

together resilient ambitious caring



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 pupil 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 pupils 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 pupils 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 pupil well-being, high academic standards and achievement for all. Success at school is the result of pupils, parents/carers and teachers working together. Ofsted reported in February 2016 that, "Pupils 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 pupils.

We value all that our pupils 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
Head teacher
September 2017



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 1489 pupils on-roll. We have Specialist School status for Maths and Computing.

Pupils 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 pupil 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 pupils, believing that healthy, happy pupils 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.

Pupils 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 pupil attendance, provide health and first aid support and positively encourage communication between home and school.

A Pupil Planner is used to record timetables, homework and activities. In addition, it helps pupils 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 pupils play in helping new pupils settle into the school; our peer mentor scheme has received national recognition and our primary school partners welcome the support it offers. Our pupil-designed programme to combat bullying works in conjunction with our email and mobile anti-bullying system. We believe every pupil 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 pupils 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 pupils 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 pupils for opportunities, responsibilities and experiences in the wider world.

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

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

There are 156 pupils on the SEN register, of whom 23 have an Education Health Care Plan (EHCP), 13 have a Statement, with a further 120 pupils having an identified SEN.

Disability

The school's Disability Policy relates to any staff, pupils or parents/carers of pupils 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 pupils 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 pupils with visual and hearing impairment. There is alternative curriculum provision for visually and hearing impaired pupils where it is required.

Security

We make all reasonable attempts to ensure the safety of our pupils and staff. All visitors must sign in at Reception and wear a visitor's badge. No-one is allowed access to the pupils unless direct permission is gained through the Headteacher or a Deputy Headteacher. Parents/carers and emergency contacts indicated on the pupil'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 pupils leaving the building or grounds during the day. Pupils in Years 7 to 10 remain on site for lunch. Year 11 and Sixth Form pupils 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:

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



Pupil 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. Pupils over the age of 16 also have this right. Exceptions are: requests from a third party and reports to juvenile courts.

Admission Arrangements for 2017-2018

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 pupils above PAN which was originally at the request of the Local Authority, which required additional places in the city. In addition we have a limited number of places in our Designated Specialist Provision (DSP) for SEND pupils with Severe Learning Needs (SLD). The planned curriculum for 2017-2018 is staffed based on this projection which allows for a maximum intake of 255 pupils. 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 pupils 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 pupils at other schools. The school holds annual Open Evenings for prospective new pupils and their families.

School Governors

Parent Governors

Mrs M McCallum
Mrs J Duffy

Staff Governors

Mr M Collis
Mr I Morrel (Headteacher)

LA Representative

John Cole

Co-opted Governors

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

Clerk to the Governors

Nageena Khan



Attendance Statistics

Good attendance and punctuality are essential if pupils 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 pupils have the best chance of success.

Percentage of sessions (half days)	School	National
Total attendance (2016-2017)	95.0%	Not yet published
Total attendance (2015-2016)	95.1%	95.0%
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, pupils 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 pupils are expected to work hard and achieve their best. To encourage pupils 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 pupils and parent/carers to meet pupils' needs, interests and aptitudes.



The Curriculum

Our Curriculum meets all statutory requirements.

Key Stage 3 (Years 7 to 9)

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

Pupils 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 pupils 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 pupils 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 pupils 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 pupils 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 pupils 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 pupils to achieve potential and benefit more from their time in school.



Entry for Public Examinations

Pupils 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 pupil 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 pupils' 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 pupil 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 pupils' 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 pupils to realise they can make responsible choices. All aspects of pupil 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 pupils who have worked hard during the year.

Our Year Teams work with pupils 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.

Approach to Learning (AtL)

We believe that a good Approach to Learning (AtL) is at the heart of effective teaching and learning. AtL 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 pupils 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 pupils a clear idea of what to aim for. Teachers advise pupils, 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 pupils' 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'. Pupils 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.

Pupils 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 pupils have the opportunity to develop enterprise skills in a range of contexts and in partnership with many businesses and representatives from industry.

Titus Salt School Parents' 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' Group is very important to us. The group has provided valuable feedback on pupil 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

Boys

Navy v-neck pullover with school badge

Navy v-neck pullover with school badge

Navy sweatshirt with school badge (Year 11 only)

Navy sweatshirt with school badge (Year 11 only)

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

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

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

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

Plain black tailored trousers

Plain black tailored trousers

Unacceptable styles although not limited to:

Unacceptable styles although not limited to:

Super skinny, hipster, riveted denim, canvas, jeans-style, cropped, ankle grazers, leggings, jeggings, treggings

Riveted denim, canvas, jeans-style

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

Plain black shoes with black soles

Plain black shoes with black soles

Suitable winter outdoor coat

Suitable winter outdoor coat

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

Summer term uniform (optional)

Summer term uniform (optional)

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

Pupils 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 shorts and/or navy jogging bottoms with school badge or sky/navy skirt with school badge (no leggings)

Navy hockey socks and white sports socks

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

Optional: Navy hoodie with school badge. Base layers (navy, black or white) for wearing **UNDER** PE kit during the winter months.

Boys

White polo shirt with school badge

Sky/navy football shirt

Sky/navy shorts and/or navy jogging bottoms with school badge

Football boots

Navy/white football socks and white sports socks

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

Optional: Navy hoodie with school badge. Base layers (navy, black or white) for wearing **UNDER** PE kit during the winter months.

We advise pupils wear shin pads and gum shields during football, hockey and rugby lessons. We insist that pupils with long hair use a hair tie. We will provide an elastic band if required.

If pupils do not have their kit they are expected to borrow one from the PE department. Pupils 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 pupils 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 pupil 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 pupils making Expected Progress or Better by the end of Year 9

Subject	Percentage of pupils making Expected Progress or Better
Art	76%
Computing	76%
Drama	77%
English	72%
Food and Textiles	81%
French	79%
Geography	74%
German	76%
History	75%
Maths	65%
Music	72%
PE	79%
Product Design	74%
Religious Studies	77%
Science	72%
Spanish	76%



Key Stage 4

Pupils entered for GCSE examinations in 2017:

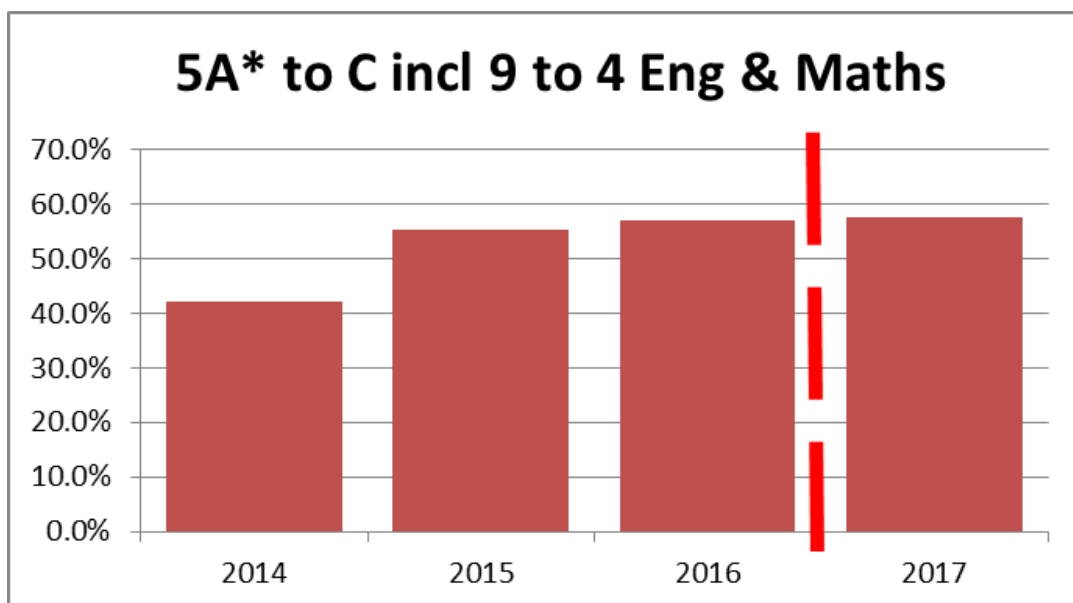
- Total: 232 (123 male, 109 female)
- Percentage attaining English Baccalaureate : 27% (national 24%)
- Percentage attaining at 5A*-C including grade 4 and above in English and Maths : 57.5% (national 65%)
- Percentage attaining at 5A*-G : 94% (national 93%)

Pupil attainment included:

- 11 students attained at least one grade 9 in English or Maths
- 1 student attained 1 grade 9 and two grades at 8 and a further 5 grades at A* and 2 grades at A
- 1 student attained 3 grades at 8 and a further 4 grades at A* and 2 grades at A
- 34% of students attained grades A* to B with grades 9 to 7 in 5 or more subjects
- 39 students attained 100% A* to B with grades 9 to 7 in 8 or more subjects
- 33 students attained 100% A* to A with grades 9 to 7 in 5 or more subjects
- 3 students attained 100% A*/A and 9 to 7 grades (10 subjects)

Key Stage 4 Trends

	2014	2015	2016	2017
Cohort size	243	248	250	232
5A*-C inc. English and Mathematics	54%	55%	56%	57.5%
Attaining the EBacc	30%	33%	29%	27%





Year 11 – Attainment by entry

Subject	A^	A~*	A	B	C	D	E	F	G	U	Totals	A*/A	A*-C	A*-G
Additional Science GCSE / FC	0	1	7	22	38	23	4	0	0	0	95	8	68	95
Applied Sciences GCSE / FC	0	0	0	1	14	13	1	1	1	0	31	0	15	31
Art and Design GCSE / FC	0	1	2	13	14	17	5	2	1	0	55	3	30	55
Biology GCSE / FC	0	7	28	29	25	5	0	0	0	0	94	35	89	94
Business Studies GCSE / FC	0	1	0	4	5	3	1	1	0	0	15	1	10	15
Chemistry GCSE / FC	0	14	28	41	8	3	1	0	0	0	95	42	91	95
Computer Science GCSE / FC	0	0	5	6	3	2	1	0	0	1	18	5	14	17
D & T Textiles Technology GCSE / FC	0	1	2	4	4	3	2	2	2	1	21	3	11	20
Engineering Materials GCSE / FC	0	1	4	14	12	4	1	0	0	0	36	5	31	36
English Language GCSE / 9FC	1	12	11	33	46	45	55	18	1	0	222	23	102	222
English Literature GCSE / 9FC	6	13	16	27	51	50	31	18	11	1	224	29	107	223
Food Technology GCSE / FC	0	0	2	4	7	11	5	2	0	1	32	2	13	31
French GCSE / FC	0	0	4	9	16	2	0	0	0	0	31	4	29	31
Geography GCSE / FC	0	12	20	21	20	16	5	1	0	0	95	32	73	95
German GCSE / FC	0	0	5	11	14	18	4	2	0	0	54	5	30	54
Graphic Design GCSE / FC	0	0	0	0	3	3	2	2	1	0	11	0	3	11
History GCSE / FC	0	6	10	19	22	7	3	4	0	0	71	16	57	71
Italian GCSE / FC	0	0	1	0	0	0	0	0	0	0	1	1	1	1
Mathematics Additional GCSE / FC	1	2	6	1	10	0	0	0	0	10	30	8	19	20
Maths (General) GCSE / 9FC	4	7	16	22	42	56	36	26	13	2	224	23	87	222
Media Studies GCSE / FC	0	2	1	6	14	9	3	1	2	0	38	3	23	38
Music Studies GCSE / FC	0	0	0	4	6	3	5	3	1	0	22	0	10	22
Performing Arts Voc GCSE / FC	0	0	0	0	4	4	1	0	0	0	9	0	4	9
Physics GCSE / FC	0	11	14	29	32	7	2	0	0	0	95	25	86	95
Polish GCSE / FC	0	2	0	0	0	0	0	0	0	0	2	2	2	2
Religious Studies GCSE / FC	0	0	3	1	0	2	0	0	0	0	6	3	4	6
Religious Studies GCSE / SC	0	1	6	14	16	12	4	3	2	0	58	7	37	58
Russian GCSE / FC	0	0	1	0	0	0	0	0	0	0	1	1	1	1
Science (General/Combined) GCSE / FC	0	0	0	0	0	3	1	0	0	0	4	0	0	4
Spanish GCSE / FC	0	1	7	5	13	19	3	2	0	0	50	8	26	50
Sports Studies GCSE / FC	0	0	4	9	7	19	7	1	0	0	47	4	20	47
Travel and Tourism GCSE / FC	0	0	1	1	3	3	5	4	2	0	19	1	5	19
Urdu GCSE / FC	0	0	0	0	1	1	0	0	0	0	2	0	1	2
Science (General/Combined) GCSE / FC	0	0	7	24	34	34	19	6	2	1	127	7	65	126
Business Studies BTEC / 1&2	0	7	5	19	5	2	0	0	0	0	38	12	36	38
Dance BTEC / 1&2	0	3	2	15	6	0	0	0	0	0	26	5	26	26
Health & Social Care BTEC / 1&2	0	7	12	6	11	5	0	0	0	0	41	19	36	41
Computer Use CNAT / 1&2	0	0	7	23	9	0	0	0	0	0	39	7	39	39



Percentage of Attainment

Subject	% A^	% S	% A	% B	% C	% D	% E	% F	% G	% U	% A*/A	% A*-C	% A*-G
Additional Science GCSE / FC	0%	1%	7%	23%	40%	24%	4%	0%	0%	0%	8%	72%	100%
Applied Sciences GCSE / FC	0%	0%	0%	3%	45%	42%	3%	3%	3%	0%	0%	48%	100%
Art and Design GCSE / FC	0%	2%	4%	24%	25%	31%	9%	4%	2%	0%	5%	55%	100%
Biology GCSE / FC	0%	7%	30%	31%	27%	5%	0%	0%	0%	0%	37%	95%	100%
Business Studies GCSE / FC	0%	7%	0%	27%	33%	20%	7%	7%	0%	0%	7%	67%	100%
Chemistry GCSE / FC	0%	15%	29%	43%	8%	3%	1%	0%	0%	0%	44%	96%	100%
Computer Science GCSE / FC	0%	0%	28%	33%	17%	11%	6%	0%	0%	6%	28%	78%	94%
D & T Textiles Technology GCSE / FC	0%	5%	10%	19%	19%	14%	10%	10%	10%	5%	14%	52%	95%
Engineering Materials GCSE / FC	0%	3%	11%	39%	33%	11%	3%	0%	0%	0%	14%	86%	100%
English Language GCSE / 9FC	0%	5%	5%	15%	21%	20%	25%	8%	0%	0%	10%	46%	100%
English Literature GCSE / 9FC	3%	6%	7%	12%	23%	22%	14%	8%	5%	0%	13%	48%	100%
Food Technology GCSE / FC	0%	0%	6%	13%	22%	34%	16%	6%	0%	3%	6%	41%	97%
French GCSE / FC	0%	0%	13%	29%	52%	6%	0%	0%	0%	0%	13%	94%	100%
Geography GCSE / FC	0%	13%	21%	22%	21%	17%	5%	1%	0%	0%	34%	77%	100%
German GCSE / FC	0%	0%	9%	20%	26%	33%	7%	4%	0%	0%	9%	56%	100%
Graphic Design GCSE / FC	0%	0%	0%	0%	27%	27%	18%	18%	9%	0%	0%	27%	100%
History GCSE / FC	0%	8%	14%	27%	31%	10%	4%	6%	0%	0%	23%	80%	100%
Italian GCSE / FC	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%
Mathematics Additional GCSE / FC	3%	7%	20%	3%	33%	0%	0%	0%	0%	33%	27%	63%	67%
Maths (General) GCSE / 9FC	2%	3%	7%	10%	19%	25%	16%	12%	6%	1%	10%	39%	99%
Media Studies GCSE / FC	0%	5%	3%	16%	37%	24%	8%	3%	5%	0%	8%	61%	100%
Music Studies GCSE / FC	0%	0%	0%	18%	27%	14%	23%	14%	5%	0%	0%	45%	100%
Performing Arts Voc GCSE / FC	0%	0%	0%	0%	44%	44%	11%	0%	0%	0%	0%	44%	100%
Physics GCSE / FC	0%	12%	15%	31%	34%	7%	2%	0%	0%	0%	26%	91%	100%
Polish GCSE / FC	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%
Religious Studies GCSE / FC	0%	0%	50%	17%	0%	33%	0%	0%	0%	0%	50%	67%	100%
Religious Studies GCSE / SC	0%	2%	10%	24%	28%	21%	7%	5%	3%	0%	12%	64%	100%
Russian GCSE / FC	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%
Science (General/Combined) GCSE / FC	0%	0%	0%	0%	0%	75%	25%	0%	0%	0%	0%	0%	100%
Spanish GCSE / FC	0%	2%	14%	10%	26%	38%	6%	4%	0%	0%	16%	52%	100%
Sports Studies GCSE / FC	0%	0%	9%	19%	15%	40%	15%	2%	0%	0%	9%	43%	100%
Travel and Tourism GCSE / FC	0%	0%	5%	5%	16%	16%	26%	21%	11%	0%	5%	26%	100%
Urdu GCSE / FC	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	50%	100%
Science (General/Combined) GCSE / FC	0%	0%	6%	19%	27%	27%	15%	5%	2%	1%	6%	51%	99%
Business Studies BTEC / 1&2	0%	18%	13%	50%	13%	5%	0%	0%	0%	0%	32%	95%	100%
Dance BTEC / 1&2	0%	12%	8%	58%	23%	0%	0%	0%	0%	0%	19%	100%	100%
Health & Social Care BTEC / 1&2	0%	17%	29%	15%	27%	12%	0%	0%	0%	0%	46%	88%	100%
Computer Use CNAT / 1&2	0%	0%	18%	59%	23%	0%	0%	0%	0%	0%	18%	100%	100%



Key Stage 5

KS5 Headlines 2017

A Level

A Level				
	2016		2017	
	School	National	School	National
A*	8.5%	8.1%	2%	
A	18.6%	17.7%	20%	
A* to A	27%	25.9%	22%	26%
A* to B	53%	52.9%	47%	
A* to E	99%	98%	98.7%	97.9%
3 GCE A Levels at AAB or higher with two facilitating subjects	15%		11%	
APS per A Level Entry (80 students in 2017)	33.03		32.5	
APS per A Level expressed as an A Level grade	C		C	

KS5 Headlines 2017

Vocational

Vocational				
	2016		2017	
	School	National	School	National
D*	71%		74%	
D	17%		18%	
D* to D	88%		92.1%	
D* to P	100%		100%	
APS per Vocational Level Entry (39 students in 2017)	43.7		45.1	
APS per Vocational Level expressed as an A Level grade	B		B+	

- 26 students attained 100% A*/A grades (3+ subjects)
- 5 students attained 100% A*/A grades (3+ A Level subjects)
- 21 students attained 100% A grades (3 Vocational/Technical subjects)
- 100% of students were successful in their University application
- ALPS Value Added for A Level is 4 – Very Good
- ALPS Value Added for A Level for Disadvantaged is 4 – Very Good
- ALPS Value Added for Vocational and Technical is 2 – Outstanding
- ALPS VA for Vocational and Technical for Disadvantaged is 2 - Outstanding



Year 13 A Level Results by Subject

Subject	Entries	A*	A	B	C	D	E	U	A*-A	A*-B	A*-E
Arabic	1	1	0	0	0	0	0	0	100%	100%	100%
Art	5	1	2	2	0	0	0	0	60%	100%	100%
Biology	20	0	5	5	6	3	0	1	25%	50%	5%
Chemistry	22	1	5	6	6	3	1	0	27%	55%	100%
Computing	2	0	0	1	1	0	0	0	0%	50%	100%
Economics	6	0	0	1	3	2	0	0	0%	17%	100%
English Lang and Lit	7	0	0	1	3	3	0	0	0%	14%	100%
English Lit	6	0	1	3	1	1	0	0	17%	67%	100%
French	1	0	0	0	1	0	0	0	0%	0%	100%
Further Maths	6	0	3	1	2	0	0	0	50%	67%	100%
Geography	14	0	3	4	5	2	0	0	21%	50%	100%
German	2	0	0	0	1	1	0	0	0%	0%	100%
History	17	0	1	5	7	4	0	0	0%	35%	100%
Maths	24	1	8	3	7	3	1	1	0%	50%	96%
Media Studies	2	0	1	0	1	0	0	0	50%	50%	100%
PE									0%	0%	0%
Photography	4	0	2	2	0	0	0	0	50%	100%	100%
Physics	16	0	3	6	1	3	3	0	19%	56%	100%
Polish	1	0	0	0	0	1	0	0	0%	0%	100%
Product Design	9	0	4	1	0	4	0	0	44%	56%	100%
Psychology	8	0	0	1	4	1	2	0	0%	13%	100%
Religious Studies	3	0	1	1	1	0	0	0	33%	67%	100%
Sociology	9	0	1	4	3	1	0	0	11%	56%	100%
Spanish									0%	0%	0%
Textiles	5	0	0	1	0	3	1	0	0%	20%	100%
Turkish	1	0	0	1	0	0	0	0	0%	100%	100%



Additional Information 2017-2018

Name	Total Points	Total Entries	APS Per Entry	Grade =
Arabic GCE / A	60	1	60.0	A*
Art & Design GCE / A	240	5	48.0	B+
Art and Design Photography GCE / A	180	4	45.0	B+
Biology GCE / A	690	20	34.5	C
Chemistry GCE / A	800	22	36.4	C+
Computing / A	70	2	35.0	C+
D&T Product Design GCE / A	320	9	35.6	C+
D&T Textiles Technology GCE / A	110	5	22.0	D
Economics GCE / A	170	6	28.3	D+
English Language & Literature GCE / A	190	7	27.1	D+
English Literature GCE / A	220	6	36.7	C+
French GCE / A	30	1	30.0	C
General Studies GCE / A	270	12	22.5	D
Geography GCE / A	500	14	35.7	C+
German GCE / A	50	2	25.0	D
History GCE / A	540	17	31.8	C
Mathematics GCE / A	860	24	35.8	C+
Mathematics Further GCE / A	250	6	41.7	B
Media Film and TV Studies GCE / A	80	2	40.0	B
Physics GCE / A	510	16	31.9	C
Polish GCE / A	20	1	20.0	D
Psychology GCE / A	200	8	25.0	D
Religious Studies GCE / A	120	3	40.0	B
Sociology GCE / A	320	9	35.6	C
Turkish GCE / A	40	1	40.0	B
Current Affairs GCE / ASB	20	2	10.0	E
Maths (Further) GCE / ASB	175	8	21.9	D
Maths (General) GCE / ASB	250	11	22.7	D
Total Points	7285	224	32.5	C



Year 13 Vocational and Technical Level Results by Subject

		D*	D	D* to D	D* to M	D* to P
Applied Sciences	Subsidiary Diploma	62%	21%	83%	100%	100%
Busiess Studies	Subsidiary Diploma	88%	8%	96%	100%	100%
Busiess Studies	Diploma	69%	31%	100%	100%	100%
Dance	Subsidiary Diploma	75%	100%	100%	100%	100%
Music	Subsidiary Diploma	100%	0%	100%	100%	100%
Health & Social Care	Subsidiary Diploma	73%	18%	91%	100%	100%
Health & Social Care	Diploma	83%	13%	96%	100%	100%
Health & Social Care	Extended Diploma	88%	12%	100%	100%	100%
Sports	Extended Certificate	0%	0%	0%	100%	100%
Sports	Subsidiary Diploma	60%	40%	100%	100%	100%
Sports	Diploma	70%	25%	95%	100%	100%
Cambridge Technical IT	Extended Certificate	0%	0%	0%	100%	100%
Cambridge Technical IT	Introductory Diploma	100%	0%	100%	100%	100%
Cambridge Technical IT	Diploma	100%	0%	100%	100%	100%

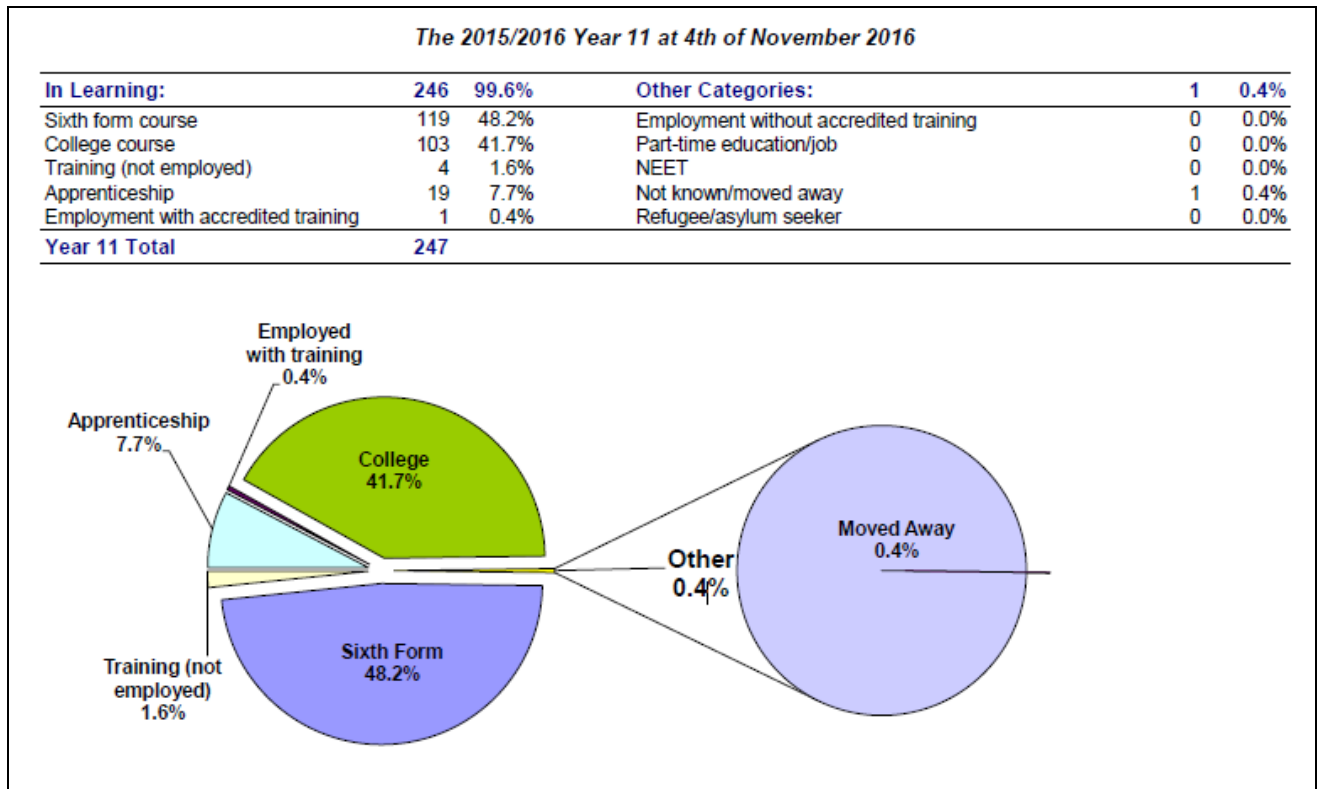


Additional Information 2017-2018

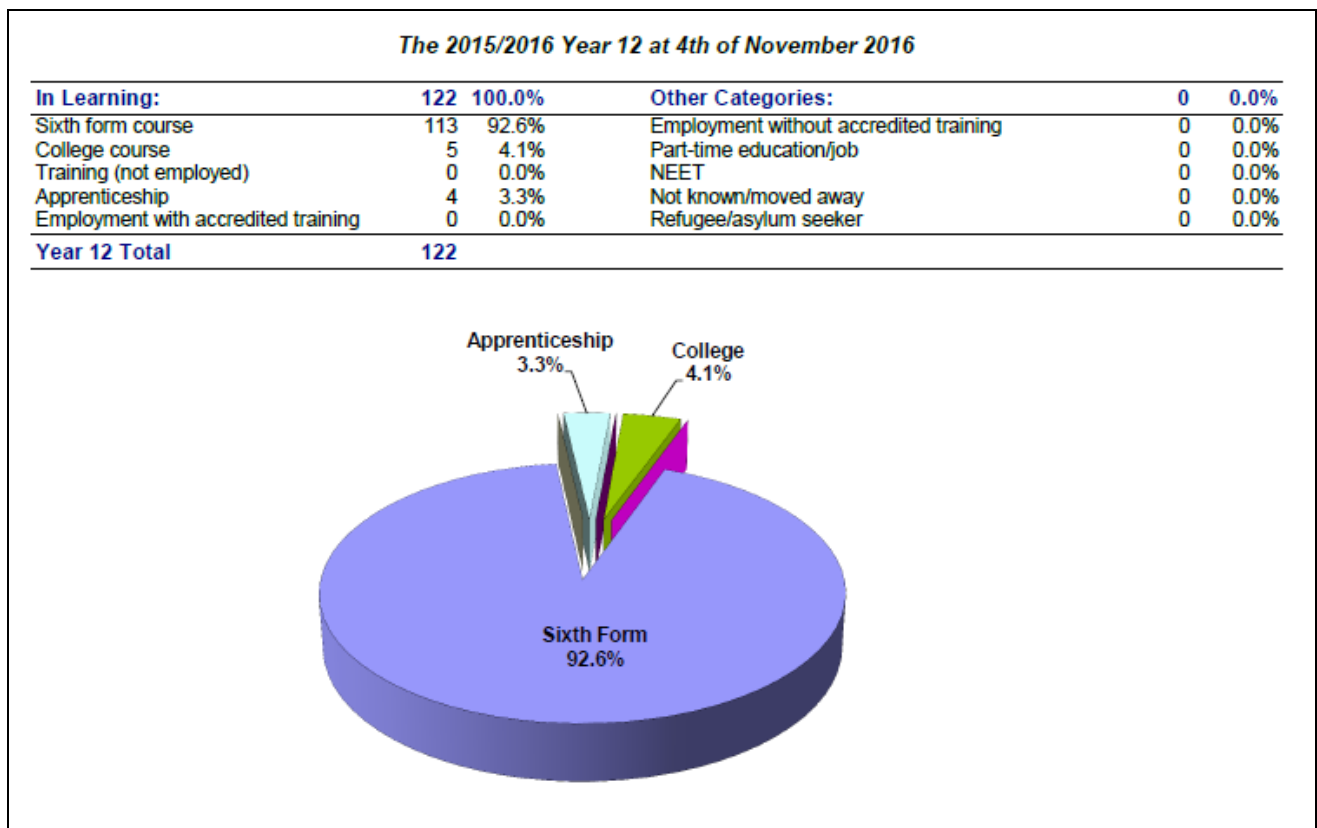
Subject	Total Points	Total Entries	APS Per Entry	Grade =
Applied Sciences BTEC / SD3	1235	29	42.6	B
Business Studies BTEC / DI3	385	8	48.1	B+
Business Studies BTEC / DI3	340	8	42.5	B
Business Studies BTEC / SD3	760	16	47.5	B+
Dance BTEC / SD3	135	3	45.0	B
Dance BTEC / SD3	50	1	50.0	A
Health & Social Care BTEC / DI3	975	20	48.8	B+
Health & Social Care BTEC / DI3	900	20	45.0	B
Health & Social Care BTEC / ED3	150	3	50.0	A
Health & Social Care BTEC / ED3	150	3	50.0	A
Health & Social Care BTEC / ED4	135	3	45.0	B
Health & Social Care BTEC / SD3	495	11	45.0	B
Health Studies BTEC / DI3	50	1	50.0	A
Health Studies BTEC / DI3	35	1	35.0	C
Music BTEC / SD3	50	1	50.0	A
Sport/PE Studies BTEC / DI3	470	10	47.0	B+
Sport/PE Studies BTEC / DI3	430	10	43.0	B
Sport/PE Studies BTEC / EC3	25	1	25.0	D
Sport/PE Studies BTEC / EC4	25	1	25.0	D
Sport/PE Studies BTEC / EC5	25	1	25.0	D
Sport/PE Studies BTEC / SD3	220	5	44.0	B
Unclassified / Unknown CAMT / DI3	100	2	50.0	A
Unclassified / Unknown CAMT / DI3	100	2	50.0	A
Unclassified / Unknown CAMT / EC3	50	2	25.0	D
Unclassified / Unknown CAMT / ID3	250	5	50.0	A
	7540	167	45.1	B+



Year 11 Destinations 2015-2016



Year 12 Destinations 2015-2016

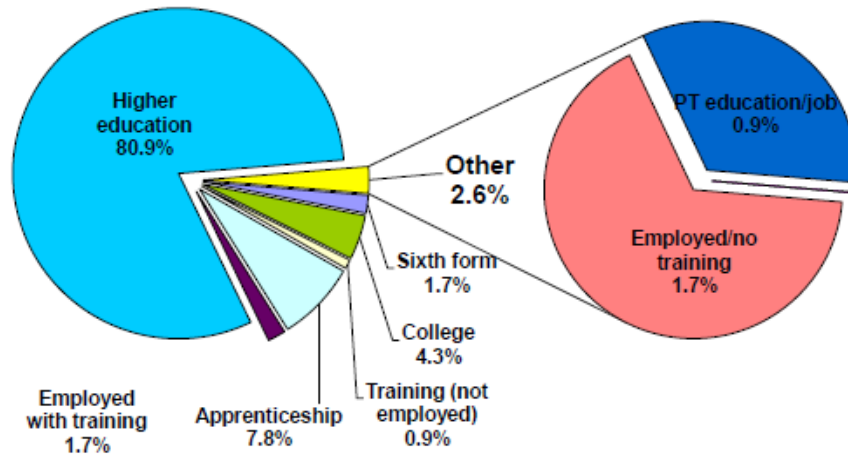




Year 13 Destinations 2015-2016

The 2015/2016 Year 13/14 at 4th of November 2016

In Learning:		112	97.4%	Other Categories:		3	2.6%
Sixth form course	2	1.7%	Employment without accredited training	2	1.7%		
College course	5	4.3%	Part-time education/job	1	0.9%		
Higher education	93	80.9%	NEET	0	0.0%		
Training (not employed)	1	0.9%	Not known/moved away	0	0.0%		
Apprenticeship	9	7.8%	Refugee/asylum seeker	0	0.0%		
Employment with accredited training	2	1.7%					
Year 13/14 Total	115						





Year 13 Destinations 2017

Surname	Forenames	Placement	Course Placed
Lad	Bavisha	Apprenticeship	City Training Services
Brooks	Larna	Apprenticeship	Leelas Ladybirds
England	Joe	Apprenticeship	Electrician
Goodall	Alistair	Apprenticeship	BASF Process Engineer
Graham	Imogen	Apprenticeship	Accountancy - Tax Assist
Love	George	Apprenticeship	Business
Pedley	Benjamin	Apprenticeship	Produmax Engineering
Hussain	Muminah	Birmingham City University	Diagnostic Radiography
Ali	Faiza	Bradford University	Chemistry (Medicinal Chemistry)
Bozoglu	Jasmine	Bradford University	Engineering with foundation year
Hodgson	Carly	Bradford University	Nursing/Registered Nurse (Adult)
Hussain	Hummah	Bradford University	Paramedic Science
Kausar	Simra	Bradford University	Law
Khan	Junaid	Bradford University	Law
Mehmood	Ammaarah	Bradford University	Engineering with foundation year
Mehmood	Faizaan	Bradford University	Accounting and Finance
Nadeem	Mahnoor	Bradford University	Business and Management Studies (4 years)
Shah	Tasbeeya	Bradford University	Clinical Technology
Ajala	James	Coventry University	Mechanical Engineering
Akram	Nisbah	Leeds Beckett University	Psychology
Bairstow	Rowan	Leeds Beckett University	Criminology
Briggs	Abigail	Leeds Beckett University	English with Creative Writing
Cockburn	Niall	Leeds Beckett University	Sports Coaching
Crabtree	Alice	Leeds Beckett University	Physical Education with Outdoor Education
Guest	Charlotte	Leeds Beckett University	Sports, Physical Activity and Health
Kaczmarek	Viktoria	Leeds Beckett University	Primary Education (Accelerated Degree)
Khan	Mehr	Leeds Beckett University	Primary Education (Accelerated Degree)
Mirza	Aisha	Leeds Beckett University	Law
Sunter	Callum	Leeds Beckett University	Computing
Szepler	Alicia	Leeds Beckett University	Fashion Marketing
Wentworth-Weedon	Eleanor	Leeds Beckett University	Filmmaking
Lount	Bradley	Leeds Trinity University	Secondary Physical Education and Sports Coaching
Perrow	Amy	Leeds Trinity University	Primary Education: Early Years (with QTS)
Ransley	Kelsey	Leeds Trinity University	Early Childhood Studies
Stead	Tilly	Leeds Trinity University	Primary Education: Early Years (with QTS)
Thompson-Besser	Shanice	Leeds Trinity University	Primary Education: Early Years (with QTS)
Walker	Connor	Leeds Trinity University	Secondary Physical Education and Sports Coaching
Yarwood	Kaythan	Leeds Trinity University	Early Childhood Studies
Mackenzie	Annabel	Liverpool Hope University	Primary Education with QTS
Beardwood	William	Liverpool John Moores University	Human Resource Management
Farnhill	Kayleigh	Liverpool John Moores University	Forensic Psychology and Criminal Justice
Frost	Harriet	Liverpool John Moores University	Forensic Science
Iles	Curtis	Manchester Metropolitan University	Product Design and Technology
Moore	Ellie	Manchester Metropolitan University	Events Management



Additional Information 2017-2018

Surname	Forenames	Placement	Course Placed
Wichmann	Tom	Manchester Metropolitan University	Mechanical Engineering
Zahid	Hasanain	Manchester Metropolitan University	Law
Russell	Owen	Newcastle University	Mechanical Engineering
Watling	Ellen	Newcastle University	Sociology
Batstone	Abigail	Northumbria University	Fashion Design and Marketing
Halfyard	Tom	Northumbria University	Applied Sport and Exercise Science
Lazenby	Adam	Northumbria University	Criminology
Parry	Phoebe	Northumbria University	Sport Management
Wilkinson	Jake	Northumbria University	Foundation Year in Business
Khan	Naadhirah	Nottingham Trent University	Biological Sciences
Cropper	Emma	Oxford Brookes University	Nursing (Children's)
Dobson	David	Queen Mary University of London	English
Metcalf	Jack	Sheffield Hallam University	Sport and Exercise Science
Popadenis	Gabrielle	Sheffield Hallam University	Fashion Design
Sheikh	Ayman	Sheffield Hallam University	Forensic Accounting
Nar	Emily	Swansea University	Aerospace Engineering with a Foundation Year
Halliday	Hannah	Teesside University	Fashion Design
Taylor	Danielle	University of Central Lancashire	Forensic Psychology
Griffiths	Sydney	University of Durham	Primary Teaching (General)
Ghafoor	Humair	University of Huddersfield	Engineering Foundation (General)
Khatun	Fozia	University of Huddersfield	Medical Biochemistry
Rauf	Hafsa	University of Huddersfield	Psychology
Walker	Bethany	University of Huddersfield	Business and Marketing
Oddy	Jesse	University of Hull	Zoology
Wilson	Ella	University of Hull	Marine Biology
Chaudry	Samrah	University of Leeds	Healthcare Science (Audiology)
Hussain	Aeman	University of Leeds	Nursing (Adult)
Iftikhar	Aamina	University of Leeds	Diagnostic Radiography
Li	Francesca	University of Leeds	Biology and Mathematics
Oxtoby	Laura	University of Leeds	Nursing (Adult)
Sant	Alexander	University of Leeds	Genetics
Stoyles-Moore	Charley	University of Leeds	Nursing (Mental Health)
Wilson	Thomas	University of Lincoln	Business Studies
Fawcett	Luke	University of Liverpool	Architecture
Maje	Abdullah	University of Manchester	Medicine
Crow	Bertrand	University of Newcastle	Zoology
Sohail	Mohammad	University of Nottingham	Medicine with a Foundation Year
Brownnutt	Evan	University of Sheffield	Mechanical Engineering with a Year in Industry
Elliott	Craig	University of Sheffield	International Business Management with Study Abroad
Kerrigan	Emma	University of Sheffield	Civil and Structural Engineering with a Year in Industry (MEng)
Laszkowska	Sara	University of Sheffield	Materials Science and Engineering with a Year in Industry
Thomas	Daneka	University of Sheffield	History



Additional Information 2017-2018

Surname	Forenames	Placement	Course Placed
Yunis	Ibrahim	University of Sheffield	Mechanical Engineering with Nuclear Technology
Crabbe	Bryony	University of South Wales	Creative and Therapeutic Arts
McCormack	Polly	University of Sussex	English
Mitchell	Nicole	University of Warwick	Chemistry
Brabiner	Molly	University of York	Natural Sciences
Ejraee	Jake	York St John University	Computer Science
Gravestock	Charlotte	York St John University	Primary Education (3-7)
Rashid	Zaynab	York St John University	Religion, Philosophy and Ethics
Theaker	Amy	York St John University	Environmental Geography
Walker	Sam Allan	York St John University	Software Engineering (With Placement)
Baker	Katie	Bradford College	Health and Social Care Level 3
Kauser	Hannah	Bradford College	
Kerr	Ashleigh	Warwickshire College Group	Animal Behaviour and Training
Titchmarsh	Bethany	Au Pair	America
Afford	Elizabeth	Employment	Shop/Café
Al-Yasiri	Issa	Employment	Apply for University 2018
Benson	Daisy	Employment	Freight Bookings Agency
Hardy	Charley	Employment	Leeds/Bradford Airport
Armitage	Chloe	Employment	JD Sports
Greenwood	Alicia	tbc	
Jeffrey	Aiden	tbc	
Lawrence	Jacob	tbc	
Malik	Hashim	tbc	
Miah	Shakel	tbc	
Porter	Robyn	tbc	
Weston	Alexander	tbc	



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