

Information 2009 – 2010



*St Marylebone School*

## *Governors and Representatives*

### **Foundation Governors**

#### *The Rector*

To be appointed

#### *Bishop's Representative*

Ms Marilyn Richardson

#### *Area Dean's Representative*

To be appointed

#### *LDBS Representatives*

Mrs Julia Burrows

Professor Lisa Jardine

Mrs Margaret Mountford (Chairman)

#### *Deanery Synod Representatives*

Ms Diane Beecham

Ms Rosalind Canning

#### *PCC Representatives*

Mrs Jo Sumpter

The Revd. Paul Thomas (School Chaplain)

#### *Trustees' Representative*

Mrs Judith Wright

#### *Parent Representative*

Mr Andrew Jackson

### **Representative Governors**

#### *Westminster City Council Representatives*

Mr David Jones

Ms Liza Macdonald

#### *Teacher Representatives*

Ms Kat Pugh

Mr Kell Blyth

#### *Support Staff Representative*

Mr Peter Goh

### **Parent Representatives**

#### *Elected Parent Representatives*

Ms Caroline Lasko

Mr Simon Mellor

To be appointed

### **Other Representatives**

#### *Business, Industry & HE Representative*

Ms Sally Spencer

#### *Co-opted Representative*

Mr Peter Day

#### *Headteacher*

Mrs Elizabeth Phillips OBE, BA, MA, AKC

#### *Clerk to Governors*

Ms Catherine Jackson

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

### **Mission Statement**

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

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

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

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

*Excellence through  
Specialism*

### **Specialist College Mission Statement**

#### **Mission**

As a specialist Performing Arts, Mathematics and Computing College, we aim to provide for our very diverse community, educational opportunities of unrivalled excellence for the fulfilment of the full potential of all its members.

#### **Values**

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

#### **Goals**

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

## *The Pursuit of Excellence*

### **The Responsibility of Pupils**

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

### **The St Marylebone Church of England School Code of Conduct**

Every girl is expected to pursue excellence by:

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

## *The Curriculum*

### **The Curriculum**

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

About 120 girls are admitted each year and are divided into four tutor groups but five teaching groups. Pupils remain in mixed ability tutor groups for five years, each year having four forms with two tutors each under a Learning Co-ordinator and Head of School, who have the responsibility for each girl's academic and social welfare. Form groups are reorganised at the end of Key Stage 3.

Subjects are taught in blocks which allows for setting in most subjects. The setting of pupils will enable certain pupils to take some subjects a year early at GCSE. The great benefit of this system is that pupils can be taught according to their needs. Children with learning difficulties are taught in groups moving at a pace suitable to their needs or receive in-class support. The school has an effective Special Educational Needs Department. Able pupils are identified in each subject area. Once the needs are identified the courses are enriched and extended to meet the individual needs. A Deputy Head has oversight of the progress of able pupils, and a special co-ordinator reviews provision both in school and out.

Key Stage 3 pupils follow a common curriculum in accordance with the National Curriculum; however pupils complete Key Stage 3 at the end of Year 8 as part of the two year Key Stage 3 project. Pupils study the Core Subjects of English, Information Communication Technology, Mathematics, Religious Studies and Science, together with the foundation subjects of Art, Citizenship, Geography, History, three Modern Languages, Music, Physical Education (PE) and Design & Technology, together with Dance, Drama and Performing Arts. In Year 9, pupils follow the same subjects with the addition of Enterprise Education; a course that culminates in the Trade Fair in which pupils show the products they have created and marketed through the year. The languages taught in the school will be Spanish, French, German and Latin.

In Years 10 and 11 pupils are prepared for up to 12 GCSE subjects. All pupils study the National Curriculum subjects: English, Mathematics, Science, Religious Studies and ICT. Pupils can opt from the following subjects: Music, one or two Modern Languages, Design & Technology, Drama, Dance, History, Geography, PE, Economics, Humanities, Art, Textiles and Business Studies. An applied GCSE is offered in Health & Social Care. For Religious Studies a GCSE Short or Long Course is taken in Years 9 and 10 and GCSE Short or Long Course in ICT. The school also works with local partners to enable some pupils to work off-site on special vocational programmes.

## *The Curriculum continued*

Personal, Social and Health Education (PSHE) forms an integral part of the curriculum. PSE covers such areas as Health Education, Equality of Opportunity and Community Awareness and Environmental Education. Years 8, 9, 10 and 11 have a focus on Work Related Teaching and Learning which focuses on the world of work and citizenship. Religious Studies is compulsory for all pupils throughout the school.

### **Enrichment**

For those pupils who are gifted, whether of high intelligence, high academic aptitude or outstanding talent in a specific area, or because of a deep devotion to, and love of learning, enrichment courses are provided on an extended day basis. Latin is introduced to Year 8 pupils and can be continued to GCSE level. Extra ICT is also offered as an enrichment subject. Dance and Drama classes are also offered after school. There are many choirs, a chamber group and orchestra. Over 150 pupils take instrumental music lessons. All pupils are encouraged to perform in public and there are many concerts and dance and drama presentations in which they can be involved.

All the courses on offer are approved and monitored by the Governing Body. The Headteacher and the Governors will discuss with any parents complaints they may have concerning the curriculum.

### **The Sixth Form**

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

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

A variety of vocational courses are offered at St Marylebone. A-Levels in applied subjects are available in Art and Design, Business Studies, ICT, the Performing Arts, Dance, Accounting and Health and Social Care. For the Sixth Form there is a well structured series of talks from visiting speakers as part of the programme of PSHE, Economic and Industrial Understanding and Religious Studies.

## *Learning Support at St Marylebone*

### **Learning Support at St Marylebone**

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

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

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

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

## *Outline Programme for Gifted and Talented Pupils*

### **Gifted and Talented**

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

Each department uses a range of test scores and subjective criteria to identify a talent pool in their area. This list is forwarded to the whole school co-ordinator who will identify a common list for the whole school. The top 10% of these pupils will be interviewed and monitored once or twice a year by the co-ordinator who will draw up Individual Education Profiles with targets included which are then used appropriately by individual teachers. Each department will be involved in developing their own talent pool within their subject area. All lists are updated at least annually.

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

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

Through local partnerships, we have provided many pupils with opportunities to attend free one or two week summer schools at prestigious universities and also sent pupils to day courses at local universities. Imperial College in particular are providing us with many opportunities for pupils from Years 8 to 12.

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

### **Work Related Learning**

The school has a strong focus on the Work Related Curriculum with a comprehensive Work Related programme. All pupils take part in a programme of study, as well as a two week period of Work Experience at the end of Year 10. The scheme is constantly evaluated to ensure its relevance to pupil and local needs. Recently the school has been awarded the London Certificate of Excellence in Work Experience and given status as an Enterprise Pathfinder School. Year 9 engage in Enterprise Projects aimed at designing, creating, marketing and selling a product. This innovative scheme involves all subject areas as well as discreet lessons in Enterprise.

There are options for pupils to study Applied GCSEs as well as opportunities to take part in off-site vocational learning. For pupils studying Modern Languages an A-Level Work Experience abroad is organised. All Year 12 pupils have a period of Work Experience or Work Shadowing. Year 9 pupils have lessons in Enterprise Education anchored in a cross-curricular project in which pupils form companies, design and market products, resulting in a Trade Fair. The school has formed excellent links with local businesses. The accountancy firm BDO Stoy Hayward, HSBC Bank and the accountants Deloitte have agreed to be our partners in the Enterprise Project and provide the professional expertise and support required.

### **Careers Education and Guidance**

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

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

## School Uniform

John Lewis of Oxford Street are the school outfitters where all items must be purchased. All pupils are required to wear well-groomed full indoor uniform at all times. All garments must be indelibly named.

### Indoor Wear: Years 7 to 9

- A plain bottle green skirt (to be at least knee length).
- A plain white shirt with school tie.
- A plain V-necked bottle green jumper or cardigan.
- Plain white socks, bottle green or black or neutral tights.
- Flat heeled black shoes. No greater than 2.5cm in height. No boots or shoes above the ankle.
- Trainers will not be worn.
- Hair bands must be plain green or black or gold or white.

### Indoor Wear: Years 10 and 11

- A plain bottle green skirt (to be at least knee length).
- A plain V-necked or Round-necked bottle green woollen jumper or cardigan (The only sweatshirts that can be worn are the St Marylebone sweatshirts). To be worn with:
- A plain white collared shirt or plain white cotton polo-neck (not a polo shirt).
- Plain white or black or bottle green socks.
- Plain white or black or bottle green or neutral tights.
- Flat heeled black shoes. No greater than 2.5cm in height. No boots or shoes above the ankle.
- Trainers or canvas shoes are not allowed.
- Hats, caps or bandanas are not permitted.
- Bottle green St Marylebone School sweatshirts will be available from the school for Years 10 and 11 only.

### Summer Wear

- A short sleeved summer blouse must be worn.
- Long sleeved shirts may still be worn. (All shirts must be tucked into school skirts.)
- Ties are not compulsory, but if they are worn during the summer then the top button of the shirt must be done up.
- Trainer socks are not permitted.

### Outdoor Wear: Years 7 to 11

- Bottle green school blazer and badge (optional).
- A plain bottle green or black top coat. This should not be denim or leather. No khaki/army jackets. Coats, cardigans or jumpers must not be worn or carried around the school.
- A green or gold school scarf is available from John Lewis.

**Physical Education** – PE kit must be brought to all lessons, even when injured or unwell. Long hair must be tied up for all lessons.

- A plain white T-shirt with collar for all lessons (available from school).
- White socks.
- Trainers.
- Green jogging suit (available from school).
- Green games skirt, black shorts (optional from school).
- Dance: Black T-shirt and black leggings.

**Jewellery** – No jewellery is allowed

- Only one pair of St Marylebone studs is permitted. These are to be worn on the lobe of the ear and can be purchased from the school.
- One necklace which carries a religious symbol can be worn inside the shirt.
- Confiscated jewellery will be kept by the Learning Co-ordinator until the end of term.

**Make-up** – No make-up is allowed

- Pupils should have short nails and no nail varnish.
- False, acrylic nails are not permitted.

## Policy on Spiritual and Moral Development

### Background Statement

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

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

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

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

### Aims

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

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

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

### Implementation

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

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

## Results and Statistics

### Attendance 2008 – 2009

The total number of students, in Years 7 to 11, on role for at least one session during the school year was 663. The number of both authorised and unauthorised absences for Years 7 to 11 was 12,709. The attendance for the whole school was 95%.

Year	7	8	9	10	11	Total 2008-9	Total 2007-8	Total 2006-7
Authorised Absences	1,592	2,707	2,656	2,564	2,098	11,617	10,873	9,460
Unauthorised Absences	61	187	96	356	392	1,092*	658*	576*

\* These figures includes absences for children taken out of school for holidays. The school does not authorise holiday during term time.

### Student Destinations

Routes taken by St Marylebone pupils after School in 2009.

Destination	Number
Higher Education	102
Gap Year	21
Employment	2

### 2009 GCSE Results for Year 10

Full GCSEs	Entries	A*	A	B	C	D	E	F	G	U	X	Q	A*-C	A*-G
Statistics	30	10	13	4	1	0	0	0	0	0	2	0	28	28
Religious Studies	44	23	20	1	0	0	0	0	0	0	0	0	44	44
French	2	2	0	0	0	0	0	0	0	0	0	0	2	2
Home Languages	7	6	1	0	0	0	0	0	0	0	0	0	6	6
<b>Totals</b>	<b>83</b>	<b>41</b>	<b>34</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>80</b>	<b>80</b>

### 2009 GCSE Short Course Results for Year 10

Short Course GCSEs	Entries	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Religious Studies	73	10	23	21	11	2	3	0	0	0	65	70

### 2009 Summary of Departmental LA2 Level Results – Correct as of 1 September 2009\*

Subject	Entries	A 270	B 240	C 210	D 180	E 150	U 0	X 0	A-B %	A-E %	Average points
Art	12	6	1	5	0	0	0	0	58	100.0	242.5
Art and Design	3	1	1	1	0	0	0	0	67	100.0	240.0
Biology	16	7	4	2	2	1	0	0	69	100.0	236.3
Business Studies	15	5	2	5	2	1	0	0	47	100.0	226.0
Chemistry	17	7	7	1	2	0	0	0	82	100.0	243.5
Economics	12	3	3	4	2	0	0	0	50	100.0	227.5
English	48	15	16	12	5	0	0	0	65	100.0	235.6
Design Technology	5	1	1	2	1	0	0	0	40	100.0	222.0
Drama	9	7	2	0	0	0	0	0	100	100.0	263.3
French	4	2	1	1	0	0	0	0	75	100.0	247.5
Geography	9	4	2	3	0	0	0	0	67	100.0	243.3
German	6	4	1	1	0	0	0	0	83	100.0	255.0
Government and Politics	11	6	5	0	0	0	0	0	100	100.0	256.4
History	22	11	9	2	0	0	0	0	91	100.0	252.3
ICT	7	1	1	1	3	1	0	0	29	100.0	201-
Maths	20	12	4	2	1	1	1	0	80	100.0	247.5
Maths: Further	3	1	2	0	0	0	0	0	100	100.0	250.0
Media Studies	12	3	6	3	0	0	0	0	75	100.0	240.0
Music	6	1	3	2	0	0	0	0	67	100.0	235.0
Music Technology	6	0	2	1	1	1	0	0	33	83.3	170.0
Physics	2	1	1	0	0	0	0	0	100	100.0	255.0
Psychology	26	10	9	5	2	0	0	0	73	100.0	241.2
Religious Studies	8	3	3	0	1	1	0	0	75	100.0	232.5
Sociology	12	2	6	2	1	0	1	0	67	91.7	215.0
Spanish	3	1	1	0	1	0	0	0	67	100.0	230.0
Textiles	4	1	0	2	1	0	0	0	25	100.0	217.5
Home Languages	3	2	1	0	0	0	0	0	100	100.0	260.0
Consortium	2	2	0	0	0	0	0	0	100	100.0	270.0
<b>Totals</b>	<b>294</b>	<b>118</b>	<b>93</b>	<b>56</b>	<b>22</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>71.1</b>	<b>99.3</b>	<b>240.3</b>

\* Amendments are likely to occur from 1 September 2009

### Year 13 Summary of Performance

Summary Table for Year 13 Results	2006	2007	2008	2009
Percentage of Grades A-B	57%	66%	60%	<b>71%</b>
Percentage of Grades A-C	84%	83%	83%	<b>91%</b>
Percentage of Grades A-E	97%	98%	98%	<b>99%</b>
A2 level + AVCE average points per entry	92 (B/C)	229 (B-)	228 (B-)	<b>248 (B)</b>
Average total point score of those pupils entered for at least two A2 levels or AVCE/AS equivalent	279 (= roughly B, B-, C)	306 est (roughly 3 x B)	306	<b>743 (3 x B)</b>

BTEC National	Entries	Dist	Merit	Pass	U
Dance	10	4	6	0	0
Admin	5	0	0	5	0

### Advanced Extension Awards

Subject	Entries	Dist	Merit	U	X
Chemistry	2	0	0	2	0
English	8	0	2	4	2
Psychology	2	1	0	0	1
<b>Totals</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>3</b>

### 2009 GCSE Results for Year 11 – correct as of 1 September 2009\*

This table shows results for all pupils in Year 11.

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C%	A*-G%	Points
Art	39	6	9	13	11	0	0	0	0	0	100	100	6.3
Business Studies	17	6	6	2	3	0	0	0	0	0	100	100	6.9
BCS	18	2	8	3	5	0	0	0	0	0	100	100	6.4
Dance	23	2	6	10	1	3	1	0	0	0	83	100	6.1
Drama	32	3	11	13	5	0	0	0	0	0	100	100	6.4
DT: Graphics	15	0	6	3	2	2	1	1	0	0	79	100	5.7
DT: Resistant Materials	13	0	4	2	4	3	0	0	0	0	77	100	5.8
English	123	11	46	51	12	2	1	0	0	0	98	100	6.4
English Literature	123	18	53	31	12	8	1	0	0	0	93	100	6.5
French	41	10	17	5	8	1	0	0	0	0	98	100	6.7
Geography	55	11	20	10	9	3	0	0	0	0	95	100	6.3
German	24	2	4	13	3	1	0	1	0	0	92	100	6.0
Health and Social Care**	26	0	1	10	10	3	2	0	0	0	84	100	5.3
History	53	22	16	7	4	1	2	1	0	0	93	100	6.9
Humanities	12	1	1	5	3	2	0	0	0	0	83	100	5.8
ICT+	3	3	0	0	0	0	0	0	0	0	100	100	8.0
Latin	4	2	1	1	0	0	0	0	0	0	100	100	7.3
Mathematics	125	9	36	39	16	14	8	0	2	0	81	100	5.9
Maths (Statistics)+	27	15	9	3	0	0	0	0	0	0	100	100	7.4
Music	20	2	10	3	3	1	0	0	0	0	95	100	6.2
Physical Education	11	2	4	2	2	1	0	0	0	0	91	100	6.5
Religious Studies+	42	12	13	15	0	2	0	0	0	0	93	100	6.8
Science: Biology	31	4	13	11	3	0	0	0	0	0	100	100	6.9
Science: Chemistry	31	9	13	7	2	0	0	0	0	0	100	100	6.9
Science: Physics	31	4	8	12	6	1	0	0	0	0	100	100	6.3
Science: Core	92	6	21	18	27	14	6	0	0	0	78	100	5.7
Science: Additional	61	3	21	15	9	10	3	0	0	0	79	100	6.0
Science: Applied	17	0	1	7	5	4	0	0	0	0	77	100	5.2
Spanish	31	2	8	9	11	1	0	0	0	0	97	100	6.0
Sociology and Photo	2	1	1	0	0	0	0	0	0	0	100	100	7.5
Textiles	13	0	3	7	3	0	0	0	0	0	100	100	6.0
Home Language+	3	2	1	0	0	0	0	0	0	0	100	100	7.7
<b>Totals</b>	<b>1,159</b>	<b>170</b>	<b>371</b>	<b>327</b>	<b>179</b>	<b>77</b>	<b>26</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>91</b>	<b>100</b>	<b>6.3</b>

\* Amendments are likely to occur from 1 September 2009

\*\* This course is a double award course: 13 entered, 26 grades reported

+ Includes results obtained last year

**Summary of GCSE Results for Pupils in Year 11** – Correct as of 1 September 2009

Number of pupils in school in Year 11 = 125.

Number of pupils in school not entered for GCSE's = 0

	Pupils	Percentage
Percentage of entries achieving A*-C at GCSE	n/a	91
Percentage of entries achieving A*-G at GCSE	n/a	100
<b>Pupils achieving 5 or more grades at A*-C</b>	<b>117</b>	<b>94</b>
<b>Pupils achieving 5 or more grades including English and Mathematics</b>	<b>120</b>	<b>80</b>
<b>Pupils achieving at least 3 A*-A grades</b>	<b>66</b>	<b>53</b>
Pupils achieving 5 or more grades A*-G including English and Mathematics	125	100
Pupils entered for at least 1 GCSE	125	100
Pupils achieving at least 1 grade A*-C at GCSE or equivalent	124	99.2
<b>Average Point Score per pupil (uncapped)</b>	<b>n/a</b>	<b>6.11</b>

Results are now taken for Year 11 as a whole.

**GCSE Short Course Results for Year 11**

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
ICT+	120	12	36	34	22	11	2	0	0	3	87	97
Religious Studies+	64	11	18	19	12	1	1	0	0	0	94	100
Physical Education	8	0	3	5	0	0	0	0	0	0	100	100

+ These were taken last year.

**Comparative Report: The St Marylebone Church of England School**

Summary of the National Curriculum Assessment Results in the School (2009) and Nationally (2008) at the end of Key Stage 3 for Year 8, as a percentage of those eligible for assessment (Figures may not total 100% because of rounding). Please note we do not have national results for Year 8 SATs, as in most schools they are taken in Year 9 only. The national results quoted are for SATs taken by pupils in Year 9.

**Table 1: Teacher Assessment** – Percentage at each level (Core Subjects)\*

	Abs	2	3	4	5	6	7	8	5+	
English	School	0.00	0.00	0.00	0.00	13.28	62.50	24.22	0.00	100.00
	National	1.00	1.00	5.00	17.00	38.00	29.00	9.00	0.00	76.00
Mathematics	School	0.00	0.00	0.78	8.59	17.97	35.16	32.03	5.47	90.63
	National	0.00	1.00	5.00	14.00	24.00	28.00	21.00	7.00	79.00
Science	School	0.00	0.00	0.78	6.25	17.19	46.88	28.91	0.00	92.97
	National	1.00	1.00	5.00	17.00	33.00	29.00	13.00	0.00	76.00

\* School results from 2009, National results from 2008

**Table 2: Teacher Assessment** – Percentage at each level (Foundation Subjects)\*

	Abs/Dis	<3	3	4	5	6	7	8+	5+	
Art	School	0.00	0.00	0.00	3.13	28.91	42.19	17.97	7.81	96.88
	National	1.00	0.00	3.00	17.00	42.00	27.00	8.00	1.00	79.00
Citizenship	School	0.00	0.00	0.00	8.59	52.34	37.50	1.56	0.00	91.41
	National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Design and Technology	School	0.00	0.00	0.00	0.00	16.41	83.59	0.00	0.00	100.00
	National	1.00	1.00	3.00	17.00	43.00	29.00	6.00	0.00	79.00
Geography	School	0.00	0.00	0.00	2.34	30.47	55.47	11.72	0.00	97.66
	National	1.00	1.00	4.00	18.00	37.00	29.00	10.00	1.00	77.00
History	School	0.00	0.00	0.00	5.47	46.09	42.97	5.47	0.00	94.53
	National	1.00	1.00	4.00	18.00	37.00	28.00	10.00	1.00	77.00
ICT	School	0.00	0.00	0.00	6.25	69.53	24.22	0.00	0.00	93.75
	National	1.00	1.00	3.00	18.00	44.00	27.00	6.00	0.00	78.00
Music	School	0.00	0.00	0.00	2.34	54.69	38.28	4.69	0.00	97.66
	National	1.00	1.00	3.00	19.00	46.00	24.00	5.00	1.00	76.00
Physical Education	School	0.00	0.00	0.00	0.00	82.81	17.19	0.00	0.00	100.00
	National	1.00	1.00	2.00	15.00	49.00	27.00	5.00	1.00	81.00
MFL	School	1.56	0.00	0.00	11.72	64.06	22.66	0.00	0.00	86.72
	National	1.00	4.00	10.00	23.00	34.00	21.00	5.00	0.00	60.00

\* School results from 2009, National results from 2008

**Key for tables 1 and 2**

Abs = failed to register a level due to absence

Dis = disapplied under sections 92/93 of the Education Act 2002

EP = exceptional performance

In Modern Foreign Languages, Level 5 represents achievement at the nationally expected standard for most 14-year olds. This is the level below the expectations for other subjects because modern foreign languages are not introduced until Year 7.

**Timings of the School Day 2009/2010**

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

55 minute periods



**How to find us**

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

The St Marylebone Sixth Form (B) is located at 14 Blandford Street, London W1U 4DR  
Telephone: 020 7486 9096. Facsimile: 020 7486 7139



*St Marylebone School*

St Marylebone School  
64 Marylebone High Street  
London W1U 5BA  
Telephone: 020 7935 4704  
Facsimile: 020 7935 4005  
[www.stmaryleboneschool.com](http://www.stmaryleboneschool.com)