

together resilient ambitious caring



Welcome to Titus Salt School

We hope you find this information interesting and useful.

I wish to take this opportunity to welcome you to our school. As I continue my journey as Headteacher, I wish to thank all of our staff and parents/carers who have supported me and the school over the years. Being part of the development of Titus Salt School is a real privilege and an exciting opportunity. I hope you consider that being a part of our development is an investment worth making. It is the many teams within a school and the partnerships it develops that make it a success. I look forward to continuing on our path of success and I see the next few years in education as an exciting opportunity to build on our experiences and expertise.

We are proud of our comprehensive principles and value diversity. Our reputation as a caring school places the individual at the very heart of what we do. We emphasise student wellbeing and high academic standards and above all there is a clear focus upon achievement for all; a vision shared across the school. We believe this approach allows our students to flourish and develop positive attitudes, values, and responsibilities.

Our links with the community are also very important to us as we pro-actively seek to work with a range of partners to provide students with diverse learning opportunities. We have developed as a specialist school in Mathematics and Computing; always aiming to be at the forefront of developments in teaching and learning. Our specialist status is extending into the areas of Science, Technology Engineering/Enterprise and Mathematics (STEM). We believe in hard work, positive behaviour, access to a full range of educational opportunities for all, rewarding success and celebrating achievement.

We are a school with great aspirations; proud of our history and heritage, yet always looking to the future – celebrating student well-being, high academic standards and achievement for all. Success at school is the result of students, parents/carers and teachers working together. Ofsted reported in February 2016 that, "Students have developed good social skills and welcome visitors. They are courteous and confident when explaining their work to adults. They are very proud of their school and keen to tell visitors they enjoy coming to school. They appreciate the care and guidance they receive throughout their education". Visitors regularly comment upon the warm and friendly atmosphere created by the positive relationship between staff and students.

We value all that our students and staff achieve and our examination results reflect our commitment to continuing on the path of excellence.

A handwritten signature in black ink, appearing to read 'Ian Morrel'.

Ian Morrel
Headteacher

September 2016



Everyone Counts

"There is a harmonious atmosphere around the school and behaviour is good. Pupils are keen to come to school. Attendance is well above average and punctuality is exceptional."

Ofsted, February 2016

Titus Salt School is a popular 11-18 mixed comprehensive school with 1442 students on-roll. We have Specialist School status for Maths and Computing.

Students are at the heart of our school and we take great pride in ensuring we allow each of them to achieve the best they can. We are fully committed to every student having the right to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing.

We guarantee:

- A clear focus on standards and achievement
- Dedicated and innovative staff
- A safe and caring environment
- Opportunities outside the classroom
- A positive approach to behaviour.

Mission Statement

We are proud to be part of a community where everyone:

- Enjoys learning
- Is helpful and polite
- Works hard to achieve the best they can
- Treats others and the environment with respect
- Takes responsibility for themselves and their actions.

Care, Guidance and Support

We place a high priority on the well-being of all our students, believing that healthy, happy students have the best chance to achieve academic success - every child matters. Our range of provision identifies designated staff with responsibilities for Children who are Looked After, High Attainers and those with disabilities.

Students meet their Form Tutor every day, allowing academic and personal development to be easily monitored. Additional support comes from Year Teams consisting of a Year Leader, Assistant Year Leader, Senior Leadership Link and staff covering all areas of Achievement Support. We also monitor student attendance,



provide health and first aid support and positively encourage communication between home and school.

A Student Planner is used to record timetables, homework and activities. In addition, it helps students develop personal organisation skills. Parents/carers can monitor schoolwork and communicate with us. Staff can log information about the school, special events, homework and incidents of concern or praise. We also produce a Parent Planner every year for further information on the school.

We are very proud of the role our students play in helping new students settle into the school; our peer mentor scheme has received national recognition and our primary school partners welcome the support it offers. Our student-designed programme to combat bullying works in conjunction with our email and mobile anti-bullying system. We believe every student has the right to be in a safe environment so they can enjoy school.

Equality of Opportunity

The school has a rigorous approach to all aspects of Equality of Opportunity, be that race, special educational needs, disability or sex discrimination. Ofsted recognised the significant emphasis we place upon promoting community cohesion and removing barriers to progress. An overarching Equality of Opportunity policy is available, with individual policies as required. We comply with all requirements for recording incidents and have in place action plans as necessary.

Inclusion and Special Educational Needs

The school works to promote the inclusion of all its students through its policies and practice. For those with additional needs it seeks to make available a wide range of provision and, by providing help and support, it encourages these students to make progress and achieve success. We are committed to meeting the requirements of the Children and Families Act 2014 and the Disability Discrimination Act. Our aim is to prepare our students for opportunities, responsibilities and experiences in the wider world.

Wherever possible, students with SEN are integrated with other students. The school's SEN policy, School Offer and Local Offer are available to view on request.

Every student on the SEN register is monitored carefully and information about their needs shared with their teachers. Individual Learning Plans (ILPs) are written annually for students with EHCPs or Statements to ensure appropriate targets are set.

There are 123 students on the SEN register, of whom 28 have an Education Health Care Plan (EHCP) or a Statement, with a further 95 students having an identified SEN.



Disability

The school's Disability Policy relates to any staff, students or parents/carers of students who have disabilities.

We continually review our disability access provision in and around the school, to ensure we have effective planning in place to improve access for disabled students in relation to the physical environment and access to the curriculum and information. There are a number of accessible toilets on each level. Wheelchair access is via the Community Entrance. There is a lift servicing Levels 0 to 2 (situated near the Community Entrance) and a further lift with access to Level 3.

We liaise with external agencies such as Learning Support Service, Autism Support Service and support services for students with visual and hearing impairment. There is alternative curriculum provision for visually and hearing impaired students where it is required.

Security

We make all reasonable attempts to ensure the safety of our students and staff. All visitors must sign in at Reception and wear a visitor's badge. No-one is allowed access to the students unless direct permission is gained through the Headteacher or a Deputy Headteacher. Parents/carers and emergency contacts indicated on the student's Data Collection Sheet will be contacted if requests are made from outside agencies. Supervision is provided at break and lunchtimes in the building and immediate school grounds. Parents/carers must be aware that we cannot be responsible for students leaving the building or grounds during the day. Students in Years 7 to 10 remain on site for lunch. Year 11 and Sixth Form students have the option to go off site for lunch but must return for afternoon lessons, unless individual provision has been arranged.

Policies

The school aims to meet its statutory requirements with regard to the publication of policies. Although a summary of some policies is contained within this document, full policies can be obtained by contacting the Headteacher's PA.

Access to Information

Parents/carers have access to the following information:

- School Policies, both statutory and additional whole-school policies
- The 2016 Ofsted Report
- Governor information
- Assessment information
- Admission arrangements
- Pupil Premium
- Our ethos and values
- Contact information.

We also offer parents/carers:

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- Induction packs for new students
- Post-16 prospectus
- Parent Planner (via our website)
- Annual student reports
- Pinch of Salt magazine
- Website: www.titussaltschool.co.uk
- Twitter feed: TitusSaltSchool

Student Records

Parents/carers may ask to see their child's records. The records will be produced within ten school days from receipt of a written request to the Headteacher. Students over the age of 16 also have this right. Exceptions are: requests from a third party and reports to juvenile courts.

Admission Arrangements for 2016-2017

Admission to Titus Salt School is controlled by Bradford Council and our official Pupil Admissions Number (PAN) is 240 but for the past four years, we have taken 10 more students above PAN which was originally at the request of the Local Authority, which required additional places in the city. The planned curriculum for 2016-2017 is staffed based on current student numbers and can accommodate projected numbers for Year 7 based on the previously agreed maximum of 250 – creating absolute maximum group sizes for classes at Key Stage 3. Since 1990 we have been oversubscribed; every year taking more than our intended number. When allocating places Bradford Council takes into account residency and family connections to the school. Parents/carers can appeal if a place is not offered in the first instance.

The school itself controls admissions for Post-16 study. The number of places is restricted to students who have demonstrated high personal standards in the main school and to those who are likely to benefit from the courses available. The school also welcomes applications for Post-16 entry from students at other schools. The school holds annual Open Evenings for prospective new students and their families.

School Governors

Parent Governors

Mrs M McCallum
Mrs J Duffy
Mr P Leadbeater

Staff Governors

Mrs G Russell
Mr I Morrel (Headteacher)

LA Representative

Mr J Cole

Co-opted Governors

Mrs S Craven (Chair)
Mr J Drinkall (Vice Chair)
Mr M Pollard (Vice Chair)
Mrs J Downes
Mr P Linley
Mrs G Holland
Mrs C Siddall
Dr R Espindola

Clerk to the Governors

Mrs C Ries



Attendance Statistics

Good attendance and punctuality are essential if students are to avoid falling behind with their work and feeling isolated from school life. Our Attendance Manager and Pastoral Team's closely monitor attendance and absence, by working with parents and carers to ensure all students have the best chance of success.

Percentage of sessions (half days)	School	National
Total attendance (2015-2016)	95.1%	Not yet published
Total attendance (2014-2015)	95.2%	94.8%

School Timetable

The school operates a two-week timetable with a total of 50 lessons. Every effort is made to keep the same timetable for both weeks. However, students may find their timetable is slightly different between the two weeks.

School Day

Start	End	Description
8.50am	9.05am	Registration
9.05am	10.05am	Period 1
10.05am	11.05am	Period 2
11.05am	11.20am	Break
11.20am	12.20pm	Period 3
12.20pm	1.20pm	Period 4
1.20pm	2.00pm	Lunch
2.00pm	3.00pm	Period 5

Here to Learn

Our school is a friendly place but one where all students are expected to work hard and achieve their best. To encourage students to reach their full potential we provide a broad and balanced programme of studies. Most subjects are taught in similar ability groups and Faculties use a range of setting procedures. We take pride in the way we monitor the progress of each learner through regular assessments; recognising individuality and working collaboratively with students and parent/carers to meet students' needs, interests and aptitudes.



The Curriculum

Our Curriculum meets all statutory requirements.

Key Stage 3 (Years 7 to 9)

All students follow National Curriculum courses in:

English, Mathematics, Science, Modern Foreign Languages, Computing, Art, History, Geography, Philosophy and Ethics, Music, Technology including Product Design, Food Studies, Textiles and Graphics, Lifetracks (PSHE), Physical Education (PE).

Please note that in Year 7 all students study French, German or Spanish and also have an additional lesson in Literacy and Opening Minds (a thematic programme). In Year 8, students continue with their Year 7 language and take an additional language of either French or German.

Students who are experiencing difficulties may be offered a transition curriculum, by negotiation.

Year 9 choose their GCSE, BTEC or Vocational options for Years 10 and 11 during the spring term. This is followed by formal assessments in all subjects studied, in May.

Key Stage 4 (Years 10 and 11)

To maintain a broad, balanced Key Stage 4 curriculum we offer a core of subjects for all students to study based around the English Baccalaureate (EBacc) subjects, plus a wide-ranging choice of additional optional subjects:

Core Subjects

English, Mathematics, Science (Combined Award) or Separate Science's (Biology, Chemistry, Physics), Ethical Values, Physical Education (PE), Lifetracks (PSHE).

Additional Subjects

Art, Business Studies, Computing, Dance, Drama, Geography, History, Health and Social Care, Languages (French, German, Spanish), Leisure and Tourism, Media Studies, Music, GCSE Physical Education (PE), Performing Arts, Philosophy and Ethics, Technology (Graphics, Resistant Materials, Textiles or Food & Nutrition), Work Related Curriculum (NCFE V.Certs).

A number of subjects are continuing to develop their Individual Learning Pathways that allow for curriculum development to meet individual need. We value the rigour of GCSEs and are true to our comprehensive principles; offering a range of vocational areas of study.

College courses

A range of vocational courses leading to recognised Vocational GCSE, NVQ or BTEC qualifications including; Child Care, Mechanics, Horticulture and Construction.



Post-16

We have a large and successful Sixth Form that is open to students who feel they can profit from our range of courses and are a stepping stone to Higher Education, Advanced Apprenticeships and employment.

We offer a wide range of 'A' Level and Vocational courses at Level 3. At Level 2, based on need, we are also continuing, through partnerships, to widen the choice available for students looking for a completely vocational pathway or an alternative to the traditional AS/ A2 route. A separate annual prospectus lists the courses on offer.

Post-16 opportunities are set out in our separate Sixth Form Prospectus.

Religious Education (RE) – Philosophy and Ethics

The style and content of RE lessons comply with the requirements of the Education Reform Act. As a non-denominational school we celebrate the opportunity to come together during weekly assemblies to explore elements of Faith, Belief and Morality. Focusing predominantly on Christianity and other community faiths, staff and students share moments of reflection and consideration around a series of issues and topics. Parents/carers have the right to withdraw their children from assemblies and/or RE lessons and alternative provision will be made for them.

Collective Worship

Titus Salt School celebrates the opportunity to share common values, mutual beliefs and overarching philosophies through assemblies and themes where staff and students share moments of reflection and consideration around a series of issues and topics.

Themes are taken from our agreed Titus Salt School expectations, religious festivals and dates such as Black History month, Anti-Poverty week. Each theme guides the year group assembly and is also delivered by Form Tutors during registration. It is further promoted through appropriate displays around the school.

Guidance/Lifetracks

A guidance programme, delivered by Form Tutors, covers aspects of personal, social, and health education (PSHE). Personal advisors also offer impartial and confidential information, advice and careers guidance.

Homework

Regular homework is a vital extension to our work in the classroom. Independent learning emphasises our aim to develop good study skills; allowing students to achieve potential and benefit more from their time in school.



Entry for Public Examinations

Students are entered for Key Stage 4 and Key Stage 5 examinations unless coursework is not completed. Subject teachers base entry decisions on a variety of assessment information and always try to ensure that the student is able to gain the highest grade of which they are capable.

Charging and Remissions

The Governors recognise the valuable contribution a wide range of additional activities can make towards students' personal and social education. We aim to promote and provide activities as part of a broad and balanced curriculum and as additional optional activities. No student will be excluded from any activity organised by the school because they cannot pay. We will seek voluntary contributions for any educational activity organised within school hours. Activities out of school hours will be charged at cost.

Parents/carers will be charged for any damage, defacing or loss of text books and other property, by their children.

Public examination fees will be charged to parents/carers when their children fail to attend examinations without good reason.

Achievement for All

In our pursuit of the highest academic and pastoral standards we believe it is vital that we reward all of our students' efforts. Success breeds success but it can only happen with careful monitoring and guidance.

Positive Behaviour Strategy (PBS)

By emphasising positive behaviour and ensuring consistency in applying both rewards and sanctions, we encourage students to realise they can make responsible choices. All aspects of student life can attract rewards; leading to prizes, privileges, certificates and special trips. Staff also send home 'Celebration of Success' postcards, allowing families to be part of the success. All-round achievement is supported with a series of Award Evenings. Reward trips take place each year to celebrate and recognise all of those students who have worked hard during the year.

Our Year Teams work with students who need extra encouragement to achieve their potential. Their main aim is to remove barriers to learning. Key aspects are one-to-one meetings with parents and carers.

Assessment for Learning (AfL)

We believe that good Assessment for Learning (AfL) is at the heart of effective teaching and learning. AfL at Titus Salt is based on the following:



- Where am I in my learning against targets?
- Where do I need to be to achieve my targets?
- What do I need to do to improve and reach my targets?

Target grades provide students something to aim for in each subject and teacher assessments monitor whether they are working above, below or on target.

Our carefully designed system of mentoring and target setting uses subject target grades to give students a clear idea of what to aim for. Teachers advise students, as well as their parents and carers, what they need to do to achieve their targets; often a little extra help is all that is needed. If they are showing signs of not reaching their subject targets then a range of intervention strategies are put in place; they may be selected for special mentoring and support.

Working Together

Good community links add relevance and interest to students' work. We have strong business links and work closely with voluntary groups, our local primary schools and other organisations. Our growing partnership with local providers is a real strength.

We are keen to be 'community partners'. Students and staff are active members of local focus groups and attend local forums. As the lead secondary school within the Shipley Learning Partnership we are proactive in our support with young people and their families. Our Extended School provision is wide ranging and offers opportunities to engage in after school and holiday clubs together with a wide range of workshops.

Students at Key Stages 4 and 5 have the opportunity to be involved in the world of work through a range of work-based learning activities. These include Work Experience and Personal Development Days where students have the opportunity to develop enterprise skills in a range of contexts and in partnership with many businesses and representatives from industry.

Parents' Information and Discussion Group

This group is run for all parents/carers wanting greater involvement in the school. It is your opportunity to meet with senior staff to discuss a range of subjects relating to your son/daughter's experience of life at Titus Salt School. Our Parents' Information and Discussion Group is very important to us. The group has provided valuable feedback on student reports and our Positive Behaviour Strategy and was part of the consultation for our new school.

"The culture and climate within the school is positive, with staff at all levels supporting the vision and direction being set. Parents are overwhelmingly supportive of the school".

Ofsted, February 2016



Uniform

Wearing the correct uniform is an essential part of being prepared for work at school. We need your support to ensure that your child is always properly dressed for the working day. Wearing uniform is not an option; it is a clear expectation of all who are part of the Titus Salt Community.

Girls

Navy v-neck pullover with school badge

Navy sweatshirt with school badge (Year 11 only)

White shirt with a collar suitable for a tie (no polo shirts)

School tie in year group colour, clipped to a buttoned collar

Plain black tailored trousers

Unacceptable styles although not limited to:

Riveted denim/canvas, jeans-styles, tracksuits, culottes, cropped or combat trousers, skinny fit trousers, leggings or stretch style 'treggings'

or, plain black skirt worn with plain black opaque tights. The skirt should be no more than 7.5cm (3") above the knee

Plain black shoes with black soles

Suitable winter outdoor coat

Black hijab with year group colour trim (worn for religious reasons)

Boys

Navy v-neck pullover with school badge

Navy sweatshirt with school badge (Year 11 only)

White shirt with a collar suitable for a tie (no polo shirts)

School tie in year group colour, clipped to a buttoned collar

Plain navy or black trousers

Unacceptable styles although not limited to:

Riveted denim/canvas, jeans-styles, tracksuits or combat trousers

Plain black shoes with black soles

Suitable winter outdoor coat

Summer term uniform for boys and girls (optional)

Students may wear a navy polo shirt with school badge instead of a shirt, tie and pullover.



PE Kit

Girls

White polo shirt with school badge

Sky/navy skort **or** navy jogging bottoms with school badge

Navy hockey socks and white sports socks

Trainers (no fashion/canvas pumps or 'Converse' styles)

Optional but advisable: Navy hoodie with school badge

Boys

White polo shirt with school badge

Sky/navy football shirt

Navy shorts (2 pairs)

Football boots

Navy/white football socks and white sports socks

Trainers (no fashion/canvas pumps or 'Converse' styles)

Optional: Navy hoodie with school badge, navy jogging bottoms with school badge

We advise that students wear shin pads and gum shields during football, hockey and rugby lessons.

If students do not have their kit they are expected to borrow one from the PE department. Students must change into their kit even if they are excused from participating in the lesson due to illness or injury. The summer polo shirt is not to be worn in PE.

Wellbeing Centre

Our students have access to an on-site health advice service. Health workers are on hand to provide confidential health-related information and advice.

Compliments or Complaints

We encourage and welcome contact from parents/carers. This is achieved informally through communication in the student planner, by phone or letter to the individual member of staff. Matters of formal complaint can usually be resolved through contact and discussion with the Year Team, Senior Leadership Team and Headteacher. The Governing Body also has a formal complaints procedure.



Attainment and Achievement

Key Stage 3

Key Stage 3 Teacher Assessment: Percentage of students making Expected Progress or Better by the end of Year 9

Subject	Percentage of students making Expected Progress or Better
Art	96%
Computing	96%
Drama	77%
English	92%
Food and Textiles	91%
French	99%
Geography	94%
German	96%
History	95%
Maths	95%
Music	92%
PE	79%
Product Design	94%
Religious Studies	90%
Science	92%
Spanish	96%



Key Stage 4

Students entered for GCSE examinations in 2016:

- Total: 250 (128 male, 122 female)
- Percentage achieving English Baccalaureate : 29% (national 24%)
- School achievement at 5A*-C : 65% (national 65%)
- School achievement at 5A*-G : 94% (national 93%)

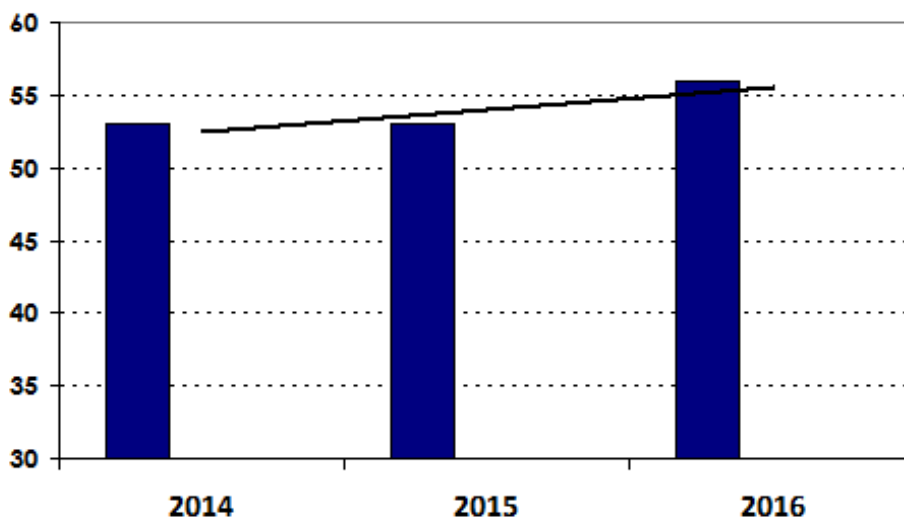
Student attainment included:

- 47 students gained 5 or more at grades A*/A
- 99 students gained 5 or more at grades A*-B
- 162 students gained 5 or more at grades A*-C
- 38 students attained 100% A* to B grades in 9 or more subjects
- A further 58 students attained 100% A* to C grades in 8 or more subjects
- 92 students attained at least 1 A grade

Key Stage 4 Trends

	2014	2015	2016
Cohort size	243	248	250
%5A*-C inc. English and Mathematics	54%	55%	56%
% attaining the EBacc	30%	33%	29%

Headline 5A*-C including English and Maths (percentage of Year 11 cohort)





Year 11 – Attainment by entry

Subject	Entries	A*	A	B	C	D	E	F	G	U
Additional Applied Science	29	0	0	0	11	18	0	0	0	0
Additional Science	87	2	4	14	39	23	5	0	0	0
Art	43	2	2	12	19	5	2	1	0	0
Biology	118	8	37	35	34	4	0	0	0	0
Business Studies	15	0	3	7	5	0	0	0	0	0
Chemistry	118	11	37	42	24	4	0	0	0	0
Computing	20	0	5	6	5	3	1	0	0	0
Drama	12	0	2	1	3	6	0	0	0	0
English Language	249	6	17	53	73	68	23	7	1	1
English Literature	248	6	28	54	48	68	38	4	1	1
Food Technology	41	1	5	4	10	9	8	2	2	0
French	42	3	2	8	13	13	3	0	0	0
Geography	85	19	18	13	13	11	9	2	0	0
German	64	0	5	20	26	11	2	0	0	0
Graphics	15	1	4	3	2	3	1	1	0	0
History	98	5	22	25	20	11	4	8	3	0
Leisure Studies	18	0	0	1	1	3	7	6	0	0
Mathematics	246	11	33	55	65	42	13	9	8	10
Mathematics (Additional)	14 (1 at A [^])	1	2	4	6	6	1	2	0	0
Media Studies	22	1	2	4	6	6	1	2	0	0
Music	19	0	3	5	3	2	4	1	1	0
PE	46	1	5	13	11	13	3	0	0	0
Polish	3	2	1	0	0	0	0	0	0	0
Physics	118	9	34	37	27	9	2	0	0	0
Religious Studies	22	3	6	3	6	1	1	2	0	0
Resistant Materials	44	1	5	12	13	8	3	1	1	0
Science	122	1	3	18	28	39	15	14	1	3
Spanish	41	2	4	4	13	9	8	0	1	0
Textiles	16	1	2	2	6	0	3	2	0	0



Percentage of Attainment

	A*	A	B	C	D	E	F	G	U
Additional Science	2%	5%	16%	45%	26%	6%	0%	0%	0%
Applied Science	0%	0%	0%	38%	62%	0%	0%	0%	0%
Art	5%	5%	28%	44%	12%	5%	2%	0%	0%
Biology	7%	31%	30%	29%	3%	0%	0%	0%	0%
Business Studies	0%	20%	47%	33%	0%	0%	0%	0%	0%
Chemistry	9%	31%	36%	20%	3%	0%	0%	0%	0%
Computing	0%	25%	30%	25%	15%	5%	0%	0%	0%
English Lang.	2%	11%	27%	30%	18%	7%	2%	2%	0%
English Lit	2%	11%	22%	19%	27%	15%	2%	0%	0%
Food Tech	2%	12%	10%	24%	22%	20%	5%	5%	0%
French	7%	5%	19%	31%	31%	7%	0%	0%	0%
Geography	22%	21%	15%	15%	13%	11%	2%	0%	0%
German	0%	8%	31%	41%	17%	3%	0%	0%	0%
Graphic Prod	7%	27%	20%	13%	20%	7%	7%	0%	0%
History	5%	22%	26%	20%	11%	4%	8%	3%	0%
Leisure	0%	0%	6%	6%	17%	39%	33%	0%	0%
Mathematics	4%	13%	22%	26%	17%	5%	4%	3%	4%
Mathematics (Additional)	23% (8% at A [^])	46%	23%	8%	0%	0%	0%	0%	0%
Media Studies	5%	9%	18%	27%	27%	5%	9%	0%	0%
Music	0%	16%	26%	16%	11%	21%	5%	5%	0%
PE	2%	11%	28%	24%	28%	7%	0%	0%	0%
Physics	8%	29%	31%	23%	8%	2%	0%	0%	0%
Religious Studies	14%	27%	14%	27%	5%	5%	9%	0%	0%
Resistant Materials	2%	11%	27%	30%	18%	7%	2%	2%	0%
Science	1%	2%	15%	23%	32%	12%	11%	1%	2%
Spanish	5%	10%	10%	32%	22%	20%	0%	2%	0%
Textiles	6%	13%	13%	38%	0%	19%	13%	0%	0%



Attainment by Entry

	Cambridge National Certificate in Computer Use	Level 2 BTEC Dance	Level 2 BTEC Business	Level 2 BTEC Health and Social Care Certificate
Level 2 Distinction*	Not awarded by OCR	5	1	18
Level 2 Distinction	2	1	1	11
Level 2 Merit	7	4	12	12
Level 2 Pass	13	7	15	13
Level 1 Distinction	7	Not awarded by BTEC		
Level 1 Pass	0	0	1	4
Ungraded	0	0	0	1

Percentage of Attainment

	Cambridge National Certificate in Computer Use	Level 2 BTEC Dance	Level 2 BTEC Business	Level 2 BTEC Health and Social Care Certificate
Distinction*	Not awarded by OCR	29%	3%	31%
Distinction	7%	6%	3%	19%
Merit	24%	24%	40%	20%
Level 2 Pass	45%	41%	50%	22%
Level 1 Distinction	24%	Not awarded by BTEC		
Level 1 Pass	0%	0%	3%	7%
Ungraded	0%	0%	0%	2%



Key Stage 5

A-level Attainment	2014	2015	2016
%A*	5.4%	6.8%	8.5% (national 8.1%)
%A	16.2%	16.9%	18.6% (national 17.7%)
%A*/A	21.6%	23.7%	27.1% (national 25.8%)
%A-B	47.3%	49.7%	53.2% (national 52.9%)
%A-E	99.5%	100%	99.5% (national 98.1%)

Vocational Attainment	2014	2015	2016
Single Award subjects			
D*	58.0%	64.7%	71.1%
D*/D	88.0%	82.4%	88.2%
D*/P	100.0%	100.0%	100.0%
90 Credit and Double Award subjects			
D*D* (D1)	43.0%	34.5%	48.0%
D*D*/D*D (D1/D2)	67.0%	69.0%	70.0%
D*D*/PP	100.0%	100.0%	100.0%

National data for Vocational attainment for Summer 2016 has not been published yet.

Our A-level results and our Vocational results are in the top 2% nationally and judged to be "Excellent" by ALPS, an independent educational consultancy that analyses the Post-16 data of over 1500 schools, academies, sixth form colleges and FE colleges.

- 48% of Vocational results were awarded D*D* (double Distinction Star) and 70% attained D*D* to D*D1
- 1 student attained 100% A* grades (4 subjects)
- 1 student attained 100% A* grades (3 subjects)
- 1 student attained 100% A*/A grades (5 subjects)
- 1 student attained 100% A*/A grades (4 subjects)
- 5 students attained 100% A*/A grades (3 subjects)
- 21 students attained 100% A* to B grades (3+ subjects)



Year 13 A Level Results by Subject

Subject	Entries	A*	A	B	C	D	E	U	A*-B	A*-E
Art	2	0	0	2	0	0	0	0	100%	100%
Biology	14	1	1	4	4	0	3	1	43%	93%
Chemistry	19	2	4	6	5	2	0	0	63%	100%
Economics	6	0	1	3	1	1	0	0	67%	100%
English Lang and Lit	7	0	1	2	4	0	0	0	43%	100%
English Lit	7	0	2	1	4	0	0	0	43%	100%
Further Maths	7	3	2	1	0	0	1	0	86%	100%
Geography	15	3	4	6	2	0	0	0	87%	100%
History	16	0	1	4	6	3	2	0	31%	100%
Maths	22	6	8	1	4	3	0	0	86%	100%
Media Studies	6	0	0	3	0	3	0	0	50%	100%
PE	2	0	0	0	1	0	1	0	0%	100%
Photography	2	0	0	1	1	0	0	0	50%	100%
Physics	15	1	5	4	3	2	0	0	67%	100%
Product Design	9	0	0	1	3	4	1	0	11%	100%
Psychology	20	1	3	7	6	3	0	0	55%	100%
Religious Studies	7	0	2	4	0	0	1	0	86%	100%
Sociology	4	0	0	0	1	2	1	0	0%	100%
Spanish	1	0	0	0	1	0	0	0	0%	100%
Textiles	3	0	0	0	2	1	0	0	0%	100%

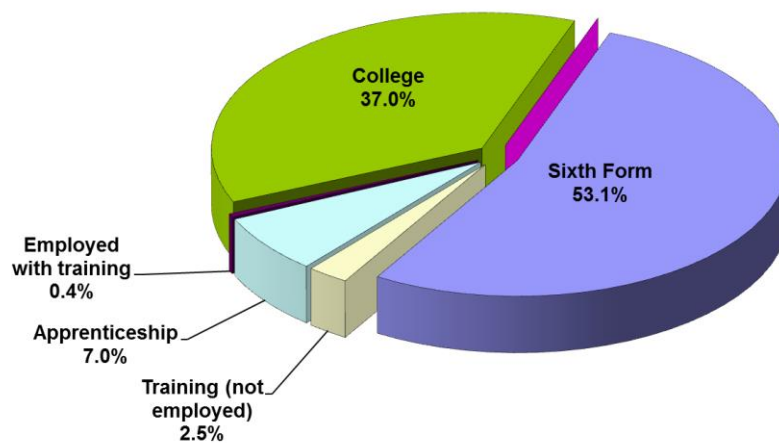
Vocational Results

Level 3 Business Studies Double Diploma	56% attained triple Distinction*
Level 3 Business Studies Subsidiary Diploma	97% attained Distinction* or Distinction
Level 3 BTEC Health and Social Care Diploma	63% attained double Distinction*
Level 3 BTEC Certificate in Dance	100% attained Distinction* or Distinction
Level 3 BTEC Subsidiary Diploma in Medical Sciences	94% attained Distinction* or Distinction
Level 3 BTEC Sports Certificate	63% attained Distinction* or Distinction
Cambridge Introductory Diploma in IT	100% attained Distinction* or Distinction



Year 11 Destinations 2014-2015

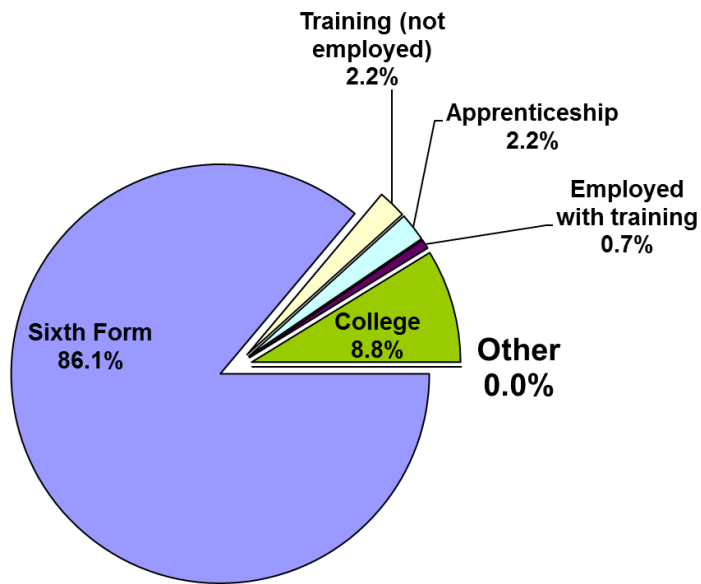
In Learning:	243	100%	Other Categories:	0	0%
Sixth form course	129	53.1%	Employment without accredited training	0	0%
College course	90	37.0%	Part-time education/job	0	0%
Training (not employed)	6	2.5%	NEET	0	0%
Apprenticeship	17	7.0%	Not known	0	0.0%
Employment with accredited training	1	0.4%	Moved away	0	0.0%
Year 11 Total	243				





Year 12 Destinations 2014-2015

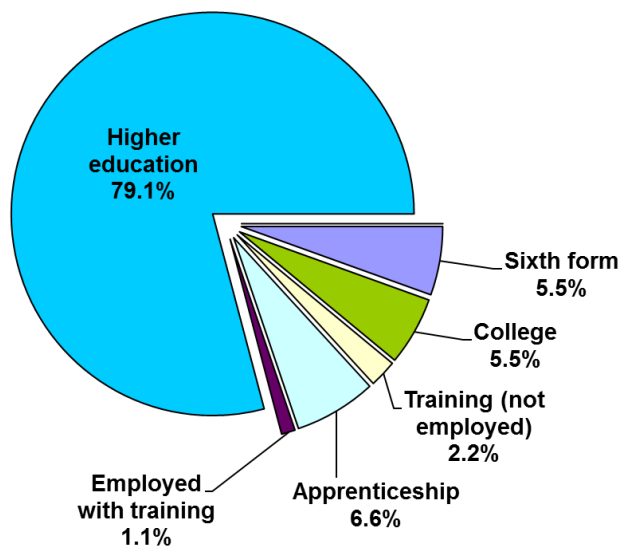
In Learning:	137	100%	Other Categories:	0	0%
Sixth form course	118	86.1%	Employment without accredited training	0	0%
College course	12	8.8%	Part-time education/job	0	0%
Training (not employed)	3	2.2%	NEET	0	0%
Apprenticeship	3	2.2%	Not known	0	0%
Employment with accredited training	1	0.7%	Moved away	0	0%
Year 12 Total	137				





Year 13/14 Destinations 2014-2015

In Learning:	91	100%	Other Categories:	0	0%
Sixth form course	5	5.5%	Employment without accredited training	0	0%
College course	5	5.5%	Part-time education/job	0	0%
Higher education	72	79.1%	NEET	0	0%
Training (not employed)	2	2.2%	Not known	0	0.0%
Apprenticeship	6	6.6%	Moved away	0	0%
Employment with accredited training	1	1.1%			
Year 13/14 Total	91				





Year 13 Destinations 2016

Student		Destination	Studying
Abbas	Adil	Heriot Watt University	Civil Engineering
Ahmed	Haseeb	Bradford University	Biomedical Science
Ahmed	Kieran	Sheffield Hallam University	Business and Financial Management
Ahmed	Ozair	Huddersfield University	Accountancy and Finance
Airey	Stephanie	Manchester Met University	Social Work.
Allinson	Matthew	Leeds Beckett University	Computer Forensics
Bates	Abigail	Sunderland University	Primary Education
Baxter	Sam	Apprenticeship	Produmax as Aerospace Engineer
Beckett	Sarah	Leeds University	Philosophy
Boyce	Luke	Durham University	Chemistry (4 years)
Brewer	Greig	Northumbria University	Sport Coaching
Brook	Emma	Durham University	General Engineering
Browne	Emma	Sheffield Hallam University	Criminology
Brownutt	Lucy	BIMM (Manchester Music College)	Professional Musicianship
Brunton	Abigail	Durham University	Natural Sciences
Bryant-Miles	Sophie	Bradford University	Nursing/Registered Nurse (Adult)
Buckton	Sophie	Bradford University	Health, Wellbeing and Social Care
Butt	Omar	Bradford University	Computer Science (4 years)
Butt	Safian	Manchester Met University	Business
Capon	Emily	Apprenticeship	Yorkshire College of Beauty
Carroll	Jordan	Sheffield University	Physics and Astrophysics (3 years)
Carson	Megan	Employment	Moove Insurance
Cartner	MaCauley	Employment	Sales
Chadwick	Olivia	Bradford College	Art Foundation
Chapman	Katie	Bradford University	Health, Wellbeing and Social Care
Clavin	Lydia	Sheffield Hallam University	Product Design
Cooke	Lucy	Leeds Beckett University	Psychology
Corcoran	Amelia	Manchester University	Mathematics
Dibb	Harry	Leeds University	Interdisciplinary Science (Foundation)
Ditta	Adam	Northumbria University	Social Work
Dobson	Tommy	Durham University	Physics (3 years)
Drake	Esther	Bradford College	Art Foundation
Duffy	Luke	Chester University	History
Foster	Charlie	Leeds Beckett University	Sports Coaching
Gillespie	Chelsea	Apprenticeship	Law firm
Goodison	Jessica	Leeds Trinity and All Saints University	Primary Education: Early Years (with QTS)
Halfyard	Kathryn	Newcastle University	Geography
Hallworth	Melanie	Liverpool University	English Literature and Hispanic Studies
Hampson	Georgia	Northumbria University	Criminology
Hanif	Hamza	Bradford University	Web Design and Technology
Hayes	Arran	Leeds Beckett University	Business Information Technology
Hirst	Jacob	Manchester University	Aerospace Engineering
Hoey	Abigail	Northumbria University	Applied Sport Science with Coaching
Howe	Jade	Leeds Beckett University	Music Production and Performance
Hughes	Mark	Nottingham University	Mathematics
Hussain	Ameesum	Sheffield Hallam University	Sport and Exercise Science



Additional Information 2016-2017

Student		Destination	Studying
Hussain	Maria	Birmingham University	Biochemistry
Hussain	Maryam	Huddersfield University	Advertising and Marketing Communications
Illingworth	Chloe	Bradford University	Nursing/Registered Nurse (Child)
Imran	Iqrah	Bradford University	Computer Science (4 years)
Islam	Masuma	Leeds University	Theology and Religious Studies
Islam	Shaikkul	Huddersfield University	Business and Human Resource Management
Jabeen	Zakia	Bradford University	Psychology with Counselling
Jackson	Jordan	Leeds Beckett University	Business Management with Finance
Jackson	Richard	Newcastle University	Chemical Engineering
Johnson	Rebecca	Apprenticeship	Salts Mill with Selective Networks
Jones	Darcie	Hull University	Education, Philosophy and Religion
Kaiser	Aneeq	Bradford University	Optometry
Khan	Anna	Chester University	Biomedical Sciences
Krynska	Milena	Leeds University	Nursing (Mental Health)
Lawrence	James	Hull University	Geography
Livett	Nathan	Sheffield University	Mechanical Engineering (3 years)
Mahmood	Hassan	Bradford University	Accounting and Finance (4 years)
Malik	Amna	Sheffield Hallam University	Nursing (Adult)
Malik - Butt	Joji	Manchester University	Law
March	Chelsey	Nottingham Trent University	Psychology
Martin	Ben	Apprenticeship	NHS (Business Admin)
Mehmood	Salihah		Gap year, applying for Medicine 2017
Mir	Rameesha	Bradford University	Biomedical Science
Moncaster	Rachel	Manchester University	Adult Nursing
Murad	Danyal	Sheffield Hallam University	Computer Security with Forensics
Naz	Ikra	Bolton University	Dental Technology
Needham	Lewis	Northumbria University	Applied Sport and Exercise Science
O'Donnell	Jade	Apprenticeship	Skipton Building Society
Oldroyd	Lucy	Durham University	Biomedical Sciences
Oxtoby	Kate	York St John University	Business Management
Padgett	Abbie	York St John University	Dance
Patrickson	Lewis	Apprenticeship	Motor Cycle Mechanic
Pattison	Samuel	Leeds Beckett University	Computer Animation and Visual Effects
Poli	Ella	Sheffield Hallam University	Product Design
Priestley	Shaunna	Manchester Met University	Social Care
Qayyum	Saffian	Northumbria University	Applied Sport and Exercise Science
Rapinczuk	Lewis	Apprenticeship	Accountant, Watson Buckle
Rhodes	Lucy	Apprenticeship	Dental Technician
Robinson	Ella	Northumbria University	Applied Sciences Foundation Year
Robun	Rukayyah	Nottingham Trent University	Fashion Marketing and Branding
Rushton	Elizabeth	Leeds University	Psychology
Sabahat	Zenab	Bradford University	Software Engineering (4 years)
Saleem	Tayyab	York St John University	Business Management
Sansam	Bailey	Bradford College	Public service course
Sedgley	Georgia	Bradford University	Law

together resilient ambitious caring



Additional Information 2016-2017

Student		Destination	Studying
Shafi	Amaan	Huddersfield University	Accountancy and Finance
Shah	Eman	Leeds Trinity and All Saint University	Film and Media
Shah	Maheen	York University	Psychology
Siddique	Mariyah	Essex Universty	Psychology with Cognitive Neuroscience (Including Year Abroad)
Slater	James	London School of Economics	Social Policy
Smith	Robyn	York University	Nursing (Learning Disability)
Storr	Megan	Newcastle University	Geography
Suggitt	Luke	Apprenticeship	Engineer Curti Lifts
Sunter	Philip	Leeds Beckett University	Business Management with Marketing
Sykes	Caitlin	Apprenticeship	Floresty (ShIPLEY College)
Thornton	Brogan	Durham University	Primary Teaching (General)
Verity	Jake	Sheffield University	Geography
Vincent	Benjamin	Durham University	Chemistry (Industrial)
Walton	Callum	York University	Business and Management with a Year in Industry
Ward	Connor	Leeds Beckett University	Physical Education
Ward	James	York University	Accounting, Business Finance and Management with a Year in Industry
Ward	Sophie	Employment	Waitress
Watmough	Charlie	Newcastle University	Mathematics
Wilson	Bradley	Employment	Vanquis Bank Ltd
Winterbottom	Aimee	Newcastle University	Law
Zahid	Aishah	Bradford University	Diagnostic Radiography



Notes



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