

Additional Information

GREENSHAW

...be remarkable

At Greenshaw we want everyone to have an opportunity to demonstrate they are **remarkable**.

Our Vision...

- We are a forward looking school without limits; a dynamic community; welcoming to all; a family which values the journey and the destination.
- We all take responsibility, we believe in each other, strive for success and lead by example.
- We are ambitious, sharing an exciting vision, building lives for the future.

Our curriculum provision is designed to enable teachers and students to realise our vision in classrooms, around the school and in everything we do.

In all of our classrooms we aim for outstanding practice.

Outstanding teachers:

- have a passion for their subject and inspire it in others
- engage, challenge and support all of their students
- create classrooms that are safe, secure places to learn
- monitor the progress of students throughout each lesson

Outstanding students:

- focus all of their energies on successful learning
- take responsibility for their own learning
- act in a considerate and co-operative manner
- know what is needed to progress to the next level

This information is displayed in all classrooms to ensure we bring about a sense of common purpose in achieving consistently outstanding practice. Where this is the case we celebrate, where it is not we strive to improve.

The Curriculum

Greenshaw's curriculum embraces everything the students experience at or through school. Our fundamental aim is to meet the individual needs of all students across the full ability range, by delivering a differentiated and supported curriculum which has high expectations, encourages active learning, delivers academic success and builds self worth. More specifically, the chief aims of the education provided by lessons, extended work and curriculum enrichment activities are as follows:

“The School has given considerable thought to its outstanding curriculum which is well enriched by a wide range of out-of-hours activities.”

“Students pinpoint the knowledgeable and enthusiastic teaching and the regular checks on their work as the two main factors contributing to their success.”

Ofsted

- To help all students to achieve in all areas of learning and experience, through a broad and balanced curriculum, which is differentiated according to the varying ability and motivational needs of the students.
- To fulfil the requirements of the National Curriculum and to help all students secure the maximum possible success in public examinations.
- To help students to develop a wide range of mental attributes to assist them in their chosen career and aid them in the development of their learning throughout their lives.
- To help students to acquire a wide range of physical and practical skills and to help them utilise those skills in a variety of different contexts.
- To engender in students a love of learning for its own sake, helping them to recognise the pleasure and enjoyment that can be gained from the acquisition of new knowledge and understanding and the development of new skills.
- To help students develop such qualities of character and personality to help them to take their place as active citizens in a pluralistic, multicultural, democratic society.
- To help students to develop an awareness of moral values, to recognise the existence of moral values other than their own and to respect the moral values implicit in the ethos of the school.
- To help students to acquire knowledge and skills that will contribute to their development as mature adults, helping to prepare them for their future lives at home, at work, at leisure and in continuing education.
- To create a curriculum that allows for progression and continuity within and between key stages and which is coherently implemented and organised.
- To facilitate equality of access to the curriculum for all students.
- To teach the curriculum through a wide variety of teaching styles and through the creation of learning situations appropriate to the needs of the students, including the use of new technologies.
- To create an environment that is conducive to learning, where students feel free to adopt a positive attitude towards their education and where all forms of success and achievement are recognised and celebrated.

Enriching the Curriculum

Art Department

The art department offers students many opportunities to develop their subject knowledge and technical skills. A club is run for students at KS3 and coursework support is available for those at KS4 and KS5. Competitions, such as the winter competition, have been run to encourage students. The photography short course GCSE is now being run after school. Sixth form art and photography students visit a variety of galleries, such as the Tate Modern, National Gallery and Photographers Gallery. The exhibition of students' work is vital. The department holds an annual art show of students' work and enter the annual SCOLA Schools Art Exhibition. Work is also displayed on the Saatchi Gallery Schools' website.

Business Studies

GCSE students visit Cadbury World in Birmingham to learn about marketing in the chocolate industry and see a manufacturing process in operation. Year 10 students take part in a young enterprise convention, working in small groups on a business project. A Share Trading Club operates after school, as part of a national scheme, which allows any students in the school to buy and sell real shares for a few months, hoping to win a prize. In Year 11, a local small business person talks to students, which allows them to complete a controlled assessment as part of their GCSE. Year 12 students receive talks from local entrepreneurs and individuals working in larger business organisations.

Career Academy

Year 12 students opting for business studies may apply for one of the twelve places on the Career Academy Scheme. This scheme sees students being attached to a mentor, who

is a local person working in business. In the summer, the student has a paid business internship of between 4 and 6 weeks locally, or in the centre of London. Career Academy students, along with all other Year 12 business students, also benefit from workplace visits, often to large local businesses such as Reed-Elsevier. Talks to classes by business people working in small or large business are also given.

Citizenship

Citizenship was introduced as a subject in UK schools in 2002. At Greenshaw, students study citizenship in a cross-curricular form at KS3, and at KS4 students study citizenship as part of their social and religious studies course, working towards a GCSE short course qualification. This involves 60% coursework and 40% exam. The coursework is a campaign promoting active citizenship where students work together to raise awareness about a particular issue such as FairTrade or human trafficking. Students are then examined on topics of identity and justice which relate specifically to the UK. The citizenship education we offer here at Greenshaw aims to be active, emphasising learning by doing, interactive, involving discussion and debate, and relevant as it focuses on real-life issues facing young people and society.

Dance

Dance is taught at KS3, GCSE and A level. The department organises regular visits to Sadler's Wells, the Royal Opera House and the New Wimbledon Theatre so that students may see live professional dance. Members of professional dance companies come to school and run workshops. Most recently, students have taken part in choreographic work with representatives from Rambert Dance Company and Matthew Bourne's New Adventure Dance Company. Each year, the department hosts a variety of dance evenings

when the students have the opportunity to perform their examination pieces and work from lessons and extra curricular clubs to an audience of parents, staff and friends.

Design and Technology

The design and technology department runs wooden toy-making, Manga graphics, cooking and fashion and textiles clubs after school. Over the past year, students have taken part in a number of 'Lets Get Cooking' activities and have also created a kitchen garden. Others attend the Junior Chefs' Academy at Merton College. GCSE candidates can attend coursework sessions throughout Year 11 to work on their major projects.

Drama

Drama is taught at Key Stages 4 and 5. The drama department offers a number of theatre visits throughout the year. Most recently we have been to see *Trojan Women*, *Macbeth*, *Raisin In The Sun*, *The 39 Steps* and *Blood Brothers*. Theatre visits are an essential part of both the GCSE and advanced level specifications as students are required to develop critical evaluation skills and analyse live performances for exam purposes.

Students are also encouraged to see as much live theatre as they can outside school. We have some students who take part in local theatre company productions, as actors or as light/sound crew. All students are invited to take part in the annual school productions.

Advanced level students regularly perform their exam pieces so that family and friends have a chance to see the finished product. There is also a highly successful showcase of GCSE and AS level pieces, performed to an audience of parents and friends.

Duke of Edinburgh Award Scheme

The aim of the Duke of Edinburgh Award Scheme is to help young people to plan and undertake their own programmes of activity and to develop mentally, physically and emotionally.

At Greenshaw High School, we offer Year 9 students the opportunity to achieve the bronze award; the silver award is offered to Year 12 students. Students must complete four areas of participation: expedition, skill, physical recreation and service.

The expedition involves planning, preparing for and undertaking a hiking and camping expedition in a group of between four and seven people. There are two expedition weekends for awards – a practice and a qualifier. Expedition training runs regularly throughout the year, covering important elements such as map reading, camp craft and first aid.

Service to the community is an important part of the award package as students spend free time on service projects either around the school or in their own communities.

Through the award, we work to bring the best out of young people so that they become more motivated, disciplined and balanced: qualities that employers, colleges and universities truly value.

English and Media Studies

The department offers a range of opportunities both inside and outside the classroom designed to enrich students' experiences of studying English at Greenshaw High School. During Key Stage 3 students are encouraged to enter writing competitions and to involve themselves in a number of reading initiatives, such as the annual Readathon

and the forthcoming reading club. At Key Stage 4, there are theatre trips that complement the study of drama in the classroom, together with other opportunities to see and hear professional writers read and talk about their work. Over the past few years the GCSE Poetry Live event has proven to be an excellent chance for students to hear from the poets that they are studying and be able to learn about the process of writing. At Key Stage 5 there are regular theatre trips to see texts that students are studying, as well as the chance to see new plays in smaller venues. There are also opportunities to attend day conferences delivered by leading academics and writers that explore the issues surrounding key issues, as well as providing tips on how to approach core books.

Geography

The department is committed to providing a range of interactive experiences within and outside the classroom to help students develop their understanding of and enthusiasm for the subject. At KS3 a wide range of themes and cultural links are developed, incorporating local and UK studies, European and ultimately global locations. Our Year 7 and 8 classes also participate in cross-curricular work in conjunction with other humanities departments. Recent topics have included tribal cultures, the olympic site and the concept of identity. In the lower school, a visit is made to the Horniman Museum, whilst residential field trips to the Isle of Wight, South Wales and Devon form the basis for examination assignments at both GCSE and A level. The geography department is also heavily involved in a wide range of extra-curricular activities including adventure week in Bude, water sports holidays in France and Spain, ski trips to the Alps, cultural visits and fishing competitions.

History

The history department delivers a thematic KS3 curriculum which investigates how and why life, government and war have changed over the last 800 years. At KS4 we follow the Edexcel SHP History GCSE course and at KS5 we study the Russian Revolution, civil rights in the USA, the Tudors and the changing nature of warfare. In Year 7 the department takes students to the Museum of London. This trip effectively reinforces the students' studies of how life in London has changed over the last 800 years. Year 9 students have the opportunity to visit the battlefields of France and Belgium in order to develop their understanding of conflict over the centuries. Year 11 students will visit the Imperial War Museum to help them complete their GCSE controlled assessment. Students in Years 10 –13 can travel to Krakow, Poland to visit the Auschwitz death camp, scene of the murder of 1.5m Jews and other victims during the Holocaust.



Information Technology

The ICT department offers a range of enrichment activities. There are supervised ICT sessions at lunchtimes and after school for coursework and research. We also run a well-attended computer games making club, where students learn to create their own video games from scratch.

More able learners in Year 11 can start an accelerated course to AS level ICT. Weekly after-school sessions cover more advanced topics, such as animation. We have run workshops and summer school sessions on control technology and robotics, for both Greenshaw students and those in our feeder schools.

Achievement is recorded and celebrated on a regular basis through the use of our EFI scheme where students' effort, focus and improvement is recognised and awarded. More able students and those who demonstrate leadership qualities in the subject have the opportunity to become an 'ICT Lead Learner'. Department achievement trips have included visits by students to the Science Museum, the University of Surrey and the IMAX.

Jack Petchey Award Scheme

Greenshaw is involved in the work of the Jack Petchey Foundation, established by the successful East London entrepreneur, Jack Petchey, in 1999 and now among the largest and most influential London charitable foundations. It enables the school to recognise the effort, endeavour and achievement of young people in a practical and positive way. Each month one young person is selected, by the

school council, from the students nominated by their peers to receive an achievement award. The month's winner receives a framed certificate and a cheque to be spent on a school project.

Mathematics

The maths department offers a programme of after school support classes at Key Stage 3. There are seasonal revision sessions for Years 10 and 11 in the run-up to exams, together with GCSE statistics coursework workshops. Maths club is a lunchtime session, open to all students in Years 7, 8 and 9, where they get the opportunity to investigate a variety of maths activities. Students take part in World Maths Day which allows them to compete against students across the world in live games of mental arithmetic. A level students have the option to attend taster lectures at Kingston University.

Modern Languages

Study visits to Germany, France and Spain are well established in KS3 and KS4 and all Year 7 students have the opportunity to visit Boulogne, France, for the day as part of our cluster programme in the summer term. This year the KS4 German groups had the opportunity to be part of the audience during the filming of the German version of the television show *The Cube*. KS5 students are encouraged to visit the region they are studying and are given the opportunity to visit museums, theatres, galleries and restaurants. Work experience, either abroad or in language-related areas, may also be arranged. Extra-curricular support groups for KS4 students are run throughout the year.

Music

The music department runs a variety of ensembles and enrichment activities for students of all ages and abilities and has collaborated with the drama department on whole-school productions for the past four years. Opportunities to perform are more frequent than ever with battle of the bands nights and concerts in and out of school. Ensembles have performed at a day centre in Morden, the Rose Theatre in Kingston and London's O2 Arena. Many students use the music rooms during lunchtimes and after school for individual work based on class work and coursework activities. Practice rooms can be booked out by students for practice on their instruments or to rehearse with their bands. The department has worked closely with external, professional musicians to provide specialist workshops that cover specific areas of the curriculum and engage and inspire. ICT in music plays a large part in the department's work from Year 9 upwards; however more opportunities are being created for Years 7 and 8 to access music-making software. Instrumental lessons are available to any student who wishes to learn instruments individually and in small groups for a reasonable fee. The music department explores links with arts venues such as the Royal Opera House and the British Music Experience via trips.

Personal, Social, Health and Economic enrichment opportunities:

PSHE deals with real life issues which affect young people, their families and other adults, including their teachers. It enables students to make safe and informed choices, and plays a role in helping to tackle public health issues, such as substance misuse and supporting young people with the financial decisions they will be required to make. Lessons are supported by visits from a range of specialist speakers who give presentations on topics such as health and personal hygiene, relationships, drug and solvent abuse. At KS3 the community award is offered to all students. It requires each student to participate in tasks which support the school and/or the local, national or international community. The award is very popular with students, parents and community groups who benefit from the service and help that our young people can offer. A KS3 PHSE community club also takes place each week focusing on building links with our partnership school in India and also working towards a community project of their choice.

Physical Education

Physical Education at Greenshaw provides all students with a broad and balanced curriculum, and a wide range of extra curricular sporting opportunities. Students of all levels of ability are encouraged to take part; many participate in fixtures and competitions. Clubs and practice sessions help students to develop their skills in many sports including netball, basketball, rugby, badminton, football, handball, gymnastics and athletics.

The department is involved with the Sutton competition programme which develops competition both within our own school and the surrounding primary schools. Our Get Set awards show our commitment to the development of the olympics ethos as well as promoting these prestigious games. It acknowledges the students' enthusiasm and the commitment and energy of the PE staff. Our three major events of the year are our sports day, swimming gala and school sports morning, which allow all students the opportunity to represent their house teams.

Religious Studies

Students study a range of religious traditions that reflects modern Britain's diversity and are encouraged to think about what they can learn from religious and non-religious viewpoints. Their study helps them to develop critical thinking skills, improve written and oral communication and encourage better listening. It also contributes to the school's citizenship education and to the students' spiritual, moral and cultural development. Students are assessed on their knowledge of the religions studied, and most importantly their ability to compare these beliefs and practices with their own.

We have established links with local faith communities and visit places of worship, such as Wimbledon Synagogue, local churches and the Buddhist Temple. Students are also encouraged to consider the role of religion in society, such as the impact of religion on global politics, issues in medical ethics or Christian and Islamic influences on art. Students can go on to study religious studies (philosophy and ethics) to AS and A2 level in our sixth form.

School Council

The school council is made up of representatives of the student community at Greenshaw in Years 7 to 11. The school council has talks with senior members of staff to bring to their attention the students' concerns and opinions. It has had an input into recent building developments and the canteen menu. We also contributed to the establishment of the Jack Petchey Award Scheme in the school. This brings in funds, which the school council has responsibility for spending in the interests of the students.

"A real strength of the school is the way it involves students in decision making and policies through ample opportunities, such as the school council." (Ofsted 2007)

Science

Science club for members of Year 7 is designed to enrich the students' understanding of science and links school science with everyday life. Science Week celebrates events nationwide. The Science Museum delivers live stage shows in school and students participate in challenging lunchtime activities and competitions. We have recently introduced the CREST award scheme linking the personal passion of students to curriculum-based learning. Throughout the year, students represent the school in local and numerous science competitions. Year 10 students have the opportunity of experiencing science at university by attending the Salter's Chemistry Camp. During 'A' level studies, students participate in enrichment and extension activities, developing our strong links with local universities.

Assessment

The main purpose of assessment is to support and promote the progress and development of the individual student. We believe, therefore, that assessment is part of the process whereby students come to feel valued as individuals, to acquire a positive self-image and to take pride in their achievements.

Students are set formal targets at the start of each year and we make frequent assessments of students' classwork and extended work at appropriate points during the year to compare with these targets.

We recognise special individual achievement by awarding subject and community commendations throughout the school as well as holding formal celebration lunches. At the

end of the school year, we hold an awards ceremony. On that occasion we celebrate student achievement by giving a diploma of achievement to those who have shown outstanding commitment to school and extended work. We also present subject and house awards to recognise the achievement of an individual student in a particular area of the school curriculum.

Students are expected to make regular assessments of their own progress. From time to time, therefore, they will be asked to evaluate their work and achievements over a given period of time. All students benefit from an academic tutorial at the start of the school year.

We provide information to parents and carers at regular intervals to support the partnership that needs to exist

between home and school in providing for the welfare of the individual.

For each year group, there is a consultation evening, where parents are invited to meet individual subject teachers. At a different time, parents of students in all years receive a full profile giving a report on progress in each subject, the effort they make to achieve and the level of their attainment. Areas for development will also be identified. Parents also receive at least two progress reports during the year. Assessment and attendance information is securely published and available for all parents through the Learning Gateway portal on our website.

Extended work

It is school policy to set students extended work in order to support coursework, to increase their overall understanding, to give us further evidence of their progress, to help them develop necessary skills in independent study and personal organisation and sometimes to undertake tasks which cannot be done in school. The support of parents in encouraging students to do extended work carefully and thoroughly is of paramount importance. It is our experience that the students who achieve the most during their career at school are usually those whose parents have taken an active interest in their progress.

Students are given a extended work timetable at the start of each school year. This shows the approximate length of time they are expected to spend each week on extended work in each subject. The precise length of time actually spent will depend on the individual, the subject in question and

the type of assignment that has been set. In Years 10 and 11, the amount of extended work will depend on the subjects chosen, the stage of the course and the number of public examinations to be taken.

At the start of each school year, all students are given a school planner in which they must record all the extended work they are set and the date by which it is to be completed. Parents are asked to sign the planner once a week. Not all extended work assignments will be written ones.

There are many kinds of task which may be set, including drawing, making something, planning or preparing for a task, reading, learning, personal research, revision for tests or examinations, watching a particular television programme or using the internet to find information.

One of the reasons why we regulate the amount of extended work set is that we encourage the students to involve themselves in other out-of-school activities (sport, music, scouts, guides, etc). These provide interest and relaxation and we want students to have time to enjoy them. At the same time, we insist that all students fulfil their extended work commitments and discipline those who do not. The learning support department is available to students at lunch break and after school for support on extended work.

If parents are concerned about their child's extended work, they should contact the group tutor who will bring the matter to the attention of the head of department or head of house as appropriate.

Pastoral Care

The general welfare of students is the concern of all members of staff. However, the school has a particular structure, which acts as the backbone for pastoral care, consisting of four houses. Every student belongs to a tutor group, which in turn belongs to a house.

The heads of house and their deputies have overall responsibility for the welfare of the students in their house and for activities designed to bring younger and older students together for various projects.

On arrival at the school, each student is placed in a tutor group with about 27 others. Their tutor meets the group each day for registration, and for a weekly tutorial period. During

this time students investigate topics of importance to their education and their personal and social development. The tutor moves up the school with their group.

Through the continuity provided by the house organisation, we aim to help group tutors, heads of house and families to know one another well, so that each student is better understood and helped both in school and at home. We believe that easy contact between parents and teachers is vitally important. Parents are welcome at the school to talk with staff, not only at parents' meetings but also by appointment at any time during the year.

If a parent is concerned on any issue, s/he should in the first instance contact the appropriate member of staff at the school, by letter or, if the matter is extremely urgent, by telephone. In most cases the appropriate member of staff will be the student's group tutor, head or deputy head of house.

We encourage young people of both sexes at different ages to mix socially, to assist one another and to join in communal activities or discussions. Students participate in inter-house competitions, assemblies and charity work. Each group is also able to make suggestions about the life and work of the school by having representation on the school council.

Discipline

Every student is expected to treat every fellow member of the school community with consideration and respect. Greenshaw will not tolerate harassment or bullying, prejudice or aggression. We consider it a shared responsibility to maintain the secure and stable ethos of the school.

We place great emphasis on the need for students to attend school regularly and punctually and to wear the correct uniform. Furthermore, we expect that all students will complete classwork and extended work to the best of their ability. We require them to pay attention during lessons, to follow their teachers' instructions and to involve themselves fully in learning activities.

Students who encounter problems and difficulties will find teachers sympathetic and fair, but those who fall short of our standards or who are inconsiderate of others' feelings, welfare or property will be dealt with most firmly; the school

has policies on both equal opportunities and bullying. Group tutors, heads of house and their deputies as well as subject teachers and heads of department, are involved in the counselling and disciplining of students and all maintain contact with parents when necessary.

Prospective parents of Year 7 students are very welcome to request from the headteacher copies of school policies that express in full our commitment to high standards of behaviour. We are happy to provide any information that serves to inform parents' choice of our school and its values.

“Students’ personal development is outstanding. Relationships throughout the school are very positive.” Ofsted



“Students feel they are well prepared for the next stages of education and training because of outstanding care, guidance and support.” Ofsted

Communication with Parents

We value the home-school partnership and ask parents to sign the partnership agreement that is printed in the student planner. Research shows that a child's success at school is directly influenced by the amount of support given by parents, therefore we make many opportunities to keep parents informed of progress, achievements and, when necessary, concerns. All parents are given direct email addresses of the form tutor of their son or daughter and encouraged to make contact as necessary. The planner is used for routine communication between home and school. Letters, emails and phone calls between parents and staff allow us to share important information. We welcome parents' questions and suggestions and always take them into account in our future planning. In the first instance, concerns and questions should be addressed to the tutor. The school website, email and text messaging is used by the school to communicate with parents. The school publishes a newsletter each half-term. A series of curriculum guide keeps parents informed of the main areas of study undertaken in each year of Key Stages 3 and 4. In addition, we invite parents to several meetings during the course of their child's career at Greenshaw, in order to discuss topics such as selecting optional courses for Key Stage 4 and supporting the students' preparation for GCSE. Reports and parents' consultation evenings allow us to share information about the individual's achievements and targets for future achievement.

The school has a Parents Teachers and Friends Association. All parents are automatically members of the PTFA, which organises activities both to involve parents in the life of the school and to raise funds for valuable extra resources for learning. We hope that some parents will wish to join the PTFA committee, which is the body that leads the work of the organisation.

Students with Special Educational Needs

At Greenshaw we seek to organise and deliver our teaching on the principle of equal opportunities for all students. All students are therefore entitled to a broad and balanced curriculum, which is relevant to their individual needs.

Our work with children who have special educational needs is in line with the Code of Practice on the identification and assessment of special educational needs. The code is issued by The Department for Education.

Our aim is to identify children with special educational needs, assess those needs in consultation with the parents and the children themselves and plan an appropriate graduated response.

We will seek to meet children's needs in stages, matching the level of help to the needs of the child. Progress will be reviewed regularly and parents will be consulted and kept informed.

For some children the school will want to seek advice from outside the school; for example we might ask for an assessment by an educational psychologist. This would be discussed with parents and they would be kept fully informed of any advice the school might receive.

Finally, the best progress for all children is made when a partnership exists between home and school. This is particularly true for children with special educational needs. The school may ask parents to work with their children and to help them at home. Parental support and encouragement are vital.

Parents are welcome to contact the school in order to discuss their child's needs. There are regular parents' evenings throughout the year but parents can make an appointment to discuss their child's progress with heads of house and the SENCO at any time during the year.

Students with Disabilities

At Greenshaw we have an effective equal opportunities and race equality policy which underpins our commitment to all members of our school community regardless of gender, race and ability/disability. We have a clear admissions policy which is consistent with the requirements of the London Borough of Sutton.

We seek to promote actively the principles embodied in the Disability Discrimination Act (2005) and we regularly review and update our work to meet Department for Education requirements here. The school has an accessibility plan that takes account of changing needs of individuals in our wider school community, including staff, students, parents/carers and visitors.

Our disability equality scheme is the outcome of a wide-ranging consultation process and is kept under review in order that it responds to the emerging needs of our school community.

The School Day

8.30 – 8.50	Registration and Assembly
8.50 – 9.50	Period 1
9.50 – 10.50	Period 2
10.50 – 11.10	Break
11.10 – 12.10	Period 3
12.10 – 1.10	Period 4
1.10 – 2.00	Lunch
2.00 – 3.00	Registration and Period 5

...be remarkable

School Meals

The school provides an excellent lunchtime cafeteria service with a wide choice of foods and drinks, and a break-time snack service. If a student has a special dietary requirement, parents should inform the school in writing so that any necessary arrangements can be made. Students living very close to the school and whose parent is at home to receive them may bring a letter on the first day of term requesting home lunches. No students, apart from those going home to lunch, are free to leave the school premises during the lunch period. Applications for students to do so on a particular day must be made by parents in writing. Students carry a lunch card which can be topped up using the parent pay facility on the school website or by using the re-value machines in school.

Uniform

Members of the school not in the sixth form will wear school uniform when attending school and for all school functions, unless special permission is granted to the contrary. We are strict about uniform and students who are incorrectly dressed will not be allowed to attend lessons until the problem has been rectified. Any parents who have financial difficulty in supplying their daughter/son with complete uniform should first apply to the London Borough of Sutton Education Department for a uniform grant, and then consult the head of house as soon as possible.

Jewellery and make-up are not permitted. No item of clothing made of leather, or decorated, studded or printed

with a slogan or logo may be worn to school. 'Hoodies' are not permitted.

Clothing for physical education: rugby jersey (boys) – green/white, fleece (girls) – black/white, polo shirt – green with badge, socks (football) – green/white, shorts – black, swimming costume – one piece. All students also require training shoes, football boots and a towel.

Detailed information on school uniform and PE clothing requirements is sent to parents before their children join the school. Uniform items and all PE clothing are ordered via the school office.

Exam Results

Advanced Level

In 2011 at advanced level the pass rate in 24 subjects was 100%. 50% of the grades were at A*–B and 83% of the grades were A*– C. As a result of their achievements, the vast majority of students got into their first choice universities. This included studying accounting and finance, criminology, dentistry, English, journalism, law, marine geo science, mathematics, media arts, pharmaceutical sciences, physics & astronomy, psychology and sport & exercise sciences.

GCSE

In 2011 98% of all Year 11 students achieved 5 or more GCSE grades. 93% of the whole year group achieved 5 or more grades in the A*–C range and 68% gained 5 or more A*–C grades including both English and maths. All these figures are significantly above the national averages. They also show that the rate of progress of Year 11 students at Greenshaw is in the top 20% of schools nationally.

Summary

Greenshaw may be justly proud of its success over many years in achieving the very best for its students. The school enters students across the full ability range for examinations. It is therefore clear that the results represent significant achievements.

Greenshaw emphasises excellence for all: within an atmosphere of success everyone is challenged to reach ever higher levels of attainment.

Destinations 2011

	Year 11	Year 12
Greenshaw Sixth Form	51%	85%
Further Education	42%	12%
Employment	5%	2%
Other	2%	1%

Student Attendance 2010–11

Overall Student Attendance	93.1%
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Exam Results

Summary of GCSE Results

Year 11 GCSE Results 2011 – Number of students in cohort : 236

93% – 5 A*–C

68% – 5 A*–C (incl. English & Maths)

23% – grades A*–A

Subject	A*	A	B	C	D	E	F	G	U	Entries
Additional Applied Science	0	0	1	3	5	0	0	0	0	9
Art & Design	1	3	18	32	9	0	1	0	0	64
Art and Design Photography	1	5	6	4	0	0	0	0	0	16
Biology	16	17	6	4	0	0	0	0	0	43
Business Studies	0	8	9	12	11	8	1	2	1	52
Chemistry	18	9	12	3	1	0	0	0	0	43
Child Development	0	8	7	7	3	0	1	0	0	26
Citizenship	9	32	59	51	31	13	8	1	0	204
D&T Food Technology	0	0	4	4	2	1	0	0	0	11
D&T Graphic Products	0	8	8	11	4	2	1	0	0	34
D&T Resistant Materials	0	1	5	11	2	5	1	0	0	25
D&T Textiles Technology	0	2	2	2	1	0	0	0	0	7
Dance	0	3	4	6	4	0	0	0	0	17
Drama	0	0	0	4	13	4	2	0	0	23
English Language	7	27	51	100	30	16	3	1	1	236
English Literature	16	48	67	46	43	8	3	0	3	234
French	4	7	6	7	3	1	0	0	0	28
Geography	13	8	9	17	10	5	2	0	0	64
German	1	7	14	9	2	0	1	0	0	34
History	9	17	21	20	7	7	5	1	0	87
Human Health & Physiology	0	1	0	0	8	4	1	2	0	16
Humanities	1	2	1	3	3	1	0	0	0	11
Mathematics	13	47	64	50	36	16	6	3	0	235
Media Film and TV Studies	1	11	15	11	11	7	2	2	0	60
Music	2	4	3	3	2	2	0	0	0	16
Physics	17	17	7	2	0	0	0	0	0	43
Religious Studies short course	36	28	44	38	19	24	13	12	5	219
Science Single Award	10	32	50	48	6	0	0	0	0	146
Science: Additional	14	24	29	19	1	0	0	0	0	87
Spanish	3	1	4	8	4	3	0	0	0	23
Sport/PE Studies	5	10	18	17	5	0	0	0	0	55
Statistics	3	31	69	66	31	17	11	2	2	232

Subject	A*	A	B	C	D	E	U	Entries
Art & Design Graphics	4	1	3	4	2	0	0	14
Art & Design	1	0	0	1	1	0	0	3
Art and Design Photography	0	0	7	8	3	0	0	18
Biology	0	5	7	8	3	2	0	25
Business Studies	0	1	2	6	7	1	0	17
Chemistry	1	7	5	4	3	0	0	20
Chinese	0	0	0	1	0	0	0	1
Dance	0	0	4	1	0	0	0	5
D&T Product Design	0	1	1	3	0	0	0	5
Dance	0	0	1	1	0	0	0	2
Drama	0	1	1	3	5	0	0	10
English Language	0	0	5	6	2	0	0	13
English Literature	0	8	2	6	1	0	0	17
Geography	0	2	6	0	2	0	0	10
History	0	3	4	6	0	0	0	13
Information Technology (Voc)	0	0	0	4	2	3	0	9
Information Technology	0	0	1	3	5	0	0	9
Mathematics Further	0	2	0	0	0	0	0	2
Mathematics	4	1	9	8	1	1	0	24
Media Film and TV Studies	0	0	12	14	1	0	1	28
Music	0	0	0	0	0	2	0	2
Physics	1	2	3	4	2	4	0	16
Psychology	1	7	16	18	2	0	0	44
Religious Studies	0	0	1	3	1	0	1	6
Sociology	0	5	11	2	2	0	1	21
Spanish	0	0	1	1	0	0	0	2
Sport/PE Studies	0	2	6	0	2	0	0	10

Summary of A Level Results

A Level Results 2011 –
Number of students in cohort: 131

Higher Education Places October 2011

NAME	UNIVERSITY/COLLEGE	COURSE
Yusuf Abd El Razzak	University of Westminster	Politics and International Relations
Olufunke Agboola	University of Westminster	Architectural Technology
Opeyemi Ajayi	The University of Nottingham	Biochemistry
Aaron Lee Ambler	University of Portsmouth	Psychology
Daniel Assab	University of Westminster	International Relations and Spanish
Matthew Barrett	University of Sunderland	Sports Journalism
Salmaan Bhogadia	City University	Business Computing Systems (4 year SW)
Matthew Biswell	The University of Bradford	Environmental Science (4 years)
Lucy Blunden	Leeds Metropolitan University	Sports & Exercise Therapy
George Blyde	Roehampton University	Sport and Exercise Sciences
Yasmin Bogle	Roehampton University	Primary Education Key Stage 2 (ICT Education)
Katrina Bowns	University of Southampton	Sociology and Social Policy
Lisa Boyce	Roehampton University	Criminology
Sam Brandon	University of Winchester	Education Studies and Psychology
Hassan Butt	University of Wales Trinity Saint David	Theology and Religious Studies
Sai-Ho Chan	University of The West of England, Bristol	Information Technology Management for Business
Fredrick Chandler	London South Bank University	Computer Aided Engineering
Ismaiel Chaudhary	University of Greenwich	Network Computing
Rumana Chowdhury	Kingston University	Exercise, Nutrition & Health
Luke Connew	University of Portsmouth	Business Information Systems
Oliver Cooper	University of Sussex	Engineering (with a foundation year)
Melanie Costelloe	Roehampton University	Sociology

NAME	UNIVERSITY/COLLEGE	COURSE
Tomas Cowie	University of Portsmouth	Property Development with Quantity Surveying
Billie Emery	The University of Kent	Accounting & Finance
Jordan Etienne	The Manchester Metropolitan University	Accounting and Finance
Siobhan Fazackerley	The Manchester Metropolitan University	Law
Hannah Fitzgerald	Aston University, Birmingham	Chemical Engineering
Lyndon Francis	University of Hertfordshire	Physics
Adam Fry	Roehampton University	Journalism & News Media and English Language & Linguistics
John Fynn	University of Greenwich	Pharmaceutical Sciences
Katie Gerrish	Brunel University	Physiotherapy
Thomas Grimshaw	Nottinham Trent University	Psychology with Criminology
Aron Gunga	University of Greenwich	Pharmaceutical Science
Daniel Haines	University of Portsmouth	Sport and Exercise Science
Brendan Hallam	University of Chichester	Psychology
Alex Hamshere	University of East London	Journalism Studies with Media Studies
Rena Harris	Kingston University	Psychology
Sophie Hawgood	St Mary's University College, Twickenham	Tourism Management
Abirami Hethecharan	University of Portsmouth	English Language
Kellie Hill	The University of Essex	English Literature
Hang H'ng	Durham University	Accounting and Finance
Jasmine Holmes-Parker	Roehampton University	Education
Ittेशad Hossain	Queen Mary, University of London	Film Studies
Conor Hughes	Southampton Solent University	Marketing with Psychology

NAME	UNIVERSITY/COLLEGE	COURSE
Ismail Ismail	University of Greenwich	Computer Networking (Extended)
Johnathon Jones	University of Brighton	Accounting and Finance
Amelia Judd	Roehampton University	Sociology
Zahra Karimjee	The University of Kent	Business Information Technology
Tafadzwa Katerere	The University of Warwick	Mathematics
Joshua Kaufmann	University of Plymouth	Marine Geoscience
Sarah Khalife	Brunel University	Biomedical Sciences (Biochemistry)
Niall Lapper	Keele University	American Studies and History
Joe Lavigne	St Mary's University College, Twickenham	Media Arts
Rebecca Lawrence	The University of Kent	Journalism
Stefan Livingston	St Mary's University College, Twickenham	Psychology
Michael Long	University of Northampton	Photographic Practice
Gerbie Lopez	London South Bank University	Mechanical Engineering Design
Alexander Manousou	The University of Essex	Sociology (Social Sciences)
Julian Marks	Royal Holloway, University of London	Geography
George Martin	University of Southampton	Mathematics
Daniel McCarthy	Nescot, Surrey	Osteopathic Medicine
Rebecca McGrath	Nottinham Trent University	Primary Education (4 years)
Drew Middleton	The University of Kent	English Language and Linguistics
Paige-Marie Middleton	University of Southampton	Nursing (Degree) Adult Branch
Frankie Nicklin	St Mary's University College, Twickenham	Media Arts
Lewis Owens	University of Surrey	Psychology (4 years)
Meera Padhiar	University of Portsmouth	Social Work
Alexander Pallister	University of Southampton	Physics (4 years)
Sharad Patel	Royal Holloway, University of London	Mathematics and Physics

NAME	UNIVERSITY/COLLEGE	COURSE
Elizabeth Payne	Roehampton University	Psychology
Taylor Pelling	St Mary's University College, Twickenham	Media Arts
Mollymay Pitman	University of Westminster	Psychology
George Pleasance	The University of Reading	Quantity Surveying
Emma Prothero	Durham University	Education Studies (English Studies)
Joshua Quarcoopome	The University of Warwick	Law and Sociology
Eleanor Quin	Roehampton University	Primary Education Key Stages 2 (History Education)
Conor Quinn	The University of Nottingham	English Language and Literature
Nathan Rhodes-Brandon	St Mary's University College, Twickenham	English and Creative & Professional Writing
Georga Robinson	Roehampton University	Psychology
Remo Samuel	University of Central Lancashire	Software Engineering
Alex Jon Saxby	University of Surrey	Accounting and Finance (3 or 4 years)
Michael Short	The University of Bradford	History (Modern European)
Connor Smith	University of Sussex	Physics and Astronomy (with a foundation year)
Rachael Swan	St Mary's University College, Twickenham	Sport Science
Milad Tavakoli	Queens University Belfast	Dentistry
Laura Underwood	The University of Reading	Zoology
Max Vigor	The University of Essex	Sports & Exercise Science
George Wheeler	Coventry University	Sport and Exercise Science
Evan Whyte	University of Southampton	Law
Leah Wilkes	Kingston University	Psychology
Tayla Woodman	University of Brighton	Primary Education 5–11 with QTS
Yassin Yassin	The Arts College at Bournemouth	Commercial Photography
Ying Yingda	Kingston University	Economics

Faces of Greenshaw



Jake Broughton-Venner

Jake was identified as an able student from his early years at Greenshaw. Part of the 'Gifted and Talented' scheme throughout Key Stage 3 it was in Year 10 that Jake's strengths in mathematics really became evident.

At A Level Jake studied four A Level subjects: mathematics; further mathematics; additional further mathematics and physics. Jake also studied AS chemistry in Year 12. At the end of his first year of sixth form study Jake attained an A grade in each of his ten examination papers, and full marks in four of these. Jake has tutored many fellow students in GCSE and A Level mathematics, and even supported an adult learner with her GCSE re-take in maths.

During the first term of Year 13 Jake went up to Cambridge to be interviewed for a mathematics degree. After a gruelling and demanding admissions process, including the working through of unseen mathematical problems in two separate interviews Jake was offered a place for September 2010. Having attained 4 A* grades Jake has started his mathematics degree at St Catherine's College Cambridge and Jake hopes to continue his love for mathematics into postgraduate study, and onto academia.



Rebecca Lawrence

Rebecca has had a fantastic school career. As a Year 7 student she quickly identified herself as someone with a prodigious capacity for hard work. She worked solidly throughout KS3 and KS4, being recognised for her efforts in awards evenings and gaining an impressive set of GCSE results.

It was in the sixth form that Rebecca really began to shine. Her decision to pursue journalism as a career helped to focus her energies. She started a sixth form magazine – the Greenshaw Chronicle – and then ensured its continuance by acting as editor and one of its most prominent contributors. She was recognised for this work at this year's SHINE media awards, where she was highly commended in the outstanding student category.

She has an enormous capacity for hard work and has shown a remarkable degree of initiative and drive. She led the organisation of the sixth form prom and has shown exceptional resourcefulness and diligence in all that she has done. She gained the A Level grades that she needed and is now pursuing a degree in journalism at university.

Fred McDonnell

Fred is one of our most impressive students. An extremely able and diligent student from the day he joined us, he has been present at every awards evening from Year 7 onwards. Having gained a clutch of A and A* grades at GCSE, Fred continued into Y12 to study maths, further maths, chemistry and physics. At the end of Year 12 he attained A grades in all four of his subjects.

He has set his sights on studying physics at Cambridge University and to this end he has successfully attended a summer school there.

In addition to his exceptional academic record, Fred has participated in a wide range of extra-curricular activities. He was the prime mover behind the enterprise group that developed their own web design company and produced industry standard products for real-world clients. This won the regional heats of the young enterprise competitions and was awarded the prize for best trade stand at the regional finals. Additionally, he has now taken on the role of editor of the sixth form magazine and has been involved in the Duke of Edinburgh programme.

This is a young man destined for a great future.



Admission Arrangements For Year 7 Intake In September 2012

A. 60 places are allocated by reference to ability, irrespective of where you live or any other criterion. The places will be decided on merit following the results of a combined verbal and non-verbal reasoning test taken at the school on **Saturday, 12 November**. If you wish your child to take this test you should complete the **Greenshaw High School Supplementary Form** available from the School and **return it direct to the School by Friday, 21 October 2011**. You should only consider entering your child for the test if she/he is of above average ability.

If you do not want your child to take the test you should not complete the supplementary form.

However, all parents must complete the Common Application Form, which should be returned to their Local Education Authority.

B. The other places at Greenshaw are allocated by considering the following five factors (as described on the application form):

1st Looked after children.

2nd Where there are professionally supported medical reasons or exceptional social reasons.

3rd Where there will be an older brother or sister at Greenshaw at the time of the younger child's admission.

4th The remaining places will be offered on the basis of proximity to Greenshaw, measured in a straight line from your home address.

Online Admissions

You can now apply for your child's school place by visiting www.sutton.gov.uk/education/admissions

If you require this prospectus in braille or an alternative language please contact the school. It is available to download from the school website.

GREENSHAW 
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