the leading edge of developments in education. This is a place St Marylebone has held for years, exemplified by the school's recent selection as a National Teaching School, one of only one hundred in the country.

We feel that the conversion to academy status will have great benefits for our students and the wider school community – mainly as it will allow us to maintain our inclusive, dynamic ethos, our relationship with the Church and our commitment to excellence and achievement for all.

The school's name, governance and leadership will remain the same.

Foundation Governors

The Rector (ex officio)

Reverend Stephen Evans (Vice-Chairman)

Bishop's Nominee

Vacant

Area Dean's Nominee

Mr Adé Adigun

LDBS Nominees

Mrs Julia Burrows

Mrs Caroline Lasko

Mrs Margaret Mountford (Chairman)

Deanery Synod Nominees

Ms Diane Beecham

Vacant

PCC Nominees

Ms Clare Alexander

Mrs Jo Sumpter

Trustees' Nominee

Mrs Judith Wright

Additional Foundation Governor

Mr Mark Thomas

Other Governors

Westminster City Council Nominee

Ms Sophie Tidman

Staff Governors

Mr Jonathan Goldstein

Ms Kat Pugh

Mr Michael Castle

Elected Parent Governors

Ms Sarah Hume

Mr Simon Mellor

Vacant

Local Community Governor

Ms Sally Spencer

Headteacher (ex officio)

Mrs Elizabeth Phillips OBE, BA, MA, AKC

Secretary to the Board of Governors

Ms Catherine Jackson

St Marylebone is a successful, multi-faith comprehensive school for girls aged from eleven to eighteen

Mission Statement

The St Marylebone School, a Church of England Foundation, aims to achieve the highest standards of effort, behaviour and commitment so that all pupils have an opportunity to realise their full potential. We seek to inspire a love of learning and a genuine respect for all members of our multi-cultural multi-faith community. As a church school we nurture respect for religious, moral and spiritual values. We acknowledge our special responsibility in the education of girls so that they can take a full part in society. We aim to help and enable pupils to:

- develop lively, enquiring minds and the ability to question and argue rationally;
- acquire knowledge and skills relevant to adult life and employment in a fast changing world;
- develop a full range of skills to meet a variety of challenges;
- appreciate human achievements and aspirations;
- understand the interdependence of individuals, groups and nations;
- gain self confidence and a sense of worth; and
- learn how to work responsibly and with consideration for others.

Courtesy, helping others, full attendance, punctuality and smart uniform are all the hallmarks of our ethos.

The fulfilment of these aims creates a well-ordered community, with high standards and a caring approach, which recognises that the purpose of the school is to equip pupils with the skills they will require as balanced, mature and fulfilled individuals in our society.

Specialist College Mission Statement

Mission

As a High Performing Specialist School, we are one of a handful of schools in the country to have three areas of specialism: Performing Arts, Maths and Computing and SEN (Communication and Interaction). We aim to provide educational opportunities of unrivalled excellence for our very diverse community, to ensure the fulfilment of the full potential of all members.

Values

- Pursuit and celebration of achievement.
- Independence and ability to solve problems.
- Confidence and caring.
- Creative and team spirited.
- Concern for equal opportunities.
- Honesty and reliability.
- Spiritual awareness.

Goals

- Raise standards of achievement in and through the specialist areas, leading to whole school improvement.
- Improve the quality of teaching and learning in the specialist areas through innovative, rich curricula and work across the school to ensure similar standards are maintained.
- Offer a wide range of opportunities for depth and breadth via enrichment and extra-curricular activities.
- Develop and share good practice across the curriculum, particularly through considered use of ICT in the specialist areas.
- Raise the post-16 participation rate and maximise the opportunities for students to progress into employment, further training or higher education using knowledge, skills and understanding developed in the specialist areas.
- Act as a centre of excellence for other schools, both in the community and nationally.

The Pursuit of Excellence

The Responsibility of Pupils

- To be polite, kind and considerate to all adults and children in the school.
- To work hard and do their best and aim for excellence.
- To do nothing which will prevent others from working.
- To do nothing that will intimidate others.
- To accept responsibility for their actions and to accept reprimands gracefully.
- To accept and follow the school's Code of Conduct and behaviour policy.
- To be a positive ambassador for the school both on and off the school site.

The St Marylebone Church of England School Code of Conduct

Every girl is expected to pursue excellence by:

- having excellent attendance;
- arriving punctually, correctly dressed and fully equipped to all sessions;
- working as hard as possible at all times;
- doing all homework and handing it in on time;
- catching up with any work missed through essential absence;
- showing a total commitment to the subject being studied;
- behaving courteously at all times with all members of our community;
- following school rules at all times;
- demonstrating initiative to extend learning capacities; and
- positively enhancing the life of the community.

The Curriculum

The school has an expanding and progressive curriculum backed by a well-structured and caring pastoral and spiritual provision: twenty-first century education built on a foundation of permanent values manifest through Christian Faith. We offer a complete education to all ranges of aptitude and ability and cater for special needs from more modest learners to Oxbridge candidates.

150 girls are admitted each year and are divided into five tutor groups but six teaching groups for certain subjects. Pupils remain in mixed ability tutor groups for five years, each year having five forms with one or two tutors, each under a Learning Co-ordinator, who have the responsibility for each girl's academic and social welfare. Form groups are slightly reorganised at the end of Year 9.

Subjects are timetabled in blocks which allows for setting in most subjects. Children with learning difficulties are taught in groups moving at a pace suitable to their needs or receive in-class support. The school has an effective Special Educational Needs Department. Gifted and talented pupils are identified in each subject area. Once the needs are identified the courses are enriched and extended to meet the individual needs. A Senior Teacher has oversight of the progress of able pupils.

Key Stage 3 pupils follow a common curriculum in accordance with the National Curriculum; however pupils complete Key Stage 3 at the end of Year 8 as part of the two year Key Stage 3 project. Pupils study the Core Subjects of English, Mathematics, Information Communication Technology, Religious Studies and Science, together with

the foundation subjects of Art, Geography, History, two Modern Languages, Music, Physical Education and Design & Technology, together with Dance, Drama and Performing Arts. Latin is also available for some students. In Year 9, pupils follow the same subjects with the addition of Enterprise Education; a course that culminates in the Trade Fair in which pupils show the products they have created and marketed through the year. The languages taught in the school will be Spanish, French and Latin. German is offered at Key Stage 4.

In Years 10 and 11 pupils are prepared for up to 12 GCSE subjects. All pupils study the National Curriculum subjects: English, Mathematics, Science, Religious Studies and ICT. Pupils can opt from the following GCSE subjects: Music, one or two Modern Languages, Latin, Design & Technology subjects, Drama, Dance, History, Geography, PE, Economics, Humanities, Art, Textiles and Business Studies. A BTEC course is offered in Health & Social Care. For Religious Studies a GCSE Short or Long Course is taken in Years 9 and 10. The subjects are structured into blocks to encourage pupils to choose a balance of courses. Due to recent government changes the selection of English Baccalaureate subjects is encouraged. The school also works with local partners to enable some pupils to work offsite on special vocational programmes.

Personal, Social and Health Education (PSHE) forms an integral part of the curriculum. PSHE covers such areas as Health Education, Equality of Opportunity and Community Awareness and Environmental Education. Most PSHE

The Curriculum continued

issues that are not covered within the curriculum are tackled through days when the normal timetable is suspended.

Religious Studies is compulsory for all pupils throughout the school.

Enrichment

A huge array of enrichment clubs are provided for those pupils who are gifted, have a high academic aptitude or outstanding talent in a specific area. Latin is introduced to Year 8 pupils and can be continued to GCSE level. The performing arts – Music, Dance and Drama – are well catered for with classes offered at lunchtime and after school every day. There is a specialist dance and theatre company in addition to a variety of other clubs. In Music, there are many choirs, orchestras, bands including jazz and folk as well as music technology and theory groups. Over 150 pupils take instrumental music lessons. There is a prolific performance calendar including opportunities to perform at prestigious venues across London. The ICT department run a number of different enrichment activities including: digital photography, graphics, Computer Club for Girls, Web 2.0 and the IT Academy, media workshops at the *Guardian*, as well as animation and game-making workshops. Science offer various clubs, Maths run a Thursday club after school and there are many other activities on offer either all year or part of the year across a wide range of interests. PE also offer activities in netball, football, tennis, rugby, table tennis, running, athletics and many other activities.

All courses are approved and monitored by the Governing Body. Any complaints concerning the curriculum can be raised

with the Headteacher and/or Governors.

The Sixth Form

All pupils are encouraged to remain with us through the Sixth Form which is part of the Westminster 6F Partnership. The Sixth Form curriculum provides outstanding opportunities for academic achievement and personal development. There are a wide number of courses available at St Marylebone and other Westminster Schools.

The Sixth Form allows pupils a greater degree of freedom and responsibility, while maintaining the continuity of familiar teachers in a familiar environment. Sixth Formers choose from a wide variety of courses in which the prime concern is to enable pupils to reach the highest level of their academic ability. A-Level subjects offered include Performing Arts, Sociology, Psychology and Economics along with the more traditional subjects, Mathematics, English, Chemistry, Physics and Biology, Languages, History, Geography, Religious Studies, Art, Drama, Music, Media Studies, and Government and Politics.

The Sixth Form at St Marylebone places great emphasis on the importance of developing well rounded and independent students ready to move on to higher education. Subjects will encourage students to take possession of their learning through independent learning and private study. For the Sixth Form there is also a well structured programme of PSHCE and Religious Studies as well as departments offering a wide range of outside speakers and trips for further enrichment.

Learning Support at St Marylebone

Learning support is provided by the Special Educational Needs (SEN), English as an Additional Language (EAL), Social Inclusion Departments and the Behaviour for Learning Centre. Learning mentors and Academic mentors are available for pupils.

Pupils are assessed upon entry to the school and language and learning support is available for those who need it the most. It is recognised that as many as 25% of all pupils may experience a learning difficulty at some time in their school careers and we aim to ensure that each pupil's needs are identified and catered for as appropriate.

There are four departments providing support. These are the SEN department which supports those with specific learning difficulties, Social Inclusion which supports those with additional learning needs and the EAL department which supports those with English as an additional language. Pupils may be supported in the Behaviour for Learning Centre when experiencing behavioural problems. Behaviour support is also provided in identified lessons.

The aim is that the majority of pupils will be supported within mainstream lessons. This approach focuses on support teachers working in partnership with subject specialists to shape inclusive environments that cater both to individual need, as well as for diversity of need in the classroom. Additional support is provided outside of the curriculum through activities such as after school homework club, as well as an interactive multi-sensory ICT programme that builds specific language skills.

Outline Programme for Gifted and Talented Pupils

Gifted and Talented

The school aims to provide the following opportunities for pupils showing giftedness or talent in particular subjects. The following is not an exhaustive list of our programme as it is growing and developing over time.

Each department uses a range of test scores and subjective criteria to identify a talent pool in their area. This list is forwarded to the whole school co-ordinator who will identify a common list for the whole school. The top 10% of these pupils will be monitored once or twice a year by the co-ordinator. They will create learning profiles about their progress and will be expected to attend workshops aimed at developing their thinking skills. They will be also be required to set G&T specific targets and reflect upon these three times a year. Each department will be involved in developing their own talent pool within their subject area. All lists are updated at least annually.

Within the curriculum structure, extra staffing and space have been financed for the provision of extension classes or early entry GCSE classes. Subjects involved have included Mathematics, Modern Languages, PE, Religious Studies and ICT. Subject leaders have also been developing new materials to stretch and extend the abilities of those in their own talent pools.

The school already has a wide range of after school clubs, trips, talks from outside speakers and workshops, which are ideal for those wishing to develop further a skill or a talent. In addition subject teachers have also created new short term projects aimed at the more able pupil. These have included Dance, Photography, Music Theory, Knitting, Debating, Latin, Science, Creating a newspaper and Jazz amongst many others. We also combine with other partner schools, universities, museums and art galleries on such projects.

Through local partnerships, we have provided many pupils with opportunities to attend free one or two week summer schools at prestigious universities and also sent pupils to day courses at local universities.

The school is a partner school with London Gifted and Talented and we are working with London schools continually to improve all Gifted and Talented provision.

Work Related Learning

The school has a strong focus on the Work Related Curriculum with a comprehensive Work Related programme. All pupils take part in a programme of study, as well as a two week period of Work Experience at the end of Year 10. The scheme is constantly evaluated to ensure its relevance to pupil and local needs. Year 9 engage in Enterprise Projects aimed at designing, creating, marketing and selling a product which enriches students through excellent links with local and national businesses who provide support and mentoring to the students throughout the project.

There are options for pupils to study Applied GCSEs/A-levels as well as opportunities to take BTECs and attend off-site vocational learning. For pupils studying Modern Languages an A-Level Work Experience abroad is organised. All Year 12 pupils have the opportunity to carry out Work Experience or Work Shadowing at the end of the academic year.

Careers Education Information Advice and Guidance

All pupils benefit from the school's comprehensive Careers Education Information Advice and Guidance programme starting in Year 7. All pupils have a carefully planned programme of study in which they find out about themselves and career options. They are all regularly interviewed and advised about possible careers. Discussions with the Prospects Careers advisor, staff and parents in Years 9 and 11 ensure that subject choices are relevant to pupils' career options.

A well equipped and regularly updated Careers Guidance room has been developed which is open for pupils to consult. Specialist teachers as well as the Prospects/Careers staff are always available to provide information about further and higher education courses as well as employment opportunities.

School Uniform

The school uniform is available from Orchard Clothing: www.orchardclothing.co.uk, or from John Lewis of Oxford Street. All pupils are required to wear well-groomed full indoor uniform at all times. All garments must be indelibly named.

Indoor Wear: Years 7 to 9

- A plain bottle green skirt (to be at least knee length).
- A plain white shirt with school tie. In summer, a short-sleeved white open-necked shirt (worn without a tie).
- A plain V-necked bottle green jumper or cardigan.
- Plain white, black or bottle green socks or neutral, black or bottle green tights.
- Flat-heeled black shoes of leather appearance. Heels must be no greater than 2.5cm in height.
- **No canvas shoes, no boots or shoes above the ankle. Trainers must not be worn.**

Indoor Wear: Years 10 and 11

- A plain bottle green skirt (to be at least knee length).
- A plain white collared shirt or plain white cotton polo-neck (not a polo shirt). In summer, a short-sleeved white open-necked shirt.
- A plain V-necked or round necked bottle green jumper or cardigan or a bottle green St Marylebone sweatshirt (available for purchase from school).
- Plain white, black or bottle green socks or neutral, black or bottle green tights.
- Flat-heeled black shoes of leather appearance. Heels must be no greater than 2.5cm in height.
- **No canvas shoes, no boots or shoes above the ankle. Trainers must not be worn.**

Outdoor Wear: Years 7 to 11

- Bottle green school blazer and badge (optional).
- A plain bottle green or black top coat. This should not be denim or leather.
- A black, white or green scarf or a green and gold school scarf (optional).

Physical Education

- White socks.
- Black or white trainers (not Converse or plimsoll style).
- Plain white polo shirt with school logo (available for purchase from school).
- Green tracksuit bottoms (available for purchase from school).
- Green sweatshirt with school logo (available for purchase from school).
- Green games skirt (optional) (available for purchase from school).
- Black shorts with school logo (optional) (available for purchase from school).
- Coloured House T-shirt for clubs and competitions only (available for purchase from school).

Dance/Gymnastics:

- Black dance trousers (available for purchase from school).
- Black T-shirt with school logo (available for purchase from school).
- Black sweatshirt with school logo (available for purchase from school).

Art

- An old shirt to use as an overall.

Jewellery and other items

- **Headscarves** must be plain black, white or bottle green.
- **Hair bands** must be black, white or bottle green.
- **Make-up** may not be worn to school.
- **Acrylic nails** or nail varnish may not be worn to school.
- **No jewellery**, apart from:
 - One pair only of St Marylebone studs (available from school) to be worn in the lobe of the ear. No other piercings are permitted.
 - One necklace only which carries a religious symbol worn inside the shirt.

Policy on Spiritual and Moral Development

Background Statement

St Marylebone is a school with a multi-faith and ecumenical intake. Our policy has been developed to reflect our Anglican foundation and to exalt the spiritual, moral and cultural diversity of our community.

As a church school we seek to promote the spiritual and moral dimensions of human existence through our ethos, curriculum and acts of collective worship.

We believe that the potential for spiritual and moral development is open to everyone. All pupils should have access to an education which goes beyond the utilitarian, allowing pupils to search for meaning and purpose in life and enabling them to reach beyond to the transcendent. All pupils should be furnished with the knowledge and skills to enable them to question and reason, develop their own value system and make responsible decisions.

The aims contained within this policy are reflected in our mission statement, policies on collective worship, equality of opportunity and those relating to aspects of the curriculum, teaching and learning.

Aims

In our school we aim to provide opportunities for pupils to:

- express their inner thoughts, feelings and emotions in an atmosphere of legitimacy;
- develop their personal beliefs and an appreciation of the beliefs of others;
- reflect on aspects of their lives and the human condition;
- pose or ask questions about the meaning and purpose of life;
- experience feelings of transcendence - awe, wonder and mystery;

- exercise their imagination, inspiration, intuition, and insight;
- experience silence and reflection; and
- develop a sense of community, recognising the value and worth of each individual.

Implementation

The Governing Body and the Headteacher have overall responsibility for the implementation of this policy. Responsibility for monitoring the effectiveness of the school's policy and provision, on a day-to-day basis, lies with the Senior Management, in respect of the school's ethos and pastoral system and the Head of Religious Studies in respect of collective worship. It is the responsibility of each department to make clear how they intend to promote the spiritual and moral development of pupils through their subject matter, teaching methods and strategies of the curriculum.

Pupils are to:

- appreciate the consequences of their actions for themselves and others;
- distinguish between right and wrong conduct;
- discuss and evaluate commitment to such moral values as truth, justice, love, compassion, forgiveness, courage, self-sacrifice and respect for and responsibility towards others;
- explore the lives and motivations of men and women from a variety of cultures who exemplify qualities that are universally valued; and
- develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour.

Results and Statistics

All results are correct as of 5 September 2011 (but subject to minor changes)

2011 Summary of Departmental A2 Level Results

Subject	Entries	A* 140	A 120	B 100	C 80	D 60	E 40	U 0	A*-B %	A*-E %	Average points
Art: Fine Art	21	5	6	4	2	4	0	0	71	100	106
Art: Textiles	8	2	1	3	2	0	0	0	75	100	108
Biology	22	0	3	9	6	4	0	0	55	100	90
Business Studies	5	0	4	1	0	0	0	0	100	100	116
Chemistry	21	0	4	11	4	0	2	0	71	100	94
Classics	12	1	3	6	2	0	0	0	83	100	105
Design & Technology	3	0	0	1	2	0	0	0	33	100	87
Dance	2	2	0	0	0	0	0	0	100	100	140
Drama	10	0	4	3	2	1	0	0	67	100	98
Economics	19	0	4	11	1	2	1	0	79	100	96
English Literature	58	3	18	16	13	6	2	1	64	98	97
French	11	0	3	5	3	0	0	0	73	100	100
Geography	16	1	8	5	2	0	0	0	88	100	110
German	1	0	0	0	0	1	0	0	0	100	60
Government & Politics	16	1	5	4	3	2	1	0	63	100	96
History	22	2	4	6	8	1	1	0	55	100	95
ICT	5	0	1	2	2	0	0	0	60	100	96
Maths	38	7	8	17	2	2	2	1	84	100	105
Maths: Further	6	4	1	1	0	0	0	0	100	100	130
Media Studies	11	0	3	4	4	0	0	0	64	100	98
Music	4	0	0	2	2	0	0	0	50	100	93
Music Technology	5	0	0	3	2	0	0	0	60	100	92
Physics	9	1	2	3	1	2	0	0	67	100	98
Philosophy	7	0	2	3	1	1	0	0	71	100	97
Psychology	30	2	6	9	7	4	2	0	57	100	93
Religious Studies	8	1	1	2	1	3	0	0	50	100	90
Sociology	11	0	1	4	3	2	1	0	45	100	84
Spanish	6	1	1	1	2	1	0	0	50	100	97
Home Languages	4	0	2	1	1	0	0	0	75	100	105
Consortium	1	0	0	0	0	1	0	0	0	100	60
Totals	390	33	95	137	79	37	12	2	68	99	99

Year 13 Summary of Performance

Summary Table for Year 13 Results	2008	2009	2010	2011
Percentage of Grades A*-B	60%	71%	70%	68
Percentage of Grades A*-C	83%	91%	90%	87
Percentage of Grades A*-E	98%	99%	99%	99
Average points per entry	228 (B-)	248 (B)	240 (B)	99 (B)
Average total points per entry	305	743 (3 x B)	789 (B, A, A)	332

Extended Project AS

	Entries	A* 140	A 120	B 100	C 80	D 60	E 40	U 0	A*-B %	A*-E %	Average points
Extended Projects	18	5	8	1	2	2	0	0	72	100	57

Results and Statistics continued

2011 GCSE Results for Year 11

This table shows results for all pupils in Year 11.

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C%	A*-G%	Points
Art: Fine Art	54	17	15	12	8	1	1	0	0	0	96	100	6.7
Art and Design	8	1	5	1	1	0	0	0	0	0	100	100	6.8
Art: Textiles	9	3	1	2	3	0	0	0	0	0	100	100	6.4
Business Studies	19	1	8	7	2	0	1	0	0	0	95	100	6.3
BCS	5	1	4	0	0	0	0	0	0	0	100	100	7.2
Dance	17	2	3	2	8	2	0	0	0	0	88	100	5.7
Drama	38	8	10	10	5	3	2	0	0	0	87	100	6.2
DT: Graphics	11	1	2	4	3	1	0	0	0	0	91	100	5.9
DT: Product Design	17	1	7	1	5	2	0	1	0	0	82	100	5.8
Economics	22	1	9	11	1	0	0	0	0	0	100	100	6.5
English	129	15	58	39	7	6	4	0	0	0	92	100	6.4
English Literature	129	14	48	42	14	8	2	0	1	0	91	100	6.3
French	31	18	9	4	0	0	0	0	0	0	100	100	7.5
Geography	26	12	5	5	3	0	1	0	0	0	96	100	6.9
German	35	1	15	10	8	1	0	0	0	0	97	100	6.2
Health & Social Care	26	0	2	4	4	9	7	0	0	0	38	100	4.4
History	46	19	20	4	3	0	0	0	0	0	100	100	7.2
Humanities	25	1	7	4	5	5	2	1	0	0	68	100	5.4
ICT	128	13	44	41	29	0	2	0	0	0	99	100	6.3
Maths	129	24	47	26	8	15	6	3	0	0	81	100	6.2
Maths (Statistics) ⁺	28	14	11	3	0	0	0	0	0	0	100	100	7.4
Music	23	5	17	1	0	0	0	0	0	0	100	100	7.2
Physical Education	14	2	0	5	4	3	0	0	0	0	79	100	5.6
Latin	2	1	1	0	0	0	0	0	0	0	100	100	7.5
Religious Studies ⁺	45	32	13	0	0	0	0	0	0	0	100	100	7.7
Science: Biology	36	7	17	5	6	1	0	0	0	0	97	100	6.6
Science: Chemistry	36	9	15	7	3	2	0	0	0	0	94	100	6.7
Science: Physics	36	4	14	8	6	4	0	0	0	0	89	100	6.2
Science: Core	92	7	26	14	15	14	5	8	3	0	67	100	5.3
Science: Additional	63	11	21	13	12	3	3	0	0	0	90	100	6.3
Science: Applied	15	0	0	6	5	1	3	0	0	0	73	100	4.9
Spanish	29	5	8	6	10	0	0	0	0	0	100	100	6.3
Home Languages ⁺	20	17	3	0	0	0	0	0	0	0	100	100	7.9
Totals	1,343	267	465	297	178	81	39	13	4	0	90	100	6.4

⁺ Includes results obtained last year.

Summary of GCSE Results for Pupils in Year 11

Number of pupils in school in Year 11 = 129

	Percentage
Pupils achieving 5 or more grades at A*-C	91%
Pupils achieving 5 or more grades at A*-C including English and Maths	81%
Pupils achieving at least 3 A*-A grades	67%
Pupils achieving the Gove Gold Standard (English Baccalaureate*)	40%
Percentage of entries achieving A*-C at GCSE or equivalent	90%
Percentage of entries achieving A*-G at GCSE or equivalent	100%
Pupils achieving 5 or more grades at A*-G including English and Maths	128
Pupils entered for at least one GCSE	129
Pupils achieving 2 grades in Science A*-C	76%
Pupils achieving 1 grades in Science A*-C	81%
Ks2-Ks4 – pupils with three levels progress in English	96%
Ks2-Ks4 – pupils with three levels progress in Maths	89%
Ks2-Ks4 – pupils with four levels progress in English	86%
Ks2-Ks4 – pupils with four levels progress in Maths	71%

* Note that this 'qualification' did not exist when pupils took their options (ALL pupils have the choice of the constituent subjects).

GCSE Short Course Results for Year 11

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Religious Studies	71	7	28	16	11	2	2	2	1	1	89	99

A*=4, A=3.5, B=3, C=2.5, D=2...etc.

GCSE Results for Year 10

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Full Courses												
Home Languages	11	8	3	0	0	0	0	0	0	0	100	100
Religious Studies	119	26	53	29	5	1	1	4	0	0	95	100
Short Courses												
Religious Studies	10	2	5	1	1	0	1	0	0	0	90	100

A*=4, A=3.5, B=3, C=2.5, D=2...etc.

GCSE Results for Year 9

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Full Courses												
Home Languages	7	7	0	0	0	0	0	0	0	0	100	100
Short Courses												
Religious Studies	135	36	55	26	11	4	1	2	0	0	95	100

Results and Statistics continued

KS3 Results 2011

Teacher assessed results (at end of KS3 – which in St Marylebone School is Year 8)

NC Level	St Marylebone English %	National English %	St Marylebone Maths %	National Maths %	St Marylebone Science %	National Science %
8	0	1	0	8	0.7	1
7	25.2	11	23.4	22	22.2	16
6	48.1	32	46.0	28	32.6	31
5	21.5	36	15.3	22	28.9	32
4	3.7	15	8.8	12	12.6	14
3	1.5	4	5.1	5	3.0	4
Under 3	0	1	1.5	1	0	1
Abs/N/B	0	0	0	0	0	0

There are no national Year 8 figures so these are Year 9 with which to compare.

National Data from 2010 – Note: national data is mostly from Year 9 (not Year 8).

Abs = failed to register a level due to absence.

N = not awarded a level.

B = below national curriculum level.

Timings of the School Day 2011/2012

<i>Registration</i>	8.30 – 8.40
Period 1	8.40 – 9.35
Period 2	9.35 – 10.30
<i>Break</i>	10.30 – 10.50
Period 3	10.50 – 11.45
Period 4	11.45 – 12.40
<i>Lunch</i>	12.40 – 13.30
<i>Registration</i>	13.30 – 13.40
Period 5	13.40 – 14.35
Period 6	14.35 – 15.30

55 minute periods



How to find us

The school is on two sites. The main school (A) is in Marylebone High Street.

The Sixth Form block (B) is located at 14 Blandford Street, London W1U 4AZ

Telephone: 020 7563 9335. Facsimile: 020 7486 7139



St Marylebone School

Registered office:
St Marylebone School
64 Marylebone High Street
London W1U 5BA

Telephone: 020 7935 4704

Facsimile: 020 7935 4005

www.stmaryleboneschool.com

The St Marylebone Church of England School is a charity and an academy trust company, limited by guarantee, and registered in England and Wales. Company number: 7719620.