



**Harlington Upper School**  
**Prospectus 2010**

## *Our Values and Aims*

Harlington Upper School is a caring community founded on three core principles:

*Respect for All:*

We are committed to understanding and respecting the differences between people

*Know Thyself:*

We recognise the value of reflection and review in promoting a positive sense of identity for individuals as part of the school community

*Quality Through Opportunity:*

We develop individual excellence by providing broad opportunities and holding high expectations for all members of the school community

Through a balanced educational experience we aim to help and encourage students to:

- develop self-esteem, confidence, self-discipline, a sense of personal morality and spiritual understanding;
- understand and respect themselves, others and their environment;
- gain the skills to become lifelong learners, to accept responsibility and make a positive contribution to society;
- hold high expectations for themselves and others in all aspects of school life;
- reach the highest possible levels of achievement in a calm, safe, ordered and happy environment.

## *The Harlington Curriculum*

Harlington has moved away from a “one size fits all” approach to the curriculum. We offer all students a balanced, but flexible programme which also gives students the opportunity to concentrate on their interests and strengths. Building on the two-year Key Stage three in our main partner middle schools, we offer some students the opportunity to take qualifications early and then move on to advanced study in Year 11. Other students can take three years to ensure the highest possible GCSE grades. This more personalised curriculum allows students and parents to choose exactly what is right for them.

Each school day has five one hour periods with a further 25 minutes of form time. All students are members of a House which has ten form groups. Students meet their form tutor twice a day for registration, assemblies, academic monitoring and general discussion. Each form group consists of students from Year 9, Years 10 and 11 and the Sixth Form.

*Year 9*

All students study English, Mathematics and Science and the full range of National Curriculum subjects: Art; Drama; Geography; History; Information and Communication Technology; Design Technology; Music and Physical Education. In addition, students follow a programme of Citizenship and Religious Studies. Students will study at least one modern foreign language and all will have the option to study French, German or Spanish. One innovative feature of our year 9 curriculum is the opportunity for students to choose from a range of options as they transfer from middle school. These include Business Studies, Dance, Media and Sociology. Some students also choose the popular *Licence to Cook* course and others prefer to take further their interest in Art, Drama or Music in enrichment lessons.

We work very closely with middle schools to ensure that the progress made in years 7 and 8 is maintained in year 9. Students who have followed a two-year KS3 programme will begin GCSE courses in core subjects. There is considerable flexibility in the routes taken to GCSE qualifications. During the Spring Term students and parents receive detailed information about the courses for Years Ten and Eleven. A full programme of guidance and consultation is then available to support the choices made.

### *Years 10 & 11*

The core subjects of English, mathematics and science all have several different routes available to GCSE or BTEC. In addition, we offer most students the option of studying for three separate GCSEs in Physics, Chemistry and Biology. Many students will take core subject exams at the usual time in year 11 but some will sit papers early and others will be able to take additional qualifications. Students will also follow accredited courses in Religious Studies, ICT and PE.

There is a wide range of optional subjects available to all students. These include familiar subjects such as Languages, Design Technology, Geography and History. There are also several subjects that may be new to students such as Child Development, Sociology and Travel & Tourism.

### *The Sixth Form*

There is a natural progression from Year 11 into the Sixth Form and each year a majority of students choose to stay on and follow a one or two year programme leading to A and AS level or vocational qualifications such as BTEC. A separate Sixth Form Prospectus is prepared each year giving more details of the courses available. An induction course is held, once the Year 11 students have completed their GCSE examinations, to prepare students for the Sixth Form.

## *Homework*

Homework forms a very important part of the learning programme. Homework is recorded in a homework planner/diary and parents are asked to check and sign this every week and to bring to the school's notice any irregularity. Form tutors also use the planner to monitor homework.

## *Beyond the Classroom*

Harlington offers a wide range of extra-curricular activities, trips and visits. Students are strongly encouraged to become involved in one or more of the many opportunities on offer. Clubs, societies and activities take place in the lunch-break, after school, at weekends and during the holidays. New groups develop as staff introduce ideas, or students express an interest in a particular pursuit.

There are so many activities for students to get involved in; the following are a representative sample of recent activities:

- Regular sports and athletics training sessions and matches
- Ski trips to Austria and Canada
- The "Young Enterprise" programme
- An extensive range of charity work
- The Eco-Conference
- Duke of Edinburgh Award Scheme
- Mencap party
- Music tour to Germany
- Art tour to Paris
- Fencing Club
- Outward bound courses in North Wales
- Chess Club
- Field courses in the Peak District, Norfolk and Dorset
- Visit to the European particle accelerator at CERN in Geneva
- Science masterclass at Cambridge University
- Music lessons
- Numerous theatre and concert visits
- Drama Club
- Poetry reading
- Lunchtime quiz in the library
- Study Skills seminar
- Managing Emotions workshops
- Foreign Language film club
- Peer mentor training
- Various charity events and non-uniform days
- SETNET Science and Engineering Club

Music and Drama are very strong at Harlington. Each year the Music department promotes a comprehensive concert programme including recital evenings, a Christmas Concert, Windband, Jazz and Percussion Evenings and the Fiddle Fiesta.

The Drama department provides a diverse programme of extra-curricular productions. Recent highlights have included *Romeo and Juliet*, *A Midsummer Night's Dream*, *Our Day Out* and *The Crucible*. The programme usually includes a collaborative project with the Music department in the form of a musical. The two most recent productions have been *Grease* and *Jesus Christ Superstar*. This year's Christmas production is *Macbeth*. Students from all year groups are involved in the projects and students are also encouraged to develop their skills in directing, design and stage management as well as performance.

### *Care for Students*

With our clear focus that 'Every Child Matters' all staff at Harlington Upper School aim to help young people to enjoy school, achieve their best and remain healthy and safe. We work hard to support students as they become young adults and encourage them to make a positive contribution to our community. A strong pastoral support team works with a variety of outside agencies to enhance students' chances of reaching their potential.

All students join one of six houses and become part of a small tutor group of approximately 20 students from all year groups. The form tutor is an important daily point of contact for students and is also the principal contact between school and home. Where possible we place students in tutor groups with a chosen friend from their current school which helps them to settle into Harlington. However, older students also act as mentors, building on a great tradition of peer support at the school.

We believe in rewarding students for producing good work and for good effort in any activity. We therefore have a system of Commendations which lead to Bronze, Silver, Gold and Platinum Awards. These are complemented by a range of individual awards, which include Community Service certificates and Achievement Postcards. These awards are held in high esteem by our students and parents.

As a school, we set the highest standards for work, behaviour and dress and students are expected to show consideration for others at all times. The school aims to make discipline fair, but firm and emphasis is given to respect for others and responsibility for one's own conduct. If a student's work or behaviour gives cause for concern we may decide to provide counselling, pastoral support, to place the student on daily report or to detain them after school.

### *Special Educational Needs*

Students with special educational needs achieve well at Harlington. Our Special Educational Needs Policy fully meets the requirements of the current Code of Practice and ensures that students with special educational needs are identified and their needs assessed. Provision is made for all identified students to have the fullest possible access to the curriculum by means of in-class support. Further assistance is provided by withdrawal for individual or small group teaching. Parents are fully informed at all stages and progress is regularly reviewed.

### *Sex Education*

All students in Year 9 follow a Sex Education programme which is delivered partly by Peer mentors (Sixth Form Students) and partly by teachers. These Sixth Form students are volunteers who receive special training in the delivery of the subject matter. The vast majority of our current Peer Educators were recipients of the programme when they were in Year 9 and this testifies to the high regard in which students hold this initiative. In Year 10 students study a unit of work concerning relationships as part of their RS course. Parents do have the right to withdraw their child from these lessons and if they so wish they should notify the Headteacher in writing.

## *School Uniform*

Every student is expected to wear school uniform. We believe that uniform and appearance are important to help create an ethos of high achievement and to encourage students to develop a sense of identity with the school.

Our uniform for boys is: Plain black blazer and badge with the house colour; plain black trousers; plain white shirt; school tie, plain black shoes. A black V-necked jumper with school badge is optional.

Our uniform for girls is: Plain black blazer and badge with the house colour; plain black trousers or plain black skirt; plain white shirt; school tie, plain black shoes. A black V-necked jumper with school badge is optional.

Hair should be of a natural colour and worn in a style which is inoffensive and suitable for a professional establishment. Extremely short hair, shaved heads or very obvious highlights are not acceptable. Students are permitted to wear the following jewellery only: one plain ring; a watch, one pair of earrings of the stud variety (no other visible piercing is allowed).

## *Working with Parents*

We aim to always make parents feel welcome. We encourage an active partnership with parents to support the progress and development their children. There are regular consultation evenings organised to fit the important stages of each student's Upper School career. Progress is monitored by a series of termly Progress Checks which assess students' effort, conduct and attainment. These are reinforced by a detailed Progress Check once a year. The Progress Checks complement and support the information from consultation evenings.

We have recently formed a Parents' Forum, an informal group created to improve communication, consultation and feedback. The forum meets once each half-term and all parents are invited to attend.

## *Admission Arrangements and Policy*

Harlington is a Local Authority maintained Foundation School and provides education for pupils of both sexes and of all abilities, aged 13-18. The number of pupils registered at the school in September 2009 was:

Age Group	Year	No. of Students
13+	9	333
14+	10	340
15+	11	342
16+ (Sixth Form 1 <sup>st</sup> Year)	12	188
17+ (Sixth Form 2 <sup>nd</sup> Year)	13	164

The Admission Number for September 2010 is 360. This expansion in capacity follows extensive building works. Additional places are therefore now available.

Children who have reached the age of thirteen by 31st August normally transfer from a Middle School at the beginning of the school year in September.

During the year before transfer:

- in October parents will be invited to an “Open Evening” at Harlington to meet the Headteacher, staff and students;
- in November parents will be invited to apply for a place at an upper school;
- Students work on a “Writing Project” – a module of work taught by teachers at both middle and upper schools;
- In July parents and students who are transferring to Harlington will be invited to an Information Evening;
- in July pupils who are transferring to Harlington will be invited to spend two days at the school working with their new teachers and becoming familiar with the school.

The local authority will apply the following criteria (in the rank order shown) to decide the order in which places will be allocated when there are more requests from parents than the number of places available:

- 1) all ‘looked after’ children;
- 2) pupils living in the catchment area;
- 3) ‘very exceptional’ medical grounds;
- 4) siblings of students currently attending the school;
- 5) students attending Middle Schools within Harlington Management Group (Arnold, Parkfields and Robert Bloomfield);
- 6) any other children.

Details of the school’s admission policy are available on our website [www.harlington.org](http://www.harlington.org)  
Home About Admissions Click here for the Admissions Criteria for September 2010

### *Attendance 2008 - 2009*

For the Session 2<sup>nd</sup> September 2008 – 22<sup>nd</sup> May 2009:

- the total number of pupil sessions for the period was 300
- The number of pupils of compulsory school age (years 9 – 11) on the roll for at least one session was 972
- 945 students had at least one authorised absence (which includes foreign exchanges, field trips and work experience and therefore almost all students are counted in this category)
- The total number of students with at least one unauthorised absence was 121. (An unauthorised absence is one which has no acceptable explanation from a parent/guardian or teacher)

Statistics to be published nationally on Pupil Absence:

- Total number of pupils of compulsory school age on roll for at least one session = 972
- Percentage of pupils’ sessions (half days) missed through authorised absence 5.7%
- Percentage of pupils’ sessions (half days) missed through unauthorised absence 0.7%

Tutors, House Leaders and Pastoral Support continue to monitor attendance very carefully on a regular basis. They work in close partnership with parents and guardians and the education welfare service.

## Summary Examination Results Summer 2009

### GCSE

Percentage of students gaining 5+ A* - C	82%
Percentage of students gaining 5+ A* - C including English and Maths results	63%

### Contextual Value Added

Value Added CVA (KS2 – KS4)	1016*
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\*LA data subject to confirmation

### A Level

Average A Level points score	789
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### KS3 Boys and Girls Teacher Assessment Levels 2009

% TA	Below level 3/4*	3	4	5	6	7	8	Pupils Disapplied	Pupils Absent
<b>Boys</b>									
English	1.2	2.4	11.8	52.1	25.4	6.5	-	0.6	-
Mathematics	-	-	1.8	10.7	13.0	24.3	33.1	17.2	-
Science	-	1.2	13.0	36.1	31.4	18.3	-	-	-
<b>Girls</b>									
English	-	3.1	6.3	34.0	44.7	10.7	-	-	1.3
Mathematics	-	-	1.3	8.8	18.2	32.1	28.3	7.5	-
Science	-	1.3	11.9	39.0	39.6	6.3	-	0.6	1.3
<b>All</b>									
English	0.6	2.7	9.1	43.3	34.8	8.5	-	0.3	0.6
Mathematics	-	-	2.7	9.8	15.5	28.0	30.8	12.5	-
Science	-	1.2	12.5	37.5	35.4	12.5	-	0.3	0.6

Due to the change in government policy, the end of KS3 results are an amalgamation of Test Results from Middle Schools and Teacher Assessment Results from Harlington Upper, depending on whether students completed Key Stage 3 at the end of year 8 or year 9.

## Distribution of GCSE Grades Summer 2009

		Number Achieving Each Grade										
		Entries	A*	A	B	C	D	E	F	G	U	X
Applied Technology Engineering (Double Award)	F	0	0	0	0	0	0	0	0	0	0	0
	M	44	0	0	2	10	7	6	12	7	0	0
	<b>All</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>12</b>	<b>7</b>	<b>0</b>	<b>0</b>
Art and Design	F	55	5	21	15	10	2	0	2	0	0	0
	M	26	1	1	5	13	2	3	1	0	0	0
	<b>All</b>	<b>81</b>	<b>6</b>	<b>22</b>	<b>20</b>	<b>23</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
Business Studies	F	30	3	7	4	10	3	1	1	1	0	0
	M	36	5	7	5	3	4	8	2	0	2	0
	<b>All</b>	<b>66</b>	<b>8</b>	<b>4</b>	<b>9</b>	<b>13</b>	<b>7</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>
Business and Communication Studies	F	3	0	1	0	2	0	0	0	0	0	0
	M	34	4	7	9	12	2	0	0	0	0	0
	<b>All</b>	<b>37</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
D & T Food Technology	F	35	2	7	11	10	5	0	0	0	0	0
	M	10	2	1	1	2	3	1	0	0	0	0
	<b>All</b>	<b>45</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
D & T Product Design	F	6	3	0	1	2	0	0	0	0	0	0
	M	54	5	4	6	14	7	9	6	3	0	0
	<b>All</b>	<b>60</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>16</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>0</b>
D & T Textiles	F	16	1	5	3	3	3	1	0	0	0	0
	M	0	0	0	0	0	0	0	0	0	0	0
	<b>All</b>	<b>16</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Drama	F	41	1	12	18	8	1	1	0	0	0	0
	M	48	1	9	22	11	2	1	1	0	0	1
	<b>All</b>	<b>89</b>	<b>2</b>	<b>21</b>	<b>40</b>	<b>19</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
English Language	F	145	4	19	53	41	24	3	1	0	0	0
	M	143	5	11	35	39	39	12	1	0	1	0
	<b>All</b>	<b>288</b>	<b>9</b>	<b>30</b>	<b>88</b>	<b>80</b>	<b>63</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>
English Literature	F	139	6	43	52	30	6	2	0	0	0	0
	M	118	3	22	45	31	14	0	0	0	3	0
	<b>All</b>	<b>257</b>	<b>9</b>	<b>65</b>	<b>97</b>	<b>61</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>
French	F	60	5	7	11	17	12	6	2	0	0	0
	M	37	0	5	6	8	13	5	0	0	0	0
	<b>All</b>	<b>97</b>	<b>5</b>	<b>12</b>	<b>17</b>	<b>25</b>	<b>25</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
Geography	F	65	15	28	15	5	2	0	0	0	0	0
	M	45	9	11	7	10	4	4	0	0	0	0
	<b>All</b>	<b>110</b>	<b>24</b>	<b>39</b>	<b>22</b>	<b>15</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
German	F	22	2	3	2	9	5	1	0	0	0	0
	M	18	1	2	3	4	3	2	2	0	0	1
	<b>All</b>	<b>40</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>13</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
History	F	31	7	6	9	3	3	3	0	0	0	0
	M	43	2	6	13	4	3	8	1	5	1	0
	<b>All</b>	<b>74</b>	<b>9</b>	<b>12</b>	<b>22</b>	<b>7</b>	<b>6</b>	<b>11</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>0</b>
Home Economics (Child Development)	F	29	1	6	6	12	3	0	1	0	0	0
	M	0	0	0	0	0	0	0	0	0	0	0
	<b>All</b>	<b>29</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Mathematics (Linear)	F	112	8	39	47	16	2	0	0	0	0	0
	M	105	7	34	38	21	5	0	0	0	0	0
	<b>All</b>	<b>217</b>	<b>15</b>	<b>73</b>	<b>85</b>	<b>37</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Mathematics (Modular)	F	36	0	0	0	1	16	14	5	0	0	0
	M	43	0	0	0	2	19	15	4	0	3	0
	<b>All</b>	<b>79</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>35</b>	<b>29</b>	<b>9</b>	<b>0</b>	<b>3</b>	<b>0</b>
Media Studies	F	67	13	18	22	10	3	1	0	0	0	0
	M	39	4	3	8	9	11	3	0	1	0	0
	<b>All</b>	<b>106</b>	<b>17</b>	<b>21</b>	<b>30</b>	<b>19</b>	<b>14</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Music	F	10	2	4	2	0	1	0	0	1	0	0
	M	21	1	7	3	5	2	2	1	0	0	0
	<b>All</b>	<b>31</b>	<b>3</b>	<b>11</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
Physical Education	F	26	2	10	3	3	6	2	0	0	0	0
	M	52	1	5	13	13	14	4	1	1	0	0
	<b>All</b>	<b>78</b>	<b>3</b>	<b>15</b>	<b>16</b>	<b>16</b>	<b>20</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
Science	F	132	25	38	32	23	9	1	1	0	3	0
	M	122	13	25	27	34	15	5	3	0	0	0
	<b>All</b>	<b>254</b>	<b>38</b>	<b>63</b>	<b>59</b>	<b>57</b>	<b>24</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>0</b>
Additional Science	F	129	27	37	33	19	11	2	0	0	0	0
	M	125	14	28	29	18	30	5	1	0	0	0
	<b>All</b>	<b>254</b>	<b>41</b>	<b>65</b>	<b>62</b>	<b>37</b>	<b>41</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Triple Science (Biology)	F	7	3	4	0	0	0	0	0	0	0	0
	M	20	7	11	2	0	0	0	0	0	0	0
	<b>All</b>	<b>27</b>	<b>10</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Triple Science (Chemistry)	F	7	0	7	0	0	0	0	0	0	0	0
	M	20	7	10	3	0	0	0	0	0	0	0
	<b>All</b>	<b>27</b>	<b>7</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Triple Science (Physics)	F	7	3	2	2	0	0	0	0	0	0	0
	M	20	9	7	3	0	1	0	0	0	0	0
	<b>All</b>	<b>27</b>	<b>12</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Sociology	F	40	6	11	10	7	4	2	0	0	0	0
	M	19	0	2	5	3	1	3	3	1	1	0
	<b>All</b>	<b>59</b>	<b>6</b>	<b>13</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>
Statistics	F	16	7	8	1	0	0	0	0	0	0	0
	M	14	5	6	3	0	0	0	0	0	0	0
	<b>All</b>	<b>30</b>	<b>12</b>	<b>14</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### *Distribution of GCSE Short Courses Summer 2009*

		Number Achieving Each Grade										
		Entries	A*	A	B	C	D	E	F	G	U	X
Religious Studies	F	144	16	38	47	22	13	7	0	1	0	0
	M	131	5	22	27	28	24	13	12	0	0	0
	<b>All</b>	<b>275</b>	<b>21</b>	<b>60</b>	<b>74</b>	<b>50</b>	<b>37</b>	<b>20</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>0</b>

### *Summary of 2009 GCSE results*

	Achieving 5+ A*-C	Achieving 5+ A*-C (incl English and Maths)	Achieving 5+ A*-G	Achieving 1+ GCSE
Harlington	82%	63%	99%	100%
National (2008)	65%	48%	91.6%	98.6%

### *Distribution of AS Level Grades Summer 2009*

Subject	Entries	A	B	C	D	E	U	X
<b>Art &amp; Design</b>	<b>14</b>	6	3	1	3	1	0	0
<b>Biology</b>	<b>68</b>	4	17	18	11	12	6	0
<b>Business Studies</b>	<b>45</b>	10	10	11	8	4	2	0
<b>Chemistry</b>	<b>43</b>	5	14	9	5	8	2	0
<b>Communication and Culture</b>	<b>30</b>	4	2	6	12	6	0	0
<b>D &amp; T Food Technology</b>	<b>12</b>	0	0	2	3	4	3	0
<b>D &amp; T Product Design</b>	<b>7</b>	0	0	2	3	1	1	0
<b>D &amp; T Textiles</b>	<b>4</b>	1	1	0	1	1	0	0
<b>Drama &amp; Theatre Studies</b>	<b>33</b>	2	7	14	8	2	0	0
<b>Economics</b>	<b>19</b>	5	2	5	4	1	2	0
<b>English Language &amp; Literature</b>	<b>36</b>	1	6	12	12	5	0	0
<b>English Literature</b>	<b>25</b>	2	8	5	6	4	0	0
<b>French</b>	<b>8</b>	0	3	3	0	1	1	0
<b>General Studies</b>	<b>12</b>	0	1	3	2	1	5	0
<b>Geography</b>	<b>34</b>	10	11	4	7	2	0	0
<b>German</b>	<b>3</b>	1	0	2	0	0	0	0
<b>History</b>	<b>27</b>	3	1	7	8	4	4	0
<b>I.C.T.</b>	<b>24</b>	0	1	1	8	10	4	0
<b>Mathematics</b>	<b>44</b>	8	13	7	9	4	3	0
<b>Mathematics – Further</b>	<b>6</b>	0	0	1	4	1	0	0
<b>Music</b>	<b>7</b>	2	2	1	1	1	0	0
<b>Philosophy</b>	<b>13</b>	1	3	7	1	1	0	0
<b>Physical Education</b>	<b>22</b>	0	2	8	6	4	2	0
<b>Physics</b>	<b>23</b>	1	3	6	2	6	5	0
<b>Psychology</b>	<b>50</b>	11	14	10	7	6	2	0
<b>Sociology</b>	<b>24</b>	1	4	5	6	7	1	0

## Distribution of A Level Grades Summer 2009

Subject	Number of Entries	Number Achieving Each Grade							
			A	B	C	D	E	U	X
Art	9	F	1	2	2	0	0	1	0
		M	0	0	1	2	0	0	0
		<b>All</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>
Biology	37	F	3	6	5	6	1	0	0
		M	2	4	5	3	2	0	0
		<b>All</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>
Business Studies	38	F	4	5	2	3	0	0	0
		M	3	8	7	6	0	0	0
		<b>All</b>	<b>7</b>	<b>13</b>	<b>9</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>
Chemistry	23	F	0	4	2	1	1	1	0
		M	2	2	5	4	0	1	0
		<b>All</b>	<b>2</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>0</b>
Communication Studies	20	F	7	3	3	1	0	0	0
		M	0	2	3	1	0	0	0
		<b>All</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
D & T Design	3	F	0	0	0	0	0	0	0
		M	0	0	1	2	0	0	0
		<b>All</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
D & T Food Technology	2	F	1	1	0	0	0	0	0
		M	0	0	0	0	0	0	0
		<b>All</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
D & T Graphics	19	F	2	2	3	0	0	0	0
		M	3	5	2	2	0	0	0
		<b>All</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
D & T Textiles Technology	3	F	0	1	1	1	0	0	0
		M	0	0	0	0	0	0	0
		<b>All</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Drama	20	F	5	2	1	3	0	0	0
		M	0	2	4	3	0	0	0
		<b>All</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>
Economics	11	F	0	0	1	0	0	0	0
		M	3	2	3	1	1	0	0
		<b>All</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
English Language & Literature	20	F	1	3	3	3	1	0	0
		M	1	0	3	5	0	0	0
		<b>All</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>
English Literature	13	F	1	2	1	5	0	0	0
		M	0	0	1	2	1	0	0
		<b>All</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>
French	4	F	2	0	1	0	0	0	0
		M	1	0	0	0	0	0	0
		<b>All</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
General Studies	10	F	0	1	1	0	0	1	0
		M	0	0	0	0	5	2	0
		<b>All</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>0</b>
Geography	39	F	6	7	3	3	1	0	0
		M	5	8	3	2	1	0	0
		<b>All</b>	<b>11</b>	<b>15</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>
German	1	F	0	0	1	0	0	0	0
		M	0	0	0	0	0	0	0
		<b>All</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
History	14	F	1	1	0	2	0	0	0
		M	2	2	2	4	0	0	0
		<b>All</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>
I.C.T.	15	F	1	1	1	2	1	0	0
		M	0	1	2	2	2	2	0
		<b>All</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
Mathematics	38	F	4	4	1	2	0	0	0
		M	10	6	7	4	0	0	0
		<b>All</b>	<b>14</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>
Mathematics Further	4	F	1	0	0	0	0	0	0
		M	1	2	0	0	0	0	0
		<b>All</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Music	3	F	0	0	0	0	0	0	0
		M	0	0	2	0	1	0	0
		<b>All</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Physical Education	14	F	2	0	1	0	0	0	0
		M	0	0	6	2	3	0	0
		<b>All</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
Physics	30	F	0	2	0	1	0	0	0
		M	7	4	5	7	4	0	0
		<b>All</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>
Psychology	37	F	4	11	4	3	2	1	0
		M	1	3	4	4	0	0	0
		<b>All</b>	<b>5</b>	<b>14</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>

<b>Religious Studies</b>	<b>12</b>	F	1	3	1	2	0	0	0
		M	1	1	2	1	0	0	0
		<b>All</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Sociology</b>	<b>7</b>	F	3	1	0	1	0	0	0
		M	0	2	0	0	0	0	0
		<b>All</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

### *Destinations*

YEAR 11	Numbers
Harlington sixth form	162
Further Education	72
Employment / Training	28
Other	37

There were 299 students in Year 11

YEAR 13	Numbers
Higher Education	116
Employment / Training	32
Other	5

There were 153 students in Year 13