



BETHS GRAMMAR SCHOOL

**ADDITIONAL
INFORMATION**

September 2011



Contents

Beths Grammar School

General Information	.....	1
Curriculum	.....	3
Examinations	.....	7
Homework	.....	12
Admissions	.....	13
Working with Parents	.....	14

General Information



Beths Grammar School

THE SCHOOL DAY

Students receive twenty-five hours of tuition each week.

Breakfast is served from 08.15 and morning registration is at 08.45. There are six 50 minute lessons and a one hour lunch break each day. Period six concludes at 15.30. However, many boys stay longer to take advantage of ICT and Learning Resource Centres which remain open after school, or to participate in the wide range of extra-curricular activities including sport.

UNIFORM

School uniform is worn throughout the school and identifies boys from Beths Grammar School. It is worn with pride and a sense of responsibility.

The uniform consists of a single breasted, navy blue blazer, dark grey trousers, white shirt, black socks and black shoes. Boys may also wear a grey or navy V-neck jumper and plain coat. All these items may be purchased from local suppliers.

In addition, boys wear a house tie which may be purchased from the school.

The school rugby shirt, rugby socks and PE polo top, as well as the other usual clothing for PE are available from local suppliers.

There is a separate dress code for sixth form students.

STUDENT DESTINATIONS

Year 13

Higher Education	Gap Year	Employment	Undecided	Total
154	7	16	5	182

Year 11

Full time Education	Employment	Undecided	Total
156	1	0	157

ATTENDANCE RATES

Number of students of compulsory school age on roll for at least one session	798
Percentage of student sessions missed through absence	3.92%



TERM DATES

2011

September	Monday 5	Staff Only Day
	Tuesday 6	Start of Autumn Term for Students
October	Monday 24	Half Term Holiday – Ends Friday 28 October
	Monday 31	Start of 2 nd Half of Autumn Term
December	Friday 16	End of Autumn Term (Christmas Holiday)

2012

January	Tuesday 3	Staff Only Day
	Wednesday 4	Start of Spring Term for Students
February	Monday 13	Half Term Holiday – Ends Friday 17 February
	Monday 20	Start of 2 nd Half of Spring Term
March	Thursday 29	End of Spring Term (Easter Holiday)
	Friday 30	Staff Only Day
April	Monday 16	Start of Summer Term for Students
May	Monday 7	Bank Holiday
June	Monday 4	Half Term Holiday – Ends Friday 8 June
	Monday 11	Start of 2 nd Half of Summer Term
July	Friday 20	End of Summer Term (Summer Holiday Begins)

An additional staff training day is yet to be confirmed.

Please note that due to the Queen's Diamond Jubilee, the summer half-term holiday in 2012 is a week later with Monday 4 and Tuesday 5 June being Bank Holidays whilst Monday 28 May is not a Bank Holiday. As a result of the Queen's Diamond Jubilee, the school year for students is reduced from 190 to 189 days.

ACADEMY STATUS

From 1 October 2010 the School adopted Academy Status. The greater freedom and financial flexibilities that this will give us will help us to maintain the breadth of our curriculum as well as our staffing and resourcing levels. Our name remains as Beths Grammar School and we will be no more vulnerable to losing our grammar school status than we were as a Foundation School. The funding agreement clearly states that the provisions of the 1998 Education (Grammar School Designation) Order will continue to apply.

GOVERNORS

The full Governing Body of the School normally meets four times a year. The various committees meet at least termly.

Under the Articles of Association of Beths Grammar School, there are currently 18 Governors, as follows:

- 10 Appointed Governors
- 3 Parent Governors – elected by parents
- 1 LA Governor – appointed by Bexley Council
- 3 Staff Governors – elected by staff
- Headteacher

The current chair is Mrs Rosemary Webdale, who will coordinate the relevant elections according to the set procedures.

Curriculum



Beths Grammar School

We are committed to personalising the education we offer to fully meet the needs of each individual and especially the most able. Our curriculum has its foundations firmly in the best grammar school tradition, however in its delivery we are at the forefront of modern technologies.

CURRICULUM POLICY

The Curriculum Policy for the school encompasses all aspects of education from academic studies and pastoral work to trips, visits, sports, the arts and community service work. The Policy encourages students to regard their time at Beths Grammar School as a seven-year continuum. All aspects of the National Curriculum are taught, and others as well. All departments have schemes of work, and the assessment procedure follows the current national guidelines. The use of a wide range of teaching methods is encouraged so that students experience a variety of learning processes. The aim at all times is to motivate students to adopt a positive and productive attitude towards their own learning. The School's curriculum is specially designed to satisfy the needs of the more able and to have a scientific, mathematical and technological emphasis.

Gifted students and those with talents in specific areas are identified and special provision is made for them. This includes extension work within the curriculum and enrichment activities including masterclasses, summer schools and partnerships with specialist providers.

LEARNING RESOURCE AND ICT RESOURCE CENTRES

Beths Grammar School places a special emphasis on the use of up-to-date technologies to enhance the learning of all students across all subjects. We are constantly extending our ICT provision, the book stock and other resources to include a wider range of study packages, CD ROM and audio visual materials.

Students are able to access their network area and the learning resources from their home computers as well as from many rooms on the site. This will enable us to extend our provision beyond that of Beths Grammar School to include links with other schools in the UK and our partner schools in Europe. We believe that the scope offered by such technologies will promote a culture of life-long learning for all Beths students and we do stress the importance of independent study, research skills and homework tasks. All boys entering Beths Grammar School in Year 7 will receive guidance and support in these essential areas as part of their curriculum entitlement.

YEARS 7, 8 AND 9

The early stages in Year 7 build on and consolidate work the boys have covered in their primary schools. We also start a three year process of establishing the foundation to enable students to handle the demands of the 14-19 curriculum.

In Year 7 boys follow a common programme:

Art	Mandarin Chinese and German (taster courses)
Design and Technology	Mathematics
Drama	Music
English with English Literature	Personal, Health Social and Citizenship Education (PHSCE)
French or Spanish	Physical Education (PE)
Games	Religious Education (RE)
Geography	Science
History	
Information and Communications Technology (ICT)	

In Year 8 a choice is made between Mandarin and German as the second Modern Foreign Language.

In Year 9 GCSE courses are started in some subjects and Science is expanded into three subjects (Biology, Chemistry and Physics) taught by specialist teachers. Students also take the ECDL (European Computing Driving Licence) during Year 9 which is the equivalent of a B grade at GCSE.

It is school curriculum policy to address cross-curricular themes through several subjects, eg: elements of the Sex Education Programme are taught in Biology, RE and PHSCE.

Beths Grammar School has no particular religious affiliation and all boys are equally welcome. There is a daily non-denominational assembly and Religious Education is taught throughout the School. Boys may be withdrawn from RE and assemblies at the request of their parents.

Visits to museums and art galleries, field trips to Eynsford, Rochester and Margate are an important part of the junior curriculum. During July, Year 7 go to France, all members of Year 8 go to camp in the New Forest and there is an opportunity for Year 9 to go to Belgium or Germany.

YEARS 10 and 11

In Years 10 and 11 the pattern varies and our curriculum is more personalised.

Currently all boys study:

Design & Technology	ICT
English	Mathematics
English Literature	Religious Studies
A Modern Foreign Language	Science

Currently all students complete Core Science GCSE early in Year 10. Most students then go on to take the three individual sciences: Biology, Chemistry and Physics at GCSE. All boys take Design & Technology GCSE and the short course Religious Studies at the end of Year 10. Maths GCSE is taken early in Year 10 by the top sets, at the end of Year 10 by the middle sets and at the end of Year 11 by the lower sets. Once GCSE Maths is completed there is an opportunity to study AS Level Maths or GCSE Statistics. Boys choose optional subjects which are studied throughout KS4 with a further subject being chosen for study in Year 11. These subjects include AS Levels as well as GCSEs and the majority of boys will have completed at least one full AS Level by the end of Year 11. Subjects currently offered at GCSE or AS Level in KS4 are:

Art & Design (GCSE)	German (GCSE)
Biology (GCSE)	Government & Politics (to AS Level)
Business Studies (AS Level)	History (GCSE)
Chemistry (GCSE)	Information Technology (to AS Level)
Citizenship (GCSE)	Italian (GCSE)
Computing (AS Level)	Law (to AS Level)
D & T Food Tech (GCSE)	Mathematics (to GCSE & AS Level)
D & T Graphics (GCSE)	Mandarin (GCSE)
D & T Product Design (to GCSE & AS Level)	Music (GCSE)
Drama (GCSE)	Physical Education (GCSE and AS Level)
Economics (GCSE)	Physics (GCSE)
Electronics (to GCSE & AS Level)	Psychology (GCSE)
Film Studies (to AS Level)	Religious Studies (to GCSE & AS Level)
French (GCSE)	Sociology (to AS Level)
Geography (GCSE)	Spanish (to GCSE)

Every boy also has lessons in Games and Personal, Health, Social and Citizenship Education.

We aim to help students, in full consultation with their parents, to construct a programme which not only reflects their interests and aspirations, but ensures that the right selection of subjects is made so that boys can achieve their full potential.

In the Summer Term of Year 10 all students undertake a two week period of work experience.

YEARS 12 AND 13

The Sixth Form provides young men and women with a new working environment that demands a more mature approach to study. The wide selection of available courses is considered in discussions with parents and teachers, bearing in mind each student's abilities and the opportunities available in higher education and future employment.

Year 12 students will select options from five blocks. Students study four or five subjects of their choice to Advanced Subsidiary Level in Year 12. Students who have completed one or more AS Levels in Year 11 have the opportunity to continue these subjects to A Level in Year 12. As well as our well established and extensive Games and Community Service programmes, we offer an additional range of other courses available in the enrichment block. Dependent upon reaching the required standard in the examinations at the end of the year, students will follow up to five subjects through to full A Level qualification during Year 13. It may be possible to study further AS Levels in Year 13.

We expect to offer the following courses at Advanced Level and Advanced Subsidiary Level:

Accountancy	Geography
Art	German
Biology	Government & Politics
Business Studies	History
Chemistry	Information Technology
Computing	Law
Classical Civilisation	Mathematics and Further Mathematics
Critical Thinking	Music
D & T Product Design	Music Technology
Drama and Theatre Studies	Philosophy
Economics	Photography
Electronics	Physical Education
English Literature	Physics
English Language	Psychology
Film Studies	Religious Studies
French	Sociology
General Studies	Spanish

In addition to this, we offer the Extended Project and accreditation for the AQA Baccalaureate. In 2009, in partnership with London South Bank University, we delivered a unique project whereby some of our Year 13 students were taught a first year undergraduate module at South Bank alongside their students. We have built on this and now have students studying alongside undergraduates at Goldsmiths, University of London as well as London South Bank University.

The Sixth Form is open to students from others schools. Application forms are available from the School Office. The closing date for applications is the 31 January 2011.

CAREERS ADVICE

Information is provided to make students aware of the opportunities available as we believe that a good career for each student is one of the most important targets in their life. Two members of staff organise and coordinate careers education at Beths Grammar School.

In Year 9, World of Work days, with a focus on careers are held and general issues of qualifications and how these can be gained are covered. The local careers service visits the School in PHSCE lessons to give advice both in groups and individually.

Our process of Academic Tutoring enables students to set targets as well as involving them in self-assessment of their strengths and weaknesses and how best to develop from these. Students attend Higher Education visits, open days, careers exhibitions and conventions throughout the 14-19 phase of the school (Years 10-13) to help identify the most appropriate higher education or professional training and career for each individual.

SEX EDUCATION

The teaching is intended to be complementary and supportive to the role of the parents. Beths Grammar School has a clear responsibility to ensure that students are adequately prepared for adult life and, as such, sex education forms part of the whole curriculum for the school. Parents may, if they wish, see teaching materials for themselves and they can request that their son be withdrawn from any sex education lessons other than those which are part of the National Curriculum.

Sex Education will not feature as a discreet subject on the timetable but will form part of a broader programme of personal, social education, health and citizenship. The aim of the programme of sex education will be to present facts in an objective and balanced manner so as to enable students to comprehend the range of sexual attitudes and behaviour in present day society; to know what is and is not legal; to consider their own attitudes, and to make informed, reasoned and responsible decisions about the attitude they will adopt, both while they are in School and in adulthood. Sex education is given in such a manner as to encourage students to have due regard to moral consideration and the value of family life as well as respect for themselves and others.

A teacher approached by a student on advice on sexual behaviour will, wherever possible, encourage the student to seek advice from his parents, his doctor or the School Nurse.

SPECIAL EDUCATIONAL NEEDS

The Head of Individual Needs is the SENCO and since September 2008 this role has also included leading the ASD specialist provision at Beths Grammar School. The function of the Individual Needs Department is to support students with individual needs that could have a negative impact on their academic progress or emotional wellbeing, for example ADHD, ASD/Aspergers, Specific Learning Difficulties, emotional or behavioural issues. Counselling is also offered and the department accesses outside agencies whenever necessary. Students with ASD receive support through Individual Needs and the specialist provision. Students with a Statement of Special Educational Needs receive support both in class and outside of lesson time.

The Head of Individual Needs co-ordinates any reductions to individual timetables and will oversee student progress. Academic mentoring is available for Year 11 students who are recognised as having difficulty completing coursework and may be in danger of not achieving their potential. Peer mentors have also been trained at Key Stages 4 and 5, to mentor younger students.

STUDENTS WITH DISABILITIES

The Head of the Individual Needs Department works closely with the parents and primary schools of students with disabilities, prior to their starting at the school to clarify their needs as well as any actions the School may need to take as a result.

All relevant staff are kept fully informed of the needs of such students and action necessary to ensure their full access to the curriculum. Our Accessibility and Equality Plans, which can be viewed on our website, give details of the facilities and procedures we have to assist access for students with disabilities as well as the planned developments.



Key Stage 3 Teacher Assessments 2010

These tables show the percentage of pupils at the end of Key Stage 3 achieving each level in 2010.

TABLE 5 - KS3 Results

160 students were assessed at the end of the Key Stage.

1 student was disapplied due to long periods of absence.

TEACHER ASSESSMENT										
	Percentage at each level									
Subject	3	4	5	6	7	8	EP	5+	6+	7+
English	-	-	-	36	46	18	-	100	100	64
Mathematics	-	-	-	-	36	59	5	100	100	100
Science	-	-	3	42	39	16	-	100	97	55

TEACHER ASSESSMENTS										
	Percentage at each level									
Subject	3	4	5	6	7	8	EP	5+	6+	7+
Art	-	1	7	42	34	16	-	99	92	50
D & T	-	-	-	5	79	16	-	100	100	95
Geography	-	-	5	42	48	5	-	100	95	53
History	-	-	1	13	73	13	-	100	99	86
ICT *		1	-	-	-	99	-	99	99	99
MFL	-	-	4	61	34	1	-	100	96	34
Music	-	-	-	21	73	6	-	100	100	79
PE	-	-	4	53	30	13	-	100	96	43
RE	-	-	-	-	58	42	-	100	100	100

EP represents exceptional performance

* students have achieved a GCSE Grade B equivalent which at Key Stage 3 is a Level 8

TEACHER ASSESSMENTS										
	Percentage at each level									
Subject				Wa	Wb			5+	6+	7+
Citizenship	-	-	-	10	90	-	-	100	100	90

Wa is working at the expected level

Wb is working beyond the expected level

Year 11 Results

124 Year 11 Students took AS Level Examinations

Subject	Entry	A	B	A-B	C	D	E	U	A-E	APS 09
Business Studies	28	4	8	12	9	5	1	1	27	41.8
		14%	29%	43%	32%	18%	4%	4%	96%	
Design & Technology	9	2	1	3	4	1	1	0		42.2
		22%	11%	33%	44%	11%	11%	0%	0%	
Electronics	3	0	1	1	0	1	1	0	3	33.3
		0%	33%	33%	0%	33%	33%	0%	100%	
Film Studies	6	0	3	3	3	0	0	0	6	45.0
		0%	50%	50%	50%	0%	0%	0%	100%	
G&P	11	2	3	5	2	1	1	2	9	36.4
		18%	27%	45%	18%	9%	9%	18%	82%	
ICT	22	1	3	4	7	6	4	1	21	34.1
		5%	14%	18%	32%	27%	18%	5%	95%	
Law	20	7	5	12	6	1	1	0	20	48.0
		35%	25%	60%	30%	5%	5%	0%	100%	
Mathematics	31	18	6	24	4	1	1	1	30	51.3
		58%	19%	77%	13%	3%	3%	3%	97%	
Religious Studies	2	0	0	0	0	0	1	1	1	10.0
		0%	0%	0%	0%	0%	50%	50%	50%	
Sociology	12	1	2	3	6	2	1	0	12	40.0
		8%	17%	25%	50%	17%	8%	0%	100%	
Total	144	35	32	67	41	18	12	6	138	
	%	24%	22%	47%	28%	13%	8%	4%	96%	

157 Year 11 Students took GCSE Examinations

Subject	Entry	A*	A	A*-A	B	C	A*-C	D	E-U		A*-A(09)	A*-C(09)	A*-A(08)	A*-C(08)
English	157	2	45	47	83	27	157	0	0					
		1%	29%	30%	53%	17%	100%	0%	0%		30%	100%	45%	100%
English Literature	157	8	60	68	74	15	157	0	0					
		5%	38%	43%	47%	10%	100%	0%	0%		31%	99%	56%	99%
Statistics	35	4	22	26	8	1	35	0	0					
		11%	63%	74%	23%	3%	100%	0%	0%		58%	100%	75%	100%
Mathematics	157	32	79	111	38	7	156	1	0					
		20%	50%	71%	24%	4%	99%	1%	0%		62%	100%	70%	99%
Biology	154	15	43	58	66	30	154	0	0					
		10%	28%	38%	43%	19%	100%	0%	0%		36%	99%	36%	97%
Chemistry	132	8	28	36	60	27	123	8	1					
		6%	21%	27%	45%	20%	93%	6%	1%		40%	100%	51%	97%
Physics	155	17	41	58	63	30	151	4	0					
		11%	26%	37%	41%	19%	97%	3%	0%		43%	97%	40%	98%
Core Science	157	23	58	81	63	13	157	0	0					
		15%	37%	52%	40%	8%	100%	0%	0%		46%	100%	39%	99%
D&T Electronics	41	0	8	8	19	11	38	3	0					
		0%	20%	20%	46%	27%	93%	7%	0%		37%	98%	76%	96%
D&T Product Design	116	4	16	20	53	33	106	10	0					
		3%	14%	17%	46%	28%	91%	9%	0%		23%	87%	28%	82%
Art & Design	30	7	6	13	11	6	30	0	0					
		23%	20%	43%	37%	20%	100%	0%	0%		37%	100%	37%	100%
Business Studies	76	1	10	11	32	27	70	6	0					
		1%	13%	14%	42%	36%	92%	8%	0%		34%	91%	39%	97%
Drama	18	0	4	4	6	7	17	1	0					
		0%	22%	22%	33%	39%	94%	6%	0%		17%	88%	20%	87%

GCSE Examinations continued ...

Subject	Entry	A*	A	A*-A	B	C	A*-C	D	E-U		A*-A(09)	A*-C(09)	A*-A(08)	A*-C(08)
French	99	5	16	21	35	31	87	9	3					
		5%	16%	21%	35%	31%	88%	9%	3%		32%	80%	31%	86%
Geography	36	5	6	11	14	8	33	3	0					
		14%	17%	31%	39%	22%	92%	8%	0%		39%	82%	43%	93%
German	61	2	11	13	14	22	49	11	1					
		3%	18%	21%	23%	36%	80%	18%	2%		7%	64%	12%	66%
History	62	4	7	11	28	16	55	7	0					
		6%	11%	18%	45%	26%	89%	11%	0%		37%	86%	15%	90%
Music	18	1	5	6	7	5	18	0	0					
		6%	28%	33%	39%	28%	100%	0%	0%		38%	100%	56%	100%
Physical Education	31	2	4	6	10	11	27	4	0					
		6%	13%	19%	32%	35%	87%	13%	0%		67%	100%	71%	95%
Psychology	28	0	0	0	3	5	8	14	6					
		0%	0%	0%	11%	18%	29%	50%	21%		N/A	N/A	N/A	N/A
Spanish	7	0	6	6	0	1	7	0	0					
		0%	86%	86%	0%	14%	100%	0%	0%		N/A	N/A	N/A	N/A
Total (Full Courses)	1727	140	475	515	687	333	1792	81	11					
	%	8	28	36	49	19	94	5	1		38%	95%	43%	93%
Citizenship (Short)	85	4	18	22	44	15	81	1	3		33%	96%	4%	73%
		5%	21%	26%	52%	18%	95%	1%	4%					
Food(Short Course)	9	0	1	1	0	6	7	2	0		0%	0%	N/A	N/A
		0%	11%	11%	0%	67%	78%	22%	0%					
RS (Short Course)	155	5	19	24	53	60	137	11	7		26%	87%	31%	93%
		3%	12%	15%	34%	39%	88%	7%	5%					
Total (Short Courses)	249	9	38	47	97	81	225	14	10					
		4	15	19	39	33	91	6	3		22%	88%	14%	84%
Total (incl Full & Short)	1852	145	494	639	893	373	1905	88	16					
	%	8	27	35	40	20	95	4	1		36%	94%	40%	94%

Other Level 2 Courses taken by Year 11

ICT (ECDL)	157	0	0	0	157	0	0	0	0
		-	-	-	100%	-	100%	-	-

Summary of Results for Year 11 2010

	2010	2009	2008	2007
Including All Courses (GCSE and AS Level)				
<i>Average points per student (APS)</i>	693	660	632	N/A
<i>Percentage of grades at A*A including AS equivalents</i>	42	42	44	33
<i>Percentage of students achieving the equivalent of 5 A*-A grades</i>	51	51	49	33
<i>Percentage of students achieving the equivalent 5 A*-C grades (including English & Mathematics)</i>	99	100	99	97
<i>Percentage of students achieving the equivalent 5 A*-C grades</i>	100	100	99	97

Year 13 GCE A Level Results

182 Students took A Level Examinations

Subject	Entry	A*	A	B	A*-B	C	D	E	U	A*-E		A*-B (09)	A*-E (09)	A*-B (08)	A*-E (08)
Art & Photography	17	4	3	4	11	5	0	1	0	17					
		24%	18%	24%	65%	29%	0%	6%	0%	100%		62%	100%	75%	100%
Biology	51	5	13	15	33	15	2	1	0	51					
		10%	25%	29%	65%	29%	4%	2%	0%	100%		85%	100%	84%	100%
Business Studies	30	5	5	8	18	8	4	0	0	30					
		17%	17%	27%	60%	27%	13%	0%	0%	100%		70%	100%	38%	100%
Chemistry	36	2	5	18	25	6	5	0	0	36					
		6%	14%	50%	69%	17%	14%	0%	0%	100%		75%	100%	46%	96%
Computing & ICT	15	1	1	0	2	5	6	1	1	15					
		7%	7%	0%	14%	33%	40%	7%	7%	100%		25%	100%	20%	100%
Critical Thinking	6	0	0	3	3	1	2	0	0	6					
		0%	0%	50%	50%	17%	33%	0%	0%	100%		33%	100%	0%	100%
Drama	8	0	0	2	2	5	1	0	0	8					
		0%	0%	25%	25%	63%	13%	0%	0%	100%		100%	100%	50%	100%
Design & Technology	11	0	1	4	5	4	2	0	0	11					
		0%	9%	36%	45%	36%	18%	0%	0%	100%		46%	100%	13%	100%
Electronics	12	0	1	2	3	3	4	0	2	10					
		0%	8%	17%	25%	25%	33%	0%	17%	83%		63%	100%	33%	100%
Economics	43	3	3	13	19	14	7	3	0	43					
		7%	7%	30%	44%	33%	16%	7%	0%	100%		43%	100%	35%	97%
English Literature	41	1	4	7	12	21	7	1	0	41					
		2%	10%	17%	29%	51%	17%	2%	0%	100%		68%	100%	42%	96%
English Language	18	0	2	5	7	5	5	6	0	18					
		0%	11%	28%	39%	28%	28%	33%	0%	100%		36%	100%	38%	67%
Film Studies	4	0	1	1	2	1	1	0	0	4					
		0%	25%	25%	50%	25%	25%	0%	0%	100%		81%	100%	46%	100%
French	7	0	0	3	3	2	2	0	0	7					
		0%	0%	43%	43%	29%	29%	0%	0%	100%		55%	100%	25%	100%
Further Mathematics	9	5	1	3	9	0	0	0	0	9					
		56%	11%	33%	###	0%	0%	0%	0%	100%		67%	100%	67%	67%
German	1	0	0	0	0	0	0	1	0	1					
		0%	0%	0%	0%	0%	0%	100%	0%	100%		40%	100%	33%	100%
Geography	14	0	2	6	8	1	5	0	0	14					
		0%	14%	43%	57%	7%	36%	0%	0%	100%		53%	100%	27%	100%
Government & Politics	21	1	4	11	16	2	1	2	0	21					
		5%	19%	52%	76%	10%	5%	10%	0%	100%		63%	100%	33%	97%
History	46	2	4	16	22	15	8	0	1	45					
		4%	9%	35%	48%	33%	17%	0%	2%	98%		50%	97%	44%	100%
Law	27	2	8	7	17	8	2	0	0	27					
		7%	30%	26%	63%	30%	7%	0%	0%	100%		62%	100%	86%	100%
Mathematics	58	7	19	16	42	8	6	2	0	58					
		12%	33%	28%	72%	14%	10%	3%	0%	100%		57%	96%	63%	100%
Media Studies	8	0	1	1	2	4	2	0	0	8					
		0%	13%	13%	25%	50%	25%	0%	0%	100%		N/A	N/A	50%	100%
Music & Music Tech	5	0	0	1	1	2	1	1	0	5					
		0%	0%	20%	20%	50%	20%	20%	0%	100%		N/A	N/A	0%	100%
PE Studies	19	2	0	8	10	2	5	2	0	19					
		11%	0%	42%	53%	11%	26%	11%	0%	100%		65%	100%	56%	96%
Philosophy	7	0	0	1	1	4	0	2	0	7					
		0%	0%	14%	14%	57%	0%	29%	0%	100%		N/A	N/A	N/A	N/A
Physics	36	2	9	7	18	5	3	9	1	35					
		6%	25%	19%	50%	14%	8%	25%	3%	97%		42%	100%	56%	100%
Psychology	3	0	1	0	1	1	1	0	0	3					
		0%	33%	0%	33%	33%	33%	0%	0%	100%		N/A	N/A	N/A	N/A
Religious Studies	8	0	3	2	5	2	1	0	0	8					
		0%	38%	25%	63%	25%	13%	0%	0%	100%		0%	100%	30%	100%
Sociology	22	3	7	3	13	6	3	0	0	22					
		14%	32%	14%	59%	27%	14%	0%	0%	100%		38%	100%	67%	100%
Total	583	44	98	167	310	155	86	32	4	579					
		8%	17%	29%	53%	27%	15%	4%	1%	99%		59%	99%	49%	100%

Year 13 GCE AS Level Results

Subject	Entry	A	B	A-B	C	D	E	U	A-E
Art & Photography	14	0	5	5	3	4	2	0	14
		0%	38%	38%	21%	28%	14%	0%	100%
Biology	13	1	0	1	2	4	6	0	13
		8%	0%	8%	15%	31%	46%	0%	100%
Business Studies	6	0	2	2	3	1	0	0	6
		0%	33%	33%	50%	17%	0%	0%	100%
Chemistry	9	0	0	0	2	5	2	0	9
		0%	0%	0%	22%	56%	22%	0%	100%
Computing & ICT	6	0	1	1	1	3	1	0	6
		0%	17%	17%	17%	50%	17%	0%	100%
Critical Thinking	33	0	4	4	14	10	5	0	33
		0%	12%	12%	42%	30%	15%	0%	100%
Drama	2	0	0	0	2	0	0	0	2
		0%	0%	0%	###	0%	0%	0%	100%
Design & Technology	3	0	0	0	0	1	2	0	3
		0%	0%	0%	0%	33%	67%	0%	100%
Electronics	6	0	1	1	1	1	3	0	6
		0%	17%	17%	17%	17%	50%	0%	100%
Economics	6	2	1	3	0	2	1	0	6
		33%	17%	50%	0%	33%	17%	0%	100%
English Literature	9	0	0	0	6	2	1	0	9
		0%	0%	0%	67%	22%	11%	0%	100%
Film Studies	3	0	2	2	1	0	0	0	3
		0%	67%	67%	33%	0%	0%	0%	100%
French	2	0	0	0	2	0	0	0	2
		0%	0%	0%	###	0%	0%	0%	100%
German	1	0	0	0	0	0	1	0	1
		0%	0%	0%	0%	0%	100%	0%	100%
General Studies	18	2	2	4	7	4	3	0	18
		11%	11%	22%	39%	22%	17%	0%	100%
Geography	2	0	0	0	0	2	0	0	2
		0%	0%	0%	0%	100%	0%	0%	100%
Government & Politics	4	0	0	0	0	0	4	0	4
		0%	0%	0%	0%	0%	100%	0%	100%
History	11	1	1	2	2	5	2	0	11
		9%	9%	18%	18%	45%	18%	0%	100%
Law	13	1	3	4	4	1	4	0	13
		8%	23%	31%	31%	8%	31%	0%	100%
Mathematics	14	0	3	3	0	4	7	0	14
		0%	21%	21%	0%	29%	50%	0%	100%
PE Studies	4	0	1	1	1	0	2	0	4
		0%	25%	25%	25%	0%	50%	0%	100%
Philosophy & Psychology	9	0	0	0	4	5	0	0	9
		0%	0%	0%	44%	56%	0%	0%	100%
Physics	18	1	1	2	4	6	6	0	18
		6%	6%	11%	22%	33%	33%	0%	100%
Religious Studies	1	0	0	0	0	1	0	0	1
		0%	0%	0%	0%	100%	0%	0%	100%
Sociology	1	1	0	1	0	0	0	0	1
		100%	0%	100%	0%	0%	0%	0%	100%
Spanish	1	0	0	0	1	0	0	0	1
		0%	0%	0%	###	0%	0%	0%	100%
	209	4%	13%	17%	29%	29%	25%	0%	100%

Homework



Beths Grammar School

HOMEWORK POLICY

Beths Grammar School's Homework Policy lists the reasons for the setting of homework:

- * To help develop the 'work ethic' in students;
- * To enable students to practise and develop particular skills;
- * To allow students to practise particular techniques;
- * To help build a student's confidence;
- * To assist a student's learning and retention;
- * To help in building a student's 'body of knowledge';

and how such aims might be achieved:

- * The School asks parents to support their sons/daughters in seeing that homework is done conscientiously and in the best possible conditions;
- * Form tutors provide each boy in Years 7 – 11 with a student planner;
- * Tutors set work whenever it is timetabled;
- * Tutors explain the task as clearly as possible;
- * It is made clear to students when the 'handing-in' time is;
- * Staff see that students record the details in their student planner;
- * Staff vary the type of work set (eg: research, reading, learning, carrying out a set task, completing a task, preparing an assignment);
- * Form tutors check planners on a regular basis.

Tutors give the students regular feedback on homework by marking work promptly or testing students regularly. There is also a list of a few problems one can expect and how these might be overcome.

The length of time and the number of occasions when homework should be set are listed in the policy.



Admissions

Beths Grammar School

ADMISSION ARRANGEMENTS FOR SEPTEMBER 2011

The following is an excerpt from our Admissions Policy which covers admissions at age 11. The full policy can be viewed on our website at www.beths.bexley.sch.uk

At Age 11 (Boys born between 01.09.99 and 31.08.00 inclusive)

This school participates in the Bexley Co-ordinated Secondary School Admissions Scheme and the application process dates will be those set out in that scheme.

Only boys who attain the standard prescribed by Children & Young People's Services (Bexley Council) for admittance to its selective schools will be eligible to be considered for entry to the school. Boys for whom the Local Authority maintains a formal Statement of Special Educational Needs naming Beths Grammar School, who attain the standard, will be admitted.

Parents of children in Bexley primary schools are notified of these arrangements and announcements are made in the local press.

The number of intended admissions for the year commencing September 2011 is 160 at age 11.

Over-subscription

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which students to admit:

1. Firstly applicants who are looked after children and secondly on grounds of disability certified by a medical practitioner, which precludes the boy's attendance at another school.
2. Those boys identified by the Local Authority as achieving one of the highest 180 scores in the selection tests.
3. For boys with a sibling currently attending Beths Grammar School at the time of enrolment. A sibling includes full, half, adopted and step brother or sister living at the same address.
4. On the basis of proximity to the school measured by reference to the shortest walking distance, along public highways and lighted footpaths from the gate of the home address to the east entrance in Hartford Road.

Waiting List

A waiting list will be kept in the same order as the oversubscription criteria for all year groups. A pupil's name can only be included on the waiting list for Beths Grammar School if they have been deemed selective by Bexley.

Appeals

Where parents are not offered a place at Beths Grammar School, they will be informed of their statutory right of appeal to an independent School Appeal Panel.



Working with Parents

Beths Grammar School

KEEPING PARENTS INFORMED

We firmly believe that academic and social progress will be improved only by close cooperation. We enter into exchanges of information and discussions between teachers, parents and the student.

We enter into a Home / School Agreement with all parents.

During each term parents receive a newsletter. A School calendar is issued at the start of the Autumn Term. To try and make delivery of correspondence from school to home more efficient, where possible these will be via email or otherwise given to students to bring home. Please ensure the school has your current email address, this allows for prompt and efficient communication between school and home.

Progress is formally reported to parents three times a year. Parent's Consultation Evenings are also held for each year group. However, any parent who is worried about their son's progress may ask for a report at any time, and if staff are concerned we may take up a report and contact you. This may be done by telephone, email or through the student planner.

PARENTS ASSOCIATION

The Parents Association at Beths Grammar School is a very enthusiastic group who give their time voluntarily and work extremely hard to provide support in a variety of ways. They have continued to provide additional funding in response to requests by individual departments for resources and equipment over and above the normal provision. This is raised through quiz evenings, discos, a project club and Prize draws. They have contributed to the School minibuses and coach, equipment for the PE Department and School Camp, equipment for the Learning Resource Centre and a grand piano.

The Parents Association has also provided 'person power' in more practical ways on a large number of occasions. These include helping with invigilation of public and internal examinations, staffing school trips, running information evenings for parents on topical subjects such as drugs, and helping with arrangements for special occasions such as concerts and Presentation Evening. This enhances the good relationship between staff, students and the Parents Association.

The Governors and the school are very grateful to the Parents Association for all their endeavours.

POLICIES

All statutory policies may be viewed on our website. www.beths.bexley.sch.uk