

VALENTINES HIGH SCHOOL
SCHOOL BROCHURE SUPPLEMENT

Detailed additional information for parents:

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1. ADMISSION ARRANGEMENTS 2018/19

1. Admission to comprehensive schools at 11+

- 1.1 Each school has a designated size based on “the admission number” which is the number of pupils per year group that can be accommodated.
- 1.2 All community comprehensive schools have set areas called “catchment areas” and children living in a catchment area have priority for admission.
- 1.3 Children with statements of special educational needs/Education Health and Care Plans (EHCP) will be admitted to the school that is named on their statement or EHCP.
- 1.4 Applications for transfer in September 2018 should be submitted by 31 October 2017 at the latest.
- 1.5 Notification of the allocated school will take place on 1 March 2018.
- 1.6 If the demand is more than the number of places available, all applications will be considered on an equal basis as follows:-
 - a. “looked after” children and children previously looked after but immediately after being looked after became subject to an adoption, residence order or special guardianship order. A looked after child is a child who is in the care of a local authority as defined by section 22 of the Children Act 1989.
 - b. exceptional medical or social reasons, which should be supported by a qualified professional directly involved with the child and will be considered by the Authority’s medical or psychological advisers to provide their observations. Only where it is agreed that admission to that school is essential will an exception to the general policy be made.
 - c. children who live in the catchment area and who have brothers or sisters (siblings) who are both currently on roll at the school in Years 7 to 10 and who will continue to attend that school in the following academic year;
 - d. other children who live in the catchment area;
 - e. children who have brothers or sisters (siblings) who are both currently on roll at the school in Years 7 to 10 only and who will continue to attend that school in the following academic year; and
 - f. children who live out of the catchment area who have no sibling attending the school.
- 1.7 A child is given a catchment area priority on a waiting list once it has been confirmed that the family are permanently resident at the new address.
- 1.8 Applications received after the published deadline will not be considered until all of the applications received by that date have been dealt with unless there is evidence to show that the application or amendment could not reasonably have been made on time. A new preference or change in the order of preferences will not be accepted after the closing date unless the circumstances are deemed exceptional. Where this is deemed to be the case, the application will be treated as “on-time”. Late applications will be dealt with after all on time applications in the first round of offers on the statutory annual allocation dates. Where a school is oversubscribed, late applications will normally be refused, and ranked according to the admissions criteria for the particular school. The child’s place on the waiting list will be determined in accordance with the priorities in paragraph 1.6 above.

- 1.9 In each category, if there are more children than places available, priority will be based on the shortest measured walking distance as measured by a Geographic Information System from the child's home to the main entrance of the school using public roads and recognised footpaths. It should be noted that when measurements involve flats in the same block, the distance will be to the entrance of each individual flat. In using distance as a tie-breaker, should there be more than one applicant for a final place living an identical distances from the school in question, the Authority will use the random allocation facility within the Tribal "Admissions and Transfers System" pupil data base which is used for allocations.
- 1.10 Requests for a particular school which are based upon the serious medical or psychological condition of a child, must be supported by a qualified professional directly involved with the child and will be considered by the Authority's medical or psychological advisers to provide their observations. Only where it is agreed that admission to that school is essential will an exception to the general policy be made.
- 1.11 Where physically disabled pupils are in the catchment area of any accessible school they should be considered for admission to that school. If a student out of catchment requires a school that is accessible then the schools that are accessible should be considered equally and the student placed in the most appropriate school that meets their needs.
- 1.12 If the parent's performance cannot be met a child's name can be put on the waiting list(s) of the school(s). As places become available, they will be allocated from the waiting list.
- 1.13 The allocation of a preferred school will automatically cause any lower ranked preference schools to be withdrawn unless the applicant specifies otherwise. The parents will not be allowed to hold two offers at the same time. This continues until 1 September.
- 1.14 The waiting lists will continue to operate until 31 August of the following year and applicants will be told in advance of the need to re-apply for continued consideration.
- 1.15 Community comprehensive school governing bodies may be consulted each summer term regarding the possibility of a limited, planned, over-allocation of places to their respective admission limits in the expectation that allocated pupils would reduce through non-arrivals or withdrawals over the summer holiday or early in the Autumn Term.
- 1.16 Where no place is available at a suitable maintained school due to a shortage, a place will be offered through the Fair Access Protocol, see under Notes and Definitions vi.

2. DATES AND TIMES

Autumn term 2018

TERM	Monday 3 rd September 2018	-	Friday 19 th October 2018
HALF TERM	Monday 22 nd October 2018	-	Friday 26 th October 2018
TERM	Monday 29 th October 2018	-	Friday 21 st December 2018

Spring term 2019

TERM	Monday 7 th January 2019	-	Friday 15 th February 2019
HALF TERM	Monday 18 th February 2019	-	Friday 22 nd February 2019
TERM	Monday 25 th February 2019	-	Friday 5 th April 2019

Summer term 2019

TERM	Tuesday 23 rd April 2019	-	Friday 24 th May 2019
HALF TERM	Monday 27 th May 2019	-	Friday 31 st May 2019
TERM	Monday 3 rd June 2019	-	Tuesday 23 rd July 2019

NOTES:

May Bank Holiday **Monday 6th May 2019**

INSET days for 2018-2019 have yet to be decided.

Enter the School	8.25am
Registration/Assembly	8.30am
Period 1	8.50am
Period 2	9.50am
Break	10.50am
Period 3	11.10am
Period 4	12.10pm
Lunch	1.10pm
Registration	2.00pm
Period 5	2.10pm
Finish	3.10pm

The total teaching week for curriculum purposes is 25 hours in key stage 3. This can be extended in key stage 4 and sixth form in order to accommodate option choices. In addition there is time for registration, assemblies and collective worship, lunch and mid-morning break.

3. ATTENDANCE FIGURES

The total number of registered students of compulsory school age (Years 7 to 11 inclusive, but excluding sixth form students) on roll for at least one session during the reporting period (academic year 2016-17) up to 21st July 2017 was 96%.

Of these pupils, the percentage of half day (sessions) missed through absence is 4%. This is below the national figure for last year of 5 % and below the LA absence figure last year.

Attendance at Valentines is excellent. Holidays in term time are not given approval.

4. POLICY FOR CHARGING FOR SCHOOL ACTIVITIES

It was decided that in respect of charges to be made by the Authority the Governors would not waive or reduce any of the charges (except in the case of London Borough of Redbridge Music Services – see No. 8 below). Where it is required to make charges they would be made as follows:

- 1 To levy the appropriate charges to parents in all board and lodging requirements on residential visits, other than those provided for by the Authority. In general parents would be requested to make voluntary contributions to allow trips to take place.
- 1 To levy charges for activities wholly or mainly outside school hours where appropriate.
- 2 To levy charges for pupils entering examinations where the school has not prepared pupils in that examination year or where a pupil fails to attend an examination without good reason.
- 3 To continue to charge parents for deliberate damage to school property for which their children are responsible.
- 5 To request a voluntary contribution from parents for school activities in school time which could only run if there is sufficient funding.
- 6 To charge for ingredients and materials needed for practical subjects where parents have indicated a wish to have the final product.
- 7 To levy a deposit against loss or damage for books, equipment and specialist fixtures used by students who are members of the school. This to be refunded if there is no loss or damage.
- 8 To charge full cost recovery of Music lessons provided by London Borough of Redbridge Music Services to parents. Full remission will be offered to:-
 - * Pupil premium students Year 7 – Year 11 (maximum 2 instruments)
 - * GCSE students (from time of option choices in Year 9 (maximum 2 instruments)
 - * One free taster session at the beginning of the Autumn and Spring terms to new Year 7s.
- 9 It was agreed that the Headteacher had the authority to deal with cases of individual need which may merit remission of charges, as and when they arise.

5. SCHOOL UNIFORM LIST

Outdoor coats for both boys and girls should not have any logos or be denim, suede or leather. They should be of plain, dark colour and should not have hoods.

GIRLS

Standard Uniform

Navy Blue Blazer with school badge. White shirt and school tie in House colours with shirt tucked in and all buttons done up. Plain navy blue skirt (knee length/on or just below the knee, no split skirts). Navy blue, black or white ankle socks, or navy blue or black knee-length socks or plain navy blue, black or natural coloured tights (patterned tights are not allowed).

OR

Plain navy blue trousers, classic cut. Navy blue or black ankle or knee-length socks.

Black shoes (low heel) with dark soles and black laces.

1 Craft Apron for D&T.

Optional

Plain navy blue V-necked pullover. No cardigans or round neck jumpers are allowed.

Tights and socks do not have to be worn in summer.

Where religious headwear is worn this should be plain black or dark blue and should not obscure school uniform or the face. If headband is worn, it should be plain navy blue or black.

Physical Education Kit

Plain white polo shirt (with school badge and initials printed on the front), plain black shorts*, plain black jogging bottoms, plain black sweatshirt, white socks, clean indoor trainers, towel.

(*For religious reasons girls may wear plain black jogging bottoms. Parents must write to the Head of PE to request this.)

BOYS

Standard Uniform

Navy Blue Blazer with school badge. Plain dark grey or black trousers. Plain white shirt and school tie in House colours with shirt tucked in and all buttons done up. Black shoes with dark soles and black laces.

Plain black or grey socks.

1 Craft Apron for DT.

Optional

Plain navy blue V-necked pullover. No cardigans or round neck jumpers are allowed.

Where religious headwear is worn this should be of a plain navy blue or black.

Physical Education Kit

Plain white polo shirt (with school badge and initials printed on the front), plain black shorts*, white socks, clean indoor trainers, towel.

Black drill top (with initials printed on the front), white football socks, black shorts, black jogging bottoms, astro turf trainers, shin pads, towel.

(*For religious reasons, boys may wear plain black jogging bottoms. Parents must write to the Head of PE to request this.)

PLEASE NOTE: PUPILS WEARING CLOTHING WHICH IS NOT SCHOOL UNIFORM (IN THE ABSENCE OF A NOTE OF EXPLANATION FROM A PARENT/GUARDIAN) WILL BE ASKED TO REMOVE IT. A PARENT WILL BE ASKED TO BRING IN APPROPRIATE CLOTHING OR A PUPIL MAY BE SENT HOME TO CHANGE.

NO JEWELLERY OR MAKE-UP OF ANY KIND TO BE WORN IN SCHOOL.

BODY PIERCING IN ANY VISIBLE AREA OTHER THAN EARS, AND NOSES (ONE STUD ONLY), IS BANNED IN SCHOOL.

EARRINGS ARE BANNED FOR BOTH BOYS AND GIRLS. SMALL, PLAIN UNPATTERNED STUDS MAY BE WORN, ONE IN EACH EAR.

PUPILS SHOULD NOT HAVE PATTERNS OR SHAPES CUT INTO THEIR HAIR OR INTO THEIR EYEBROWS, NOR SHOULD THEY HAVE DYED BRIGHT HAIR COLOURING. TATTOOS SHOULD NOT BE WORN. IF A PUPIL HAS A TATTOO IT MUST BE COVERED IN SCHOOL TIME.

6. PROVIDING FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITY (SEND)

This is a summary. The full policy document is available on request from the school.

A child is considered to have SEND if they have a learning need that requires special educational provision to be made for them beyond usual classroom differentiation. A child's learning needs may be recognised if they:

- a) have a significant greater difficulty in learning than the majority of children of the same age or
- b) have a disability which prevents or hinders the child from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Education Act 1996, section 312.

The governors and staff of Valentines High School consider exceptional students to require a suitably differentiated curriculum and for this reason gifted and talented students are considered under the remit of this policy.

THE LEGAL FRAMEWORK

Valentines High School SEND Policy is written with regard to:

- The Education Act 1996
- The New SEND Code of Practice 2014
- DfES Formal Guidance 6/94
- The Special Educational Needs and Disability Bill 2001

The Headteacher is responsible to the Governors for the management of special educational provision. The school's Special Education Needs Co-ordinator (SENCo) is responsible for the day-to-day operation of the SEND policy.

The full policy lists its aims and objectives as well as the roles and responsibilities of the staff.

ADMISSION TO VALENTINES HIGH SCHOOL

Valentines High School is a mixed comprehensive school and has an open enrolment policy, however wheelchair access is limited, at present, due to the design of the building.

Pupils with SEND are encouraged to take a full part in all the activities available at the school as far as is reasonably practical and compatible with the efficient use of resources and the education of other students.

All pupils who have been identified as having SEND are placed on the school's SEND register.

PROVISION FOR STUDENTS WITH SEND

Provision is provided according to need and includes:

- Pupil Profiles outlining the strengths and difficulties, suggested strategies for the teacher to help the student and parents to overcome the difficulties.
- Reviews of progress made towards meeting any targets set.
- In-class support from a support teacher or Learning Support Assistant.
- Drawing up of differentiated work sheets and plans.
- Withdrawal for small group, or individual work, with a support teacher or Learning Support Assistant.
- Key Stage 4 Learning Support Option.
- Lunchtime clubs to help with homework, handwriting, spelling, reading and times-tables.
- Pre- and post-school and lunchtime reading sessions.
- Accessibility to members of the SEND team for students experiencing emotional/behavioural difficulties.
- Outreach support.
- Pre-school catch-up classes for literacy and numeracy.
- Social skills workshops.
- Referral to outside agencies.
- Use of specialist electronic resources eg laptops

THE GIFTED AND TALENTED LEARNER

We are committed to providing our Gifted & Talented students with access to a challenging and balanced curriculum that meets their specific educational needs. Within each year group, the top 10% of pupils in each subject who are achieving, or have the potential to achieve, significantly in advance of their peers are identified as **Gifted** students. Pupils with abilities in Art and Design, Music, PE or Drama are identified as **Talented** students.

Through a combination of activities within and beyond the classroom, pupils are provided with a wide range of enrichment and acceleration opportunities. Lessons are differentiated and encourage the use of advanced thinking skills. Gifted and Talented learners are also encouraged to participate in further enrichment activities including: online courses; master-classes at local universities and competitions.

PARTNERSHIP WITH PARENTS

For pupils with special educational needs, it is of vital importance for school and parents to work closely together in order to achieve the maximum benefit for the student. Valentines High School actively seeks and responds to feedback from parents.

INCLUSION

Valentines High School is committed to a broad and balanced curriculum for all. It is the intention of the school that students with SEND be integrated for the majority of the time in the curriculum that is provided for the Year Group. In order to achieve this students may receive support from members of the SEND team and from support staff from external establishments. Where it is felt that intensive support is required, students may be withdrawn to work in small group situations or work one to one for a small proportion of their time-table. Pupil Profiles may be drawn up for students on the SEND data base and accessed by staff through the SEND Provision Map. These inform teaching staff and ensure that support is effectively deployed to enable the student to access the National Curriculum.

All students with SEND are given the opportunity to be involved in **all** aspects of school life.

7. SAFEGUARDING OF STUDENTS

At Valentines we believe that the safety and wellbeing of our students is an essential part of our work. We stringently follow all safer recruitment procedures for all adults working at the school. We provide a safe environment on site and follow all regulations for school trips and visits. Our students are valued as individuals and have numerous opportunities to express their views and raise any concerns they may have.

8. CAREERS EDUCATION AND GUIDANCE

Careers education and guidance at Valentines in Years 7, 8, 9, 10 and 11 aims to enable young people to make educational, vocational and training choices and to prepare them to manage a wide range of adult roles.

In particular, it aims to enable them to:-

- Develop a sense of self awareness and a knowledge of their skills, abilities and potential.
- Acquire knowledge of the world of work and the opportunities for continuing education, training and employment.
- Make decisions about their continuing education, training and employment choices and be able to implement these decisions.
- Develop a structured approach to vocational decision-making using the Progress Files and individual Careers Guidance Action Plan for targeted groups with support given to all students to draw up their own individual plans. This will be delivered in PSHCE (Careers) lessons.
- Acquire and recognise transferable skills which will allow them to be effective in a variety of situations in adult and working life.
- Overcome the overt and subtle barriers which they may encounter as they progress through school and into adult life.

By the end of Year 9 students will:-

- Know about the facilities in the Careers Library and the Resource Room.
- Know how to identify and use a variety of sources of careers information, including ICT.
- Have begun to find out what skills and interests they have and how they can use them.
- Know how to organise and present personal information in an appropriate format.
- Know about the choices available to them.
- Know how to make decisions about their choice of subjects.

By the end of Year 10 students will have:-

- Received information about the choices open to them at the end of Year 11.
- Used review, reflection and action planning to make progress and support their own career development.
- Used careers software programmes to find out about the types of work that might appeal to them.
- Talked to their tutor (either individually or in groups, or both) about their future plans, and any other visiting guests, if the opportunity arises.
- Completed either one or two days of Work-Related Learning activities, delivered by visiting professionals. It is designed for them to experience some group challenges, loosely related to the workplace and building team skills.

By the end of Year 11 a number of students will have:-

- Received advice on post-16 options, informed support and mentoring from a range of suitably qualified school staff (including their tutor) and from external Careers experts.
- Been given the opportunity to review/to identify where they might make improvements and also to plan the way forward. Together with the form tutor, students then should be able to draw up an appropriate Careers Guidance Action Plan which will take them smoothly to the next stage.

In addition, all Year 11 students will use their experiences gained from studying Careers as a topic within the Year 11 Scheme of Work, to help them to make both realistic short-term and long-term future plans. Many members of staff are involved in some way in careers education and guidance. These include the Careers Co-ordinator, PSCE & Citizenship Co-ordinator, PSHCE teachers, Heads of House, Form Tutors and other external agencies.

9. HOMEWORK POLICY

Homework should be set regularly for all year groups as an integral part of the learning process. Each year group has a homework timetable. This is given to students and an additional copy is sent to parents. It is also available on firefly.

Why is homework set?

- ❖ to reinforce and consolidate the learning that takes place during lessons.
- ❖ to extend the learning experience by providing opportunities for activities such as research or survey work.
- ❖ to give the opportunity for students to develop organisational and study skills.
- ❖ to enable individual students to show what they are able to achieve on their own.
- ❖ secure the involvement of parents in the management of students' learning.

What type of homework is set?

Homework can be tasks which involve writing, but there are a variety of different tasks that can be set: reading, learning, planning, researching, drawing, collecting information.

How often is homework set?

Years 7, 8 and 9

For students in these years the frequency of homework will be determined by the needs of the particular subjects: Mathematics require regular reinforcement twice a week; subjects such as History, set one task per week; the more practical/technical/creative subjects set when appropriate (for example, Technology sets homework during the investigative stage of a project). Details can be found on the particular year group homework timetable.

Years 10 and 11

For core subjects, homework will be set twice a week, optional subjects will set homework once a week. When appropriate, Departments may decide to set one longer task, rather than two shorter tasks. Details can be found on the particular year group homework timetable. The requirements for some homework will be to complete them for the following day or lesson, others will be more extended work on coursework, which will require a number of weeks to complete.

How much time should be spent on homework?

Years 7, 8 and 9

It is anticipated that homework will take between 20 and 45 minutes per subject to complete. This can only be a guide as tasks of different length will be set and individuals work at different speeds.

Years 10 and 11

It is anticipated that homework will take between 30 and 60 minutes per subject to complete. This can only be a guide, as tasks of different length will be set and individuals will work at different speeds. It must also be noted that at certain stages of GCSE courses, preparation for coursework may extend beyond this limit.

Further information:

- each year group is provided with a timetable to make sure that homework is fairly distributed throughout the week.
- pupils are set homework on Firefly, the school VLE (Virtual Learning Environment).
- pupils who were absent when homework was set have a responsibility to find out what was set and attempt it.
- Pupils not completing homework, after a warning, are kept in by departments during or after school.
- Some departments offer lunchtime homework clubs to assist students.

TABLE 1

SUMMARY OF GCSE RESULTS SUMMER 2017

Source: Students born on or after 01.09.99 but on or before 31.08.00 (179)

2017 KS4 Performance Measures

	Number	Progress 8	Attainment 8	Achieving 5-9 EnMa	Achieving EBACC	Achieving 5A*- C EnMa
SCHOOL	179	TBA	54.20	61%	27%	76%
Boys	95	TBA	50.80	56%	13%	73%
Girls	83	TBA	58.10	66%	42%	78%
Disadvantaged	62	TBA	50.00	52%	13%	66%

Comparisons with 2016 Results and 2017 **Borough Averages

	Number	Progress 8	Attainment 8	*Achieving 4-9 EnMa	Achieving EBACC	Achieving 5A*-C EnMa
2017	179	TBA	54.2	77%	27%	76%
2016	184	0.62	54.5	71%	29%	66%
Borough Ave		TBA	52	74%	28%	65%
**Nat Ave			49.5	62%	24%	

4-9 in EnMa approximate equivalent of pre-2017 A-C EnMa measure.

**National Averages for 2017 not yet available. 2016 National averages are not comparable

TABLE 2**SUMMARY OF LATEST AVAILABLE GCE A/AS LEVEL RESULTS
FOR PUPILS AGED 17 OR 18 AT THE END OF TWO YEARS OF ADVANCED LEVEL STUDY****ACADEMIC STUDENTS - A Level Cohort. A levels Only****KS5 2017 Performance Measures**

Number of FTE Academic Students = 152

Number of Boys = 63

Number of Girls = 89

	Average points score per Entry	Average Grade	%A*-A Grades	%A-C Grades	%A*-E Grades
School	32.1	C+	17%	72%	98%
Boys	33.83	C+	15%	71%	98%
Girls	31.18	C	18%	73%	98%

Comparisons with 2016 results

	Average points score per Entry	Average Grade	%A*-A Grades	%A-C Grades	%A*-E Grades
2017	32.1	C+	17%	72%	98%
2016	36.1	C+	26%	82%	99%
Nat Ave			26%	77%	98%

VOCATIONAL STUDENTS - Applied Cohort**KS5 2017 Performance Measures**

Number of FTE Applied Students =26

Number of Boys = 21

Number of Girls = 5

	Average points score per Entry	Average Grade	%D*-D Grade
School	30.21	Dist-	58%
Boys	30.27	Dist-	58%
Girls	30	Dist-	57%

Comparison with 2016 Results

	Average points score per Entry	Average Grade	%D*-D Grade
2017	30.21	Dist-	58%
2016	39	Dist+	82%

TABLE 3

VALENTINES HIGH SCHOOL 2016-2017 EXAMINATION RESULTS
GCSE RESULTS ACHIEVED BY STUDENTS AGED 15

No. of boys = 95

No. of girls = 83

(U=ungraded or fail)

Source: Students born on or after 01.09.99 but on or before 31.08.00

No of students in this age group not entered for GCSEs = 1

Course	Students	Entries	9	8	7	6	5	4	3	2	1	U
English Language												
	Female	83	5	11	22	27	8	7	2	1	0	0
	Male	96	0	6	8	22	23	23	11	2	1	0
	ALL	179	5	17	30	49	31	30	13	3	1	0
English Literature												
	Female	83	7	14	12	18	18	8	5	1	0	0
	Male	96	1	5	7	22	27	17	10	3	2	2
	ALL	179	8	19	19	40	45	25	15	4	2	2
Mathematics												
	Female	83	1	8	15	18	12	12	12	3	2	0
	Male	96	2	10	17	13	20	14	12	4	3	1
	ALL	179	3	18	32	31	32	26	24	7	5	1
All Students		Entries	9	8	7	6	5	4	3	2	1	U
	Female	249	13	33	49	63	38	27	19	5	2	0
	Male	288	3	21	32	57	70	54	33	9	6	3
	TOTAL	537	16	54	81	120	108	81	52	14	8	3

Course	Students	Entries	A*	A	B	C	D	E	F	G	U
Art											
	Female	32	3	13	7	5	4	0	0	0	0
	Male	9	0	1	3	4	1	0	0	0	0
	ALL	41	3	14	10	9	5	0	0	0	0
Business Studies											
	Female	22	1	9	5	5	1	1	0	0	0
	Male	41	2	5	8	14	8	3	0	1	0
	ALL	63	3	14	13	19	9	4	0	1	0
Computer Science											
	Female	1	0	0	0	0	1	0	0	0	0
	Male	17	0	3	5	5	4	0	0	0	0
	ALL	18	0	3	5	5	5	0	0	0	0
Drama											
	Female	16	1	3	5	5	1	1	0	0	0
	Male	7	0	0	2	1	3	1	0	0	0
	ALL	23	1	3	7	6	4	2	0	0	0

Course	Students	Entries	A*	A	B	C	D	E	F	G	U
D&T: Electronic Products											
	Female	2	1	0	1	0	0	0	0	0	0
	Male	17	0	5	4	1	1	1	2	0	3
	ALL	19	1	5	5	1	1	1	2	0	3
D&T: Food Technology											
	Female	6	0	1	1	2	1	1	0	0	0
	Male	1	0	0	0	0	1	0	0	0	0
	ALL	7	0	1	1	2	2	1	0	0	0
French											
	Female	21	4	8	6	1	0	2	0	0	0
	Male	10	2	2	3	2	1	0	0	0	0
	ALL	31	6	10	9	3	1	2	0	0	0
Physical Education											
	Female	13	0	0	4	3	3	3	0	0	0
	Male	24	0	2	2	9	11	0	0	0	0
	ALL	37	0	2	6	12	14	3	0	0	0
Geography											
	Female	48	6	13	12	12	4	1	0	0	0
	Male	65	3	8	19	23	7	3	2	0	0
	ALL	113	9	21	31	35	11	4	2	0	0
Graphics											
	Female	6	1	2	2	0	1	0	0	0	0
	Male	15	0	4	5	3	1	2	0	0	0
	ALL	21	1	6	7	3	2	2	0	0	0
History											
	Female	44	6	13	9	5	6	1	2	2	0
	Male	27	0	6	7	5	4	1	2	2	0
	ALL	71	6	19	16	10	10	2	4	4	0
I.C.T.											
	Female	18	1	7	5	3	1	0	1	0	0
	Male	38	4	8	9	5	3	2	5	1	1
	ALL	56	5	15	14	8	4	2	6	1	1
Media Studies											
	Female	20	0	6	2	7	5	0	0	0	0
	Male	30	0	2	13	4	5	0	5	1	0
	ALL	50	0	8	15	11	10	0	5	1	0
D&T: Product Design											
	Female	1	0	0	0	1	0	0	0	0	0
	Male	17	0	5	4	2	1	5	0	0	0
	ALL	18	0	5	4	3	1	5	0	0	0

Course	Students	Entries	A*	A	B	C	D	E	F	G	U
R.E.											
	Female	18	4	6	4	3	0	1	0	0	0
	Male	6	0	0	4	2	0	0	0	0	0
	ALL	24	4	6	8	5	0	1	0	0	0
Spanish											
	Female	24	5	5	5	6	3	0	0	0	0
	Male	17	0	3	3	3	5	1	2	0	0
	ALL	41	5	8	8	9	8	1	2	0	0
Science											
	Female	49	0	0	17	18	8	5	1	0	0
	Male	68	0	3	27	16	11	8	2	1	0
	ALL	117	0	3	44	34	19	13	3	1	0
Additional Science											
	Female	49	0	8	10	15	9	6	1	0	0
	Male	68	0	8	20	16	13	7	3	1	0
	ALL	117	0	16	30	31	22	13	4	1	0
Science											
Biology	Female	34	5	18	9	2	0	0	0	0	0
	Male	28	2	11	10	3	2	0	0	0	0
	ALL	62	7	29	19	5	2	0	0	0	0
Chemistry	Female	34	8	15	8	3	0	0	0	0	0
	Male	28	5	8	8	7	0	0	0	0	0
	ALL	62	13	23	16	10	0	0	0	0	0
Physics	Female	34	3	16	11	4	0	0	0	0	0
	Male	28	4	7	11	6	0	0	0	0	0
	ALL	62	7	23	22	10	0	0	0	0	0
D&T: Textiles											
	Female	20	3	5	7	2	2	0	0	0	1
	Male	0	0	0	0	0	0	0	0	0	0
	ALL	20	3	5	7	2	2	0	0	0	1
Other MFL											
	Female	8	7	1	0	0	0	0	0	0	0
	Male	2	1	1	0	0	0	0	0	0	0
	ALL	10	8	2	0	0	0	0	0	0	0
All Students		Entries	A*	A	B	C	D	E	F	G	U
	Female	520	59	149	130	102	50	22	5	2	1
	Male	563	23	92	167	131	82	34	23	7	4
	TOTAL	1083	82	241	297	233	132	56	28	9	5

Results are not confirmed, some remarks are still in progress

TABLE 4

2016-2017 BTEC QUALIFICATIONS RESULTS ACHIEVED BY STUDENTS AGED 15

Source: Students born on or after 01.09.99 but on or before 31.08.00

Number of students in this age group who were registered for BTEC Full qualification = 43

Total percentage of the number given above who, during the reporting year, achieved all the units of the qualification = 100%

BTEC CERTIFICATE LEVEL 1 grades	GCSE equivalent
Distinction	A
Merit	B
Pass	C

BTEC CERTIFICATE LEVEL 2 grades	GCSE equivalent
Distinction*	A*A*
Distinction	AA
Merit	BB
Pass	CC

BTEC DIPLOMA grades	GCSE equivalent
Distinction*	A*A*A*A*
Distinction	AAAA
Merit	BBBB
Pass	CCCC

SUBJECT	Students	Entries	D*	D	M	P	P1	P2	Q	U
BTEC Business Studies										
BGK14	Female	6					3	3		
	Male	15					8	7		
	Total	21					11	10		

SUBJECT	Students	Entries	D*	D	M	P	P1	P2	Q	U
BTEC 1st Sports Certificate										
BGK16	Female									
	Male	8			2			6		
	Total	8			2			6		

SUBJECT	Students	Entries	D*	D	M	P	P1	P2	Q	U
Work Skills										
DJY85	Female	4				4				
	Male	8				8				
	Total	14				14				

	Students	Entries	D*	D	M	P	P1	P2	Q	U
ALL STUDENTS	Female	10	0	0	0	4	3	3	0	0
	Male	31	0	0	2	8	8	13	0	0
	Total	43	0	0	2	14	11	16	0	0

TABLE 5a

2016-2017

GCE A LEVEL RESULTS ACHIEVED BY STUDENTS AGED 17 AND 18 AT THE END OF THEIR SECOND YEAR OF STUDY

Source: Students born on or after 01.09.99 but on or before 31.08.00

No. of students in age range = 152

(This includes students in Years 13 & 14)

Students entered for GCE = 173

No. of boys = 63

No. of girls = 89

GCE RESULTS

(U=ungraded or fail)

Subject		Students	A*	A	B	C	D	E	U
Art									
	Female	11	3	2	1	4	1	0	0
	Male	0	0	0	0	0	0	0	0
	ALL	11	3	2	1	4	1	0	0
Biology									
	Female	19	0	0	2	8	4	4	1
	Male	13	1	0	2	7	2	1	0
	ALL	32	1	0	4	15	6	5	1
Business Studies									
	Female	15	1	2	2	7	1	2	0
	Male	18	0	0	11	1	5	1	0
	ALL	33	1	2	13	8	6	3	0
Chemistry									
	Female	16	0	1	2	6	5	2	0
	Male	13	0	0	4	3	5	1	0
	ALL	29	0	1	6	9	10	3	0
Drama									
	Female	3	0	0	1	1	1	0	0
	Male	2	0	0	1	0	0	1	0
	ALL	5	0	0	2	1	1	1	0
Economics									
	Female	4	0	1	2	1	0	0	0
	Male	4	0	1	1	1	1	0	0
	ALL	8	0	2	3	2	1	0	0
English Literature									
	Female	17	2	1	9	4	1	0	0
	Male	10	0	0	5	4	1	0	0
	ALL	27	2	1	15	8	2	0	0

Subject		Students	A*	A	B	C	D	E	U
French									
	Female	2	0	1	1	0	0	0	0
	Male	3	0	1	1	0	1	0	0
	ALL	5	0	2	2	0	1	0	0
Further Maths									
	Female	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0
	ALL	0	0	0	0	0	0	0	0
Geography									
	Female	19	1	3	7	5	2	1	0
	Male	9	0	0	3	4	2	0	0
	ALL	28	1	3	10	9	4	1	0
History									
	Female	18	0	6	1	6	3	2	0
	Male	12	0	2	2	4	2	2	0
	ALL	30	0	8	3	10	5	4	0
I.C.T.									
	Female	12	1	1	2	6	2	0	0
	Male	16	0	7	4	4	0	1	0
	ALL	28	1	8	6	10	2	1	0
Law									
	Female	16	0	1	6	3	2	3	1
	Male	11	0	0	2	4	4	1	0
	ALL	27	0	1	8	7	6	4	1
Mathematics									
	Female	13	0	2	5	3	2	1	0
	Male	17	4	3	3	4	3	0	0
	ALL	30	4	5	8	7	5	1	0
Media Studies									
	Female	14	0	2	5	6	1	0	0
	Male	4	0	0	1	1	2	0	0
	ALL	18	0	2	6	7	3	0	0
Physical Education									
	Female	4	0	0	2	0	2	0	0
	Male								
	ALL	5	0	0	2	0	3	0	0
Physics									
	Female	3	0	0	1	0	2	0	0
	Male	1	0	0	0	0	1	0	0
	ALL	10	0	2	1	2	3	2	0
Politics									
	Female	10	1	2	0	2	5	0	0
	Male	4	0	0	1	2	1	0	0
	ALL	14	1	2	1	4	6	0	0

Subject		Students	A*	A	B	C	D	E	U
Product Design (Pr)									
	Female	4	0	0	2	1	1	0	0
	Male	4	0	0	2	1	1	0	0
	ALL	8	0	0	4	2	2	0	0
Product Design (Textiles)									
	Female	4	0	0	0	1	3	0	0
	Male	0	0	0	0	0	0	0	0
	ALL	4	0	0	0	1	3	0	0
Psychology									
	Female	40	6	7	10	9	4	1	3
	Male	18	1	2	8	3	1	2	1
	ALL	58	7	9	18	12	5	3	4
Sociology									
	Female	17	1	1	2	5	5	2	1
	Male	6	0	0	0	3	1	0	2
	ALL	23	1	1	2	8	6	2	3
Spanish									
	Female	1	0	0	1	0	0	0	0
	Male	2	0	0	0	1	0	1	0
	ALL	3	0	0	1	1	0	1	0
Other MFL									
	Female	0	0	0	0	0	0	0	0
	Male	2	0	1	1	0	0	0	0
	ALL	2	0	0	1	0	0	0	0
		Entries	A*	A	B	C	D	E	U
All Students									
	Female	262	16	33	64	78	47	18	6
	Male	169	6	17	52	47	33	11	3
	Total	438	22	51	117	127	81	31	9

Results are not confirmed, some remarks are still in progress

TABLE 5b
2016-2017

GCE AS LEVEL RESULTS ACHIEVED BY STUDENTS AGED 16 AND 17 AT THE END
OF THEIR FIRSTYEAR OF STUDY

Source: Students born on or after 01.09.99 but on or before 31.08.00

No. of students in age range = 219

No. of boys = 92

No. of girls = 127

GCE RESULTS

(U=ungraded or fail)

Subject	Students	Entries	A	B	C	D	E	U
Further Maths								
	Female	3	1	2	0	0	0	0
	Male	4	3	1	0	0	0	0
	ALL	7	4	3	0	0	0	0
ICT								
	Female	7	2	2	1	1	1	0
	Male	9	1	4	3	0	0	1
	ALL	16	3	6	4	1	1	1
Law								
	Female	8	0	1	3	3	0	1
	Male	13	0	0	2	3	3	5
	ALL	21	0	1	5	6	3	6
Mathematics								
	Female	22	5	5	6	3	0	3
	Male	13	7	2	3	0	1	0
	ALL	35	12	7	9	3	1	3
Media Studies								
	Female	4	1	0	2	1	0	0
	Male	2	0	1	1	0	0	0
	ALL	6	1	1	3	1	0	0
Politics								
	Female	12	3	2	3	2	0	2
	Male	4	0	2	1	1	0	0
	ALL	16	3	4	4	3	0	2
Product Design								
3d Design	Female	7	0	2	1	3	1	0
	Male	7	0	1	1	4	1	0
	ALL	14	0	3	2	7	2	0
Product Design								
Textiles	Female	6	0	1	1	4	0	0
	Male	0	0	0	0	0	1	0
	ALL	7	0	1	1	4	1	0
		Entries	A	B	C	D	E	U
All students								
	Female	69	12	15	17	17	2	6
	Male	52	11	11	11	8	6	6
	ALL	122	23	26	28	25	8	12

TABLE 6

2016-2017 BTEC LEVEL 3 RESULTS ACHIEVED BY STUDENTS AGED 17 AND 18 AT THE END OF THEIR SECOND YEAR OF STUDY

Source: Students born on or after 01.09.99 but on or before 31.08.00

BTEC grades	GCE equivalent
Distinction*	A*
Distinction	A
Merit	B
Pass	C

BTEC Business (Qcf)

Gender	Students	D*D*	D*D	D1	D	D*	DD	DM	MM	MP	PP	X
Female	6						4		1	1		
Male	18		2				4	3	3	3	3	
Total	24		2				8	3	4	4	3	

BTEC IT (Qcf)

Gender	Students	D*D*	D*D	D1	D	D*	DD	DM	MM	MP	PP	X
Female	4				2				2			
Male	16				4	7			3		2	
Total	20				6	7			5		2	

ALL STUDENTS - GCE EQUIVALENTS

	Entries	D*D*	D*D	D1	D	D*	DD	DM	MM	MP	PP	X
Female	10				2		4		3	1		
Male	34		2		4	7	4	3	6	3	5	
Total	44		2		6	7	8	3	9	4	5	

TABLE 7

2016-2017 BTEC LEVEL 2 RESULTS ACHIEVED BY STUDENTS AGED 16, 17 AND 18

Source: Students born on or after 01.09.99 but on or before 31.08.00

Total number of pupils in this age group who were in the final year of course leading towards qualifications mentioned in Table 7 = 8

Percentage of the number given above who during the reporting school year achieved these qualifications = 100%

BTEC DIPLOMA grades	GCSE equivalent
Distinction*	A*A*A*A*
Distinction	AAAA
Merit	BBBB
Pass	CCCC

SUBJECT

BUSINESS FIRST DIPLOMA

Gender	Entries	D*	D	M1	M2	P1	P2	U
Female	7				2	4	1	
Male	10				1	6	1	2
Total	17				3	10	2	2

ALL STUDENTS

Gender	Entries	D*	D	M1	M2	P	P2	U
Female	7				2	4	1	
Male	10				1	6	1	2
Total	17				3	10	2	2

11. AFTER VALENTINES

At the end of the academic year 2016/2017 students' destinations were as follows:

Year 11 Destinations:

	ACTUAL	%
NUMBER IN YEAR 11 2016 / 2017	179	100
NUMBER REMAINING IN Full Time Education at VHS	135	75

Year 12: 77% stayed on to Year 13

Year 13: 88% to university
12% gap year or working

These are the most recent figures.

A selection of students from Valentines High School currently at University

Abdul Rauf Ahmed studies Chemical Engineering at Queen Mary, University of London
Nabeel Ahmed studies Mechanical Engineering at Queen Mary, University of London
Abubakr Ali studies Accounting and Management at Queen Mary, University of London
Radvile Babarskaite studies History at King's College London
Fatimah Cajee studies Biochemistry and Molecular Medicine at University of Nottingham
Yasmin Goolab studies Mechanical Engineering at University of Warwick
Qasim Hussain studies Law at University of Southampton
Amir Issa studies Economics at London School of Economics
Mehvish Javaid studies History at University College London
Mala Kaur studies Geography at King's College London
Ela King studies Biology at University of Nottingham
Humairaa Shaaista Jahan Lalla-Saib studies Biochemistry at University of Nottingham
Sally Marlow studies English at University of York
Aasiyah Moosa studies Geography at Queen Mary, University of London
Jessica Mortimer studies Psychology at University of Bristol
Amna Mujahid studies English Language and Literature at Oxford University
Dharshanaa Murugan studies Marketing and Management at Newcastle University
Rachel Oo studies History at Queen Mary, University of London
Anjali Patel studies Psychology at University of Warwick
Suhail Patel studies European Politics at King's College London
Aamir Peerzada studies Engineering at University College London
Iqbal Rehal studies Biomedical Sciences at Queen Mary, University of London
Izah Shah studies Law at University of Warwick
Adam Timol studies Comparative Literature and Linguistics at Queen Mary, University of London
Asiya Begum Uddin studies Psychology at Queen Mary, University of London
Athiqa Zaffer studies Accounting and Management at Queen Mary, University of London