



together resilient ambitious caring



## Welcome to Titus Salt School

We hope you find this information interesting and useful.

I wish to take this opportunity to welcome you to our school. As I continue my journey as Headteacher, I wish to thank all of our members of staff and parents/carers who have supported me and the school over the years. Being part of the development of Titus Salt School is a real privilege and an exciting opportunity. I hope you consider that being a part of our development is an investment worth making. It is the many teams within a school and the partnerships it develops that make it a success. I look forward to continuing on our path of success and I see the next few years in education as an exciting opportunity to build on our experiences and expertise.

We are proud of our comprehensive principles and value diversity. Our reputation as a caring school places the individual at the very heart of what we do. We emphasise pupil wellbeing and high academic standards and above all there is a clear focus upon achievement for all; a vision shared across the school. We believe this approach allows our pupils to flourish and develop positive attitudes, values, and responsibilities.

Our links with the community are also very important to us as we pro-actively seek to work with a range of partners to provide pupils with diverse learning opportunities. We have developed as a specialist school in Mathematics and Computing; always aiming to be at the forefront of developments in teaching and learning. Our specialist status is extending into the areas of Science, Technology Engineering/Enterprise and Mathematics (STEM). We believe in hard work, positive behaviour, access to a full range of educational opportunities for all, rewarding success and celebrating achievement.

We are a school with great aspirations; proud of our history and heritage, yet always looking to the future – celebrating pupil well-being, high academic standards and achievement for all. Success at school is the result of pupils, parents/carers and teachers working together. Ofsted reported in February 2016 that, "Pupils have developed good social skills and welcome visitors. They are courteous and confident when explaining their work to adults. They are very proud of their school and keen to tell visitors they enjoy coming to school. They appreciate the care and guidance they receive throughout their education". Visitors regularly comment upon the warm and friendly atmosphere created by the positive relationship between members of staff and pupils.

We value all that our pupils and members of staff achieve.

A handwritten signature in black ink, appearing to read 'Ian Morrel'.

Ian Morrel  
Head teacher  
September 2018



## Everyone Counts

*"There is a harmonious atmosphere around the school and behaviour is good. Pupils are keen to come to school. Attendance is well above average and punctuality is exceptional."*

*Ofsted, February 2016*

- **Titus Salt School** is a popular 11-18 mixed comprehensive school with 1468 pupils on-roll. We are a school about people, helping them to find out what they can do, and in surprising themselves in discovering things they can do, they never thought they could.

Pupils are at the heart of our school and we take great pride in ensuring we allow each of them to achieve the best they can. We are fully committed to every pupil having the right to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing.

We guarantee:

- A clear focus on standards and achievement
- Dedicated and innovative members of staff
- A safe and caring environment
- Opportunities outside the classroom
- A positive approach to behaviour.

## Mission Statement

We are proud to be part of a community where everyone:

- Enjoys learning
- Is helpful and polite
- Works hard to achieve the best they can
- Treats others and the environment with respect
- Takes responsibility for themselves and their actions.

## Care, Guidance and Support

We place a high priority on the well-being of all our pupils, believing that healthy, happy pupils have the best chance to achieve academic success – to us, every child matters. The Not in Education Employment or Training (NEET) figures remains at 0% meaning that our range of provision ensures all Key Stage 4 and all Key Stage 5 pupils successfully progress to the next stage of their education, employment or training.



Pupils meet their Form Tutor every day, allowing academic and personal development to be easily monitored. Additional support comes from Year Teams consisting of a Year Leader, Assistant Year Leader, Senior Leadership Link and members of staff covering all areas of Achievement Support. We also monitor pupil attendance, provide health and first aid support and positively encourage communication between home and school. In 2017 we introduced ParentMail as an online, email and text system of communication to support a single point of contact process of communication and administration.

A Pupil Planner is used to record timetables, homework and activities. In addition, it helps pupils develop personal organisation skills. Parents/carers can monitor schoolwork and communicate with us. Members of staff can log information about the school, special events, homework and incidents of concern or praise. We also produce a Parent Planner every year for further information on the school.

We are very proud of the role our pupils play in helping new pupils settle into the school; our peer mentor scheme has received national recognition and our primary school partners welcome the support it offers. Our pupil-designed programme to combat bullying works in conjunction with our email and mobile anti-bullying system. We believe every pupil has the right to be in a safe environment so they can enjoy school.

### **Equality of Opportunity**

The school has a rigorous approach to all aspects of Equality of Opportunity, be that race, special educational needs, disability or sex discrimination. Ofsted recognised the significant emphasis we place upon promoting community cohesion and removing barriers to progress. An overarching Equality of Opportunity policy is available, with individual policies as required. We comply with all requirements for recording incidents and have in place action plans as necessary.

### **Inclusion and Special Educational Needs**

The school works to promote the inclusion of all its pupils through its policies and practice. Inclusion at Titus Salt School means that every child matters and we have people in place to ensure individual goals, ambitions and associated needs are met. The range of inclusion covers those pupils who are anxious over exams; pupils who worry about their future; support for families and children so success is achieved in going to a Russell Group University of choice, entering employment, taking on an apprenticeship or achieving a personal best.

For those with additional needs it seeks to make available a wide range of provision and, by providing help and support, it encourages these pupils to make progress and achieve success. We are committed to meeting the requirements of the Children and Families Act 2014 and the Disability Discrimination Act. Our aim is to prepare our pupils for opportunities, responsibilities and experiences in the wider world.

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

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

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There are 146 pupils on the SEN register, of whom 43 have an Education Health Care Plan (EHCP), with a further 103 pupils having an identified SEN.

### Disability

The school's Disability Policy relates to any member of staff, pupils or parents/carers of pupils who have disabilities.

We continually review our disability access provision in and around the school, to ensure we have effective planning in place to improve access for disabled pupils in relation to the physical environment and access to the curriculum and information. There are a number of accessible toilets on each level. Wheelchair access is via the Community Entrance. There is a lift servicing Levels 0 to 2 (situated near the Community Entrance) and a further lift with access to Level 3.

We liaise with external agencies such as Learning Support Service, Autism Support Service and support services for pupils with visual and hearing impairment. There is alternative curriculum provision for visually and hearing impaired pupils where it is required.

### Security

We make all reasonable attempts to ensure the safety of our pupils and members of staff. All visitors must sign in at Reception and wear a visitor's badge. No-one is allowed access to the pupils unless direct permission is gained through the Headteacher or a Deputy Headteacher. Parents/carers and emergency contacts indicated on the pupil's Data Collection Sheet will be contacted if requests are made from outside agencies. Supervision is provided at break and lunchtimes in the building and immediate school grounds. Parents/carers must be aware that we cannot be responsible for pupils leaving the building or grounds during the day. Pupils in Years 7 to 10 remain on site for lunch. Year 11 and Sixth Form pupils have the option to go off site for lunch but must return for afternoon lessons, unless individual provision has been arranged.

### Policies

The school aims to meet its statutory requirements with regard to the publication of policies. Although a summary of some policies is contained within this document, full policies can be obtained by contacting the Headteacher's PA.

### Access to Information

Parents/carers have access to the following information:

- School Policies, both statutory and additional whole-school policies
- The 2016 Ofsted Report
- Governor information
- Assessment information
- Admission arrangements
- Pupil Premium



## Additional Information 2018-2019

- Our ethos and values
- Contact information.

We also offer parents/carers:

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



## **Pupil Records**

Parents/carers may ask to see their child's records. The records will be produced within ten school days from receipt of a written request to the Headteacher. Pupils over the age of 16 also have this right. Exceptions are: requests from a third party and reports to juvenile courts.

## **Admission Arrangements for 2018-2019**

Admission to Titus Salt School is controlled by Bradford Council and we are currently consulting to increase our Pupil Admissions Number (PAN) to 250. In addition we have a limited 30 places in our Designated Specialist Provision (DSP) for SEND pupils with Severe Learning Needs (SLD) which equates to 6 pupils in each of Years 7 to 11. The planned curriculum for 2018-2019 is staffed based on this projection which allows for a maximum intake of 256 pupils. Since 1990 we have been oversubscribed; every year taking more than our intended number. When allocating places Bradford Council takes into account residency and family connections to the school. Parents/carers can appeal if a place is not offered in the first instance.

Our School Offer includes provision for:

250 mainstream places in each of Years 7 to 11 totalling 1250 places  
6 mainstream DSP places in each of Years 7 to 11 totalling 30 places

Of the 1250 mainstream places we have provision in place for 145 pupils identified on the SEN Register which includes the 30 place specialist DSP provision.

Of the 145 pupils we have provision for 25 pupils with EHCP in mainstream and 30 pupils with EHCP in the DSP. We are currently at full capacity in mainstream.

The school itself controls admissions for Post-16 study. The number of places is restricted to pupils who have demonstrated high personal standards in the main school and to those who are likely to benefit from the courses available. The school also welcomes applications for Post-16 entry from pupils at other schools. The school holds annual Open Evenings for prospective new pupils and their families.

## **School Governors**

### **Parent Governors**

M McCallum  
N Argent  
N Brimble  
C Penn

### **Staff Governors**

M Collis  
I Morrel (Headteacher)

### **LA Representative**

John Cole

### **Co-opted Governors**

S Craven (Chair)  
J Drinkall (Vice Chair)  
M Pollard  
P Linley  
C Siddall  
R Espindola  
L Dale  
R Ekins

### **Clerk to the Governors**

Nageena Khan



## Attendance Statistics

Good attendance and punctuality are essential if pupils are to avoid falling behind with their work and feeling isolated from school life. Our Attendance Manager and Pastoral Team's closely monitor attendance and absence, by working with parents and carers to ensure all pupils have the best chance of success.

Percentage of sessions (half days)	School	National
Total attendance (2017-2018)	93.8%	Not yet published
Total attendance (2016-2017)	95.0%	95.0%
Total attendance (2015-2016)	95.1%	94.8%

## School Timetable

The school operates a two-week timetable with a total of 50 lessons. Every effort is made to keep the same timetable for both weeks. However, pupils may find their timetable is slightly different between the two weeks.

## School Day

Start	End	Description
8.50am	9.05am	Registration
9.05am	10.05am	Period 1
10.05am	11.05am	Period 2
11.05am	11.20am	Break
11.20am	12.20pm	Period 3
12.20pm	1.20pm	Period 4
1.20pm	2.00pm	Lunch
2.00pm	3.00pm	Period 5

## Here to Learn

Our school is a friendly place but one where all pupils are expected to work hard and achieve their best. To encourage pupils to reach their full potential we provide a broad and balanced programme of studies. Most subjects are taught in similar ability groups and Faculties use a range of setting procedures. We take pride in the way we monitor the progress of each learner through regular assessments; recognising individuality and working collaboratively with pupils and parent/carers to meet pupils' needs, interests and aptitudes.





## The Curriculum

Our Curriculum meets all statutory requirements.

### Key Stage 3 (Years 7 to 9)

All pupils follow National Curriculum courses in:

English, Mathematics, Science, Modern Foreign Languages, Computing, Art, History, Geography, Philosophy and Ethics, Music, Technology including Product Design, Food Studies, Textiles and Graphics, Lifetracks (PSHE), Physical Education (PE).

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

Pupils who are experiencing difficulties may be offered a transition curriculum, by negotiation.

Year 9 choose their GCSE, BTEC or Vocational options for Years 10 and 11 during the spring term. This is followed by formal assessments in all subjects studied, in May.

### Key Stage 4 (Years 10 and 11)

To maintain a broad, balanced Key Stage 4 curriculum we offer a core of subjects for all pupils to study based around the English Baccalaureate (EBacc) subjects, plus a wide-ranging choice of additional optional subjects:

#### Core Subjects

English, Mathematics, Science (Combined Award) or Separate Science's (Biology, Chemistry, Physics), Ethical Values, Physical Education (PE), Lifetracks (PSHE).

#### Additional Subjects

Art, Business Studies, Computing, Dance, Drama, Geography, History, Health and Social Care, Languages (French, German, Spanish), Leisure and Tourism, Media Studies, Music, GCSE Physical Education (PE), Performing Arts, Philosophy and Ethics, Technology (Graphics, Resistant Materials, Textiles or Food & Nutrition), Work Related Curriculum (NCFE V.Certs).

A number of subjects are continuing to develop their Individual Learning Pathways that allow for curriculum development to meet individual need. We value the rigour of GCSEs and are true to our comprehensive principles; offering a range of vocational areas of study.

#### College courses

A range of vocational courses leading to recognised Vocational GCSE, NVQ or BTEC qualifications including; Child Care, Mechanics, Horticulture and Construction.



## **Post-16**

We have a large and successful Sixth Form that is open to pupils who feel they can profit from our range of courses and are a stepping stone to Higher Education, Advanced Apprenticeships and employment.

We offer a wide range of 'A' Level and Vocational courses at Level 3. At Level 2, based on need, we are also continuing, through partnerships, to widen the choice available for pupils looking for a completely vocational pathway or an alternative to the traditional AS/A2 route. A separate annual prospectus lists the courses on offer.

Post-16 opportunities are set out in our separate Sixth Form Prospectus.

## **Religious Education (RE) – Philosophy and Ethics**

The style and content of RE lessons comply with the requirements of the Education Reform Act. As a non-denominational school we celebrate the opportunity to come together during weekly assemblies to explore elements of Faith, Belief and Morality. With a focus on Christianity and other community faiths, members of staff and pupils share moments of reflection and consideration around a series of issues and topics. Parents/carers have the right to withdraw their children from assemblies and/or RE lessons and alternative provision will be made for them.

## **Collective Worship**

Titus Salt School celebrates the opportunity to share common values, mutual beliefs and overarching philosophies through assemblies and themes where members of staff and pupils share moments of reflection and consideration around a series of issues and topics.

Themes are taken from our agreed Titus Salt School expectations, religious festivals and dates such as Black History month, Anti-Poverty week. Each theme guides the year group assembly and is also delivered by Form Tutors during registration. It is further promoted through appropriate displays around the school.

## **Guidance/Lifetracks**

A guidance programme, delivered by Form Tutors, covers aspects of personal, social, and health education (PSHE). Personal advisors also offer impartial and confidential information, advice and careers guidance.

## **Homework**

Regular homework is a vital extension to our work in the classroom. Independent learning emphasises our aim to develop good study skills; allowing pupils to achieve potential and benefit more from their time in school.



## Entry for Public Examinations

Pupils are entered for Key Stage 4 and Key Stage 5 examinations unless coursework is not completed. Subject teachers base entry decisions on a variety of assessment information and always try to ensure that the pupil is able to gain the highest grade of which they are capable.

## Charging and Remissions

The Governors recognise the valuable contribution a wide range of additional activities can make towards pupils' personal and social education. We aim to promote and provide activities as part of a broad and balanced curriculum and as additional optional activities. No pupil will be excluded from any activity organised by the school because they cannot pay. We will seek voluntary contributions for any educational activity organised within school hours. Activities out of school hours will be charged at cost.

Parents/carers will be charged for any damage, defacing or loss of text books and other property, by their children.

Public examination fees will be charged to parents/carers when their children fail to attend examinations without good reason.

## Positive Behaviour Strategy (PBS)

By emphasising positive behaviour and ensuring consistency in applying both rewards and sanctions, we encourage pupils to realise they can make responsible choices. All aspects of pupil life can attract rewards; leading to prizes, privileges, certificates and special trips. Members of staff also send home 'Celebration of Success' postcards, allowing families to be part of the success. All-round achievement is supported with a series of Award Evenings. Reward trips take place each year to celebrate and recognise all of those pupils who have worked hard during the year.

Our Year Teams work with pupils who need extra encouragement to achieve their potential. Their main aim is to remove barriers to learning. Key aspects are one-to-one meetings with parents and carers.

## Growth Mindset and Approach to Learning (AtL)

Over the last two years we have developed the practice of a Growth Mindset school which we believe to be at the heart of effective teaching and learning that supports our pupils to be more independent in their thinking and become effective in their resilience to life's challenges. This is underpinned by our Approach to Learning (AtL) which monitors on a lesson by lesson basis how each individual pupil engages in lessons and takes responsibility for their learning. The Education Endowment Foundation has produced research in this area which is identified as meta-cognition and self-regulation – more simply put, it is the way a pupil knows:

- Where am I in my learning against targets?
- Where do I need to be to achieve my targets?
- What do I need to do to improve and reach my targets?



Target grades provide pupils something to aim for in each subject and teacher assessments monitor whether they are working above, below or on target.

Our carefully designed system of mentoring and target setting uses subject target grades to give pupils a clear idea of what to aim for. Teachers advise pupils, as well as their parents and carers, what they need to do to achieve their targets; often a little extra help is all that is needed. If they are showing signs of not reaching their subject targets then a range of intervention strategies are put in place; they may be selected for special mentoring and support.

### **Working Together**

Good community links add relevance and interest to pupils' work. We have strong business links and work closely with voluntary groups, our local primary schools and other organisations. Our growing partnership with local providers is a real strength.

We are keen to be 'community partners'. Pupils and members of staff are active members of local focus groups and attend local forums. As the lead secondary school within the Shipley Learning Partnership we are proactive in our support with young people and their families. Our Extended School provision is wide ranging and offers opportunities to engage in after school and holiday clubs together with a wide range of workshops.

Pupils at Key Stages 4 and 5 have the opportunity to be involved in the world of work through a range of work-based learning activities. These include Work Experience and Personal Development Workshops where pupils have the opportunity to develop enterprise skills in a range of contexts and in partnership with many businesses and representatives from industry.

### **Titus Salt School Parents' Group**

This group is run for all parents/carers wanting greater involvement in the school. It is your opportunity to meet with senior members of staff to discuss a range of subjects relating to your son/daughter's experience of life at Titus Salt School. Our Parents' Group is very important to us. The group has provided valuable feedback on pupil reports and our Positive Behaviour Strategy and was part of the consultation for our new school.

*"The culture and climate within the school is positive, with staff at all levels supporting the vision and direction being set. Parents are overwhelmingly supportive of the school".  
Ofsted, February 2016*



## Uniform

Wearing the correct uniform is an essential part of being prepared for work at school. We need your support to ensure that your child is always properly dressed for the working day. Wearing uniform is not an option; it is a clear expectation of all who are part of the Titus Salt Community.

### Girls

Navy v-neck pullover with school badge

Navy sweatshirt with school badge (Year 11 only)

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

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

Plain black tailored trousers  
**Unacceptable styles although not limited to:**  
Super skinny, hipster, riveted denim, canvas, jeans-style, cropped, ankle grazers, leggings, jeggings, treggings

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

Plain dark socks that cover the ankle

Plain black shoes with black soles

Suitable winter outdoor coat

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

### Summer term uniform (optional)

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

### Boys

Navy v-neck pullover with school badge

Navy sweatshirt with school badge (Year 11 only)

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

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

Plain black tailored trousers  
**Unacceptable styles although not limited to:**  
Riveted denim, canvas, jeans-style

Plain dark socks that cover the ankle

Plain black shoes with black soles

Suitable winter outdoor coat

### Summer term uniform (optional)

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



## PE Kit

### Girls

White polo shirt with school badge

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

Navy hockey socks and white sports socks

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

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

### Boys

White polo shirt with school badge

Sky/navy football shirt

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

Football boots

Navy/white football socks and white sports socks

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

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

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

If pupils do not have their kit they are expected to borrow one from the PE department. Pupils must change into their kit even if they are excused from participating in the lesson due to illness or injury. The summer polo shirt is not to be worn in PE.

## Wellbeing Centre

Our pupils have access to an on-site health advice service. Health workers are on hand to provide confidential health-related information and advice.

## Compliments or Complaints

We encourage and welcome contact from parents/carers. This is achieved informally through communication in the pupil planner, by phone or letter to the individual member of staff. Matters of formal complaint can usually be resolved through contact and discussion with the Year Team, Senior Leadership Team and Headteacher. The Governing Body also has a formal complaints procedure.



## Attainment and Achievement

### Key Stage 3

Key Stage 3 Teacher Assessment: Percentage of pupils making Expected Progress or Better by the end of Year 9

Subject	Percentage of pupils making Expected Progress or Better
Art	66%
Computing	98%
Drama	84%
English	71%
Food and Textiles	55%
French	88%
Geography	76%
German	95%
History	80%
Maths	81%
Music	95%
PE	98%
Product Design	72%
Religious Studies	77%
Science	84%
Spanish	96%



## Key Stage 4

Pupils entered for GCSE examinations in 2018:

- Total: 242 (111 male, 131 female)
- Total: 225 sat examinations

Pupil attainment included:

**32% of pupils attained at least 5 Grades 9 to 5 or A\* to C**

**56% of pupils attained at least 5 grades 9 to 4 or A\* to C**

**10 pupils attained at least 1 grade 9 (2 pupils attained grade 9 in English Language and 2 pupils in Maths)**

**17 pupils attained 10 or more grades 9 to 5 or A\* to C**

**1 pupil attained 7 grades at 9 and a second pupil attained 4 grades at 9**

**42 pupils attained grades 9 to 5 with grades A\* to B in 5 or more subjects**

## Key Stage 4 Trends

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Cohort size	248	250	232	225
5A*-C inc. English and Mathematics	55%	56%	57.5%	46%
Attaining the EBacc	33%	29%	27%	20%





Year 11 – Attainment by entry

	Entries	9 to 5	9 to 4	A* to C	9 to 5	9 to 4	A* to C
Art and Design GCSE / 9FC	46	23	34	0	50.0%	73.9%	0.0%
Biology GCSE / 9FC	94	56	79	0	59.6%	84.0%	0.0%
Business Studies GCSE / FC	13	0	0	5	0.0%	0.0%	38.5%
Chemistry GCSE / 9FC	94	58	79	0	61.7%	84.0%	0.0%
Computer Science GCSE / 9FC	22	8	12	0	36.4%	54.5%	0.0%
Computer Use NQF / L2	35	0	0	33	0.0%	0.0%	94.3%
D & T Textiles Technology GCSE / FC	18	0	0	5	0.0%	0.0%	27.8%
Engineering Materials GCSE / FC	33	0	0	24	0.0%	0.0%	72.7%
English Language GCSE / 9FC	232	81	123	0	34.9%	53.0%	0.0%
English Literature GCSE / 9FC	231	78	126	0	33.8%	54.5%	0.0%
Food Technology GCSE / 9FC	36	10	17	0	27.8%	47.2%	0.0%
French GCSE / 9FC	48	11	18	0	22.9%	37.5%	0.0%
Geography GCSE / 9FC	94	35	51	0	37.2%	54.3%	0.0%
German GCSE / 9FC	55	11	21	0	20.0%	38.2%	0.0%
Graphic Design GCSE / FC	10	0	0	8	0.0%	0.0%	80.0%
Greek GCSE / FC	1	0	0	1	0.0%	0.0%	100.0%
History GCSE / 9FC	83	27	38	0	32.5%	45.8%	0.0%
Mathematics Additional GCSE / FC	14	0	0	12	0.0%	0.0%	85.7%
Maths (General) GCSE / 9FC	232	86	128	0	37.1%	55.2%	0.0%
Media Studies GCSE / FC	34	0	0	11	0.0%	0.0%	32.4%
Performing Arts Voc GCSE / 9FC	15	6	8	0	40.0%	53.3%	0.0%
Music Studies GCSE / 9FC	5	5	5	0	100.0%	100.0%	0.0%
Physics GCSE / 9FC	94	54	72	0	57.4%	76.6%	0.0%
Religious Studies GCSE / 9FC	12	10	12	0	83.3%	100.0%	0.0%
Science Double Award GCSE / 9DA	134	28	66	0	20.9%	49.3%	0.0%
Science Double Award GCSE / 9DA	132	14	44	0	10.6%	33.3%	0.0%
Spanish GCSE / 9FC	49	11	17	0	22.4%	34.7%	0.0%
Sports Studies GCSE / 9FC	43	15	23	0	34.9%	53.5%	0.0%
Travel and Tourism GCSE / FC	23	0	0	2	0.0%	0.0%	8.7%
Health Studies BTEC / 1&2	53	0	0	36	0.0%	0.0%	67.9%
Business Studies BTEC / 1&2	36	0	0	33	0.0%	0.0%	91.7%
Performing Arts Voc BTEC / 1&2	35	0	0	25	0.0%	0.0%	71.4%
Music Studies BTEC / 1&2	5	0	0	4	0.0%	0.0%	80.0%



**Key Stage 5**

**A Level (89 pupils)**

<b>A Level</b>						
	<b>2016</b>		<b>2017</b>		<b>2018</b>	
	School	National	School	National	School	National
<b>A*</b>	8.5%	8.1%	2%		3.2%	
<b>A</b>	18.6%	17.7%	20%		11.5%	
<b>A* to A</b>	27%	25.9%	22%	26%	14.7%	26%
<b>A* to B</b>	53%	52.9%	47%		46.8%	
<b>A* to E</b>	99%	98%	98.7%	97.9%	98.6%	97.6%
<b>3 GCE A Levels at AAB or higher with two facilitating subjects</b>	8%		9%		9%	
<b>APS per A Level Entry (89 students in 2018)</b>	32.0		29.5		32.4	
<b>APS per A Level expressed as a grade</b>	C	C-	C	C	C+	

First tranche
Second tranche

**Vocational**

<b>Vocational</b>						
	<b>2016</b>		<b>2017</b>		<b>2018</b>	
	School	National	School	National	School	National
<b>D*</b>			74%		17.3%	
<b>D</b>			18%		42.7%	
<b>D* to D</b>			92.1%		60%	
<b>D* to P</b>			100%		98.2%	
<b>APS per Vocational Level Entry (39 students in 2017)</b>	43.7		45.16		31	
<b>APS per A Level expressed as a grade</b>	D/D*		D*-		D-	

D = Distinction; D\* = Distinction Star; D- = Distinction minus

**89 Pupils studying at least one A Level**

**15% A\*/A grades in 3+ A Level subjects**

**98.6% A\* to E pass rate at A Level**

**6 students attained 100% A\*/A grades (3+ A Level subjects)**

**16 pupils attained at least 1 grade A\*/A**

**50 Pupils studying at least one Vocational or Technical Level**

**16 students attained at least 1 grade D\* or D (Vocational/Technical subjects)**

**12 pupils attained 100% D\* or D in 3 qualifications**

**together resilient ambitious caring**



## Year 13 A Level Results by Subject

	Entries	A* & A	A* to B	A* to C	A* to D	A* to E	A* to U	A* & A	A* to B	A* to C	A* to D	A* to E	A* to U
Art & Design GCE / A	6	2	6	6	6	6	6	33.3%	100.0%	100.0%	100.0%	100.0%	100.0%
Art and Design Photography GCE / A	5	0	3	5	5	5	5	0.0%	60.0%	100.0%	100.0%	100.0%	100.0%
Biology GCE / A	25	2	7	17	22	25	25	8.0%	28.0%	68.0%	88.0%	100.0%	100.0%
Chemistry GCE / A	30	7	19	27	29	30	30	23.3%	63.3%	90.0%	96.7%	100.0%	100.0%
Computer Studies/Computing GCE / A	5	0	3	4	5	5	5	0.0%	60.0%	80.0%	100.0%	100.0%	100.0%
D&T Product Design GCE / A	8	0	2	2	7	8	8	0.0%	25.0%	25.0%	87.5%	100.0%	100.0%
D&T Textiles Technology GCE / A	3	0	1	1	2	3	3	0.0%	33.3%	33.3%	66.7%	100.0%	100.0%
Economics GCE / A	4	0	2	4	4	4	4	0.0%	50.0%	100.0%	100.0%	100.0%	100.0%
English Literature GCE / A	6	2	3	6	6	6	6	33.3%	50.0%	100.0%	100.0%	100.0%	100.0%
General Studies GCE / A	7	0	4	6	6	7	7	0.0%	57.1%	85.7%	85.7%	100.0%	100.0%
General Studies GCE / ASB	3	1	2	2	3	3	3	33.3%	66.7%	66.7%	100.0%	100.0%	100.0%
Geography GCE / A	15	1	6	13	14	15	15	6.7%	40.0%	86.7%	93.3%	100.0%	100.0%
German GCE / A	1	1	1	1	1	1	1	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
History GCE / A	15	1	4	12	15	15	15	6.7%	26.7%	80.0%	100.0%	100.0%	100.0%
History GCE / ASB	1	0	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics GCE / A	28	6	18	21	26	27	28	21.4%	64.3%	75.0%	92.9%	96.4%	100.0%
Mathematics GCE / ASB	8	7	8	8	8	8	8	87.5%	100.0%	100.0%	100.0%	100.0%	100.0%
Mathematics Further GCE / A	8	3	3	4	6	7	8	37.5%	37.5%	50.0%	75.0%	87.5%	100.0%
Mathematics Further GCE / ASB	8	3	4	6	8	8	8	37.5%	50.0%	75.0%	100.0%	100.0%	100.0%
Media Film and TV Studies GCE / A	9	1	2	4	7	8	9	11.1%	22.2%	44.4%	77.8%	88.9%	100.0%
Physics GCE / A	14	3	7	10	13	14	14	21.4%	50.0%	71.4%	92.9%	100.0%	100.0%
Polish GCE / A	2	1	1	1	1	2	2	50.0%	50.0%	50.0%	50.0%	100.0%	100.0%
Psychology GCE / A	11	1	3	7	11	11	11	9.1%	27.3%	63.6%	100.0%	100.0%	100.0%
Psychology GCE / ASB	1	0	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Religious Studies GCE / A	9	2	3	8	9	9	9	22.2%	33.3%	88.9%	100.0%	100.0%	100.0%
Sociology GCE / A	6	1	4	4	5	6	6	16.7%	66.7%	66.7%	83.3%	100.0%	100.0%
Sociology GCE / ASB	1	0	1	1	1	1	1	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Spanish GCE / A	1	0	1	1	1	1	1	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sport/PE Studies GCE / A	6	0	1	1	4	6	6	0.0%	16.7%	16.7%	66.7%	100.0%	100.0%



## Year 13 Vocational and Technical Level Results by Subject

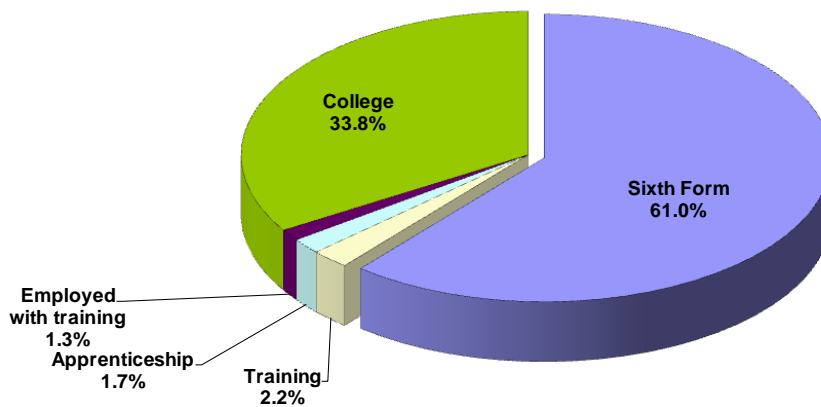
		D*	D	D* to D	D* to M	D* to P
Applied Sciences	Subsidiary Diploma	55%	36%	91%	100%	100%
Business Studies	Certificate	0%	0%	0%	100%	100%
Business Studies	Diploma	22%	56%	78%	100%	100%
Business Studies	Extended Certificate	0%	39%	39%	94%	100%
Health Studies	Diploma	14%	64%	79%	100%	100%
Health Studies	Extended Certificate	0%	40%	40%	100%	100%
Health Studies	FD	0%	100%	100%	100%	100%
Music Studies	Diploma	60%	40%	100%	100%	100%
Performing Arts	Extended Certificate	0%	100%	100%	100%	100%
Sports Studies	Diploma	7%	57%	64%	100%	100%
Sports Studies	Extended Certificate	0%	40%	40%	80%	100%
Cambridge Technical ICT	Certificate	0%	0%	0%	0%	100%
Cambridge Technical ICT	Diploma	50%	50%	100%	100%	100%
Cambridge Technical ICT	Extended Certificate	0%	20%	20%	60%	80%
Cambridge Technical ICT	Introductory Diploma	14%	0%	14%	86%	86%



## Year 11 Destinations 2016-2017

*Titus Salt School  
The 2016/2017 Year 11 at 3rd of November 2017*

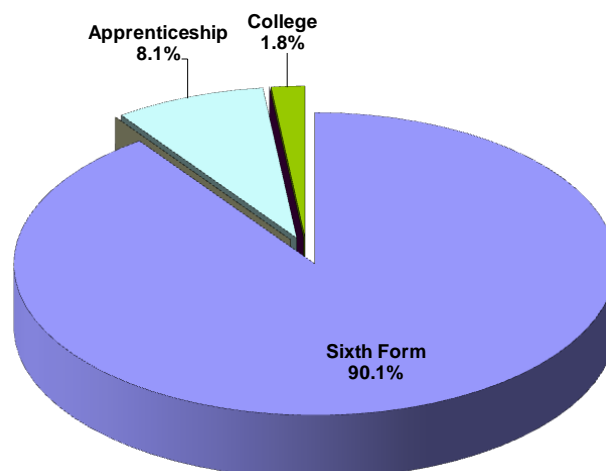
<b>In Learning:</b>	<b>231</b>	<b>100.0%</b>	<b>Other Categories:</b>	<b>0</b>	<b>0.0%</b>
Sixth form course	141	61.0%	Employment without full training/study	0	0.0%
College course	78	33.8%	Part-time education/job only	0	0.0%
Training course	5	2.2%	NEET	0	0.0%
Apprenticeship	4	1.7%	Not known/moved away	0	0.0%
Employment with full training/study	3	1.3%	Refugee/asylum seeker not in education/training	0	0.0%
<b>Year 11 Total</b>	<b>231</b>				



## Year 12 Destinations 2016-2017

*Titus Salt School  
The 2016/2017 Year 12 at 3rd of November 2017*

<b>In Learning:</b>	<b>111</b>	<b>100.0%</b>	<b>Other Categories:</b>	<b>0</b>	<b>0.0%</b>
Sixth form course	100	90.1%	Employment without full training/study	0	0.0%
College course	2	1.8%	Part-time education/job only	0	0.0%
Training course	0	0.0%	NEET	0	0.0%
Apprenticeship	9	8.1%	Not known/moved away	0	0.0%
Employment with full training/study	0	0.0%	Refugee/asylum seeker not in education/training	0	0.0%
<b>Year 12 Total</b>	<b>111</b>				

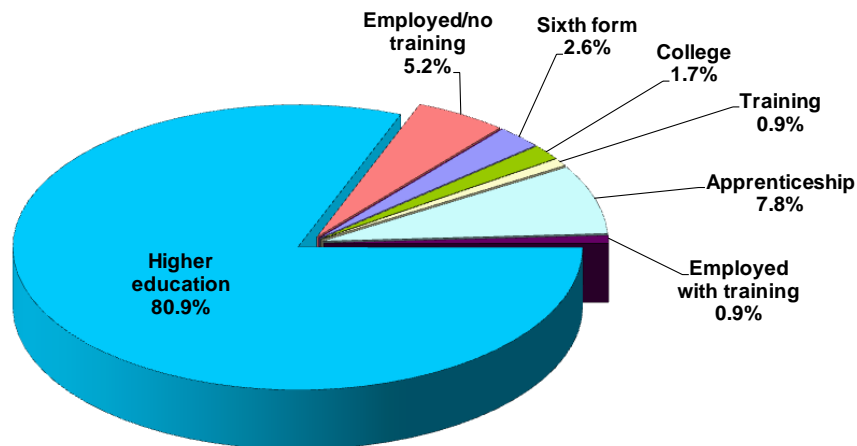




## Year 13 Destinations 2016-2017

*Titus Salt School  
The 2016/2017 Year 13/14 at 3rd of November 2017*

<b>In Learning:</b>	<b>109</b>	<b>94.8%</b>	<b>Other Categories:</b>	<b>6</b>	<b>5.2%</b>
Sixth form course	3	2.6%	Employment without full training/study	6	5.2%
College course	2	1.7%	Part-time education/job only	0	0.0%
Higher education	93	80.9%	NEET	0	0.0%
Training course	1	0.9%	Not known/moved away	0	0.0%
Apprenticeship	9	7.8%	Refugee/asylum seeker not in education/training	0	0.0%
Employment with full training/study	1	0.9%			
<b>Year 13/14 Total</b>	<b>115</b>				





Year 13 Destinations 2018

	University/Employment	Course, employment or gap year
DA	Swansea University	Medical Pharmacology
EA	Huddersfield University	Nursing (Child)
IA	Newcastle University	Mechanical Engineering
JA	Warwick University	Chemistry with Industrial Placement
KB	Next	Sales consultant
EB	Leeds Bradford Airport	
DB	Bradford University	Business and Management
OB	Northumbria University	Business Management with Foundation
SB	Titus Salt School	Retaking A Levels
LB	Leeds Trinity University	Philosophy, Ethics and Religion
TB	Leicester University	Physics with Space Science
MB	Leeds Beckett University	Computer Animation and Visual Effects
GB	Leeds Arts University	Foundation Degree
JB	Level 4 Apprenticeship	Stainforth Construction
GB	York University	History
AB	Hull University	Chemistry
EB	UCL	Mathematics
HB	Leeds University	Sport and Exercise Sciences - 2019. Gap Year with Project Trust in South Africa 2018
SB	Leeds Beckett University	Accounting and Finance
MC	Manchester University	Medicine
AC	Newcastle University	Chemical Engineering
KC	Leeds University	Interdisciplinary Science with Foundation year
DC	Jurys Inn, Leeds	Catering Management
AC	Nottingham Trent University	Biomedical Engineering
LC	Manchester Met University	Foundation in Health and Social Care
ED	Leeds Beckett University	Working with Children, Young People and Families
BD	Manchester Met University	Education and Psychology
MD	Cheltenham	Degree Apprenticeship - Civil Service
MD	Ravensbourne University London	Digital Film Production
JE	Leeds Beckett University	Adult Nursing
NF	Looking for apprenticeship	Part time cleaning employment
MG	Alhambra	Front of house
JG	Sheffield Hallam University	Architecture
AG	Leeds University	Sociology
CG	Leeds Beckett University	Nursing (Adult)
AG	Titus Salt School	Retaking A Levels
EG	Leeds Beckett University	Biomedical Sciences
LG	BCB Radio	
AG	Coventry University	Engineering (Foundation Year)
JH	Leeds Beckett University	Sport and Exercise Science
DH	Leeds University	Dental Surgery / Oral Science



	University/Employment	Course, employment or gap year
CH	Leeds Beckett University	Architecture
BH	Leeds Trinity University	Primary Education: Early Years (with QTS)
AH	Coventry University	Computer Science
HH	Titus Salt School	Retaking A Levels
JH	Leeds Beckett University	Business Information Technology
WH	Lincoln University	Pharmacy with Science Foundation Year
TJ	Halfords	Sales consultant
KK	Bradford University	Nursing (Adult)
ZK	Bradford University	Criminology and Criminal Behaviour 3 Years
ZK	York St John University	Accountancy and Finance Foundation
MM	Leeds Beckett University	Psychology
TM	Nottingham University	Engineering and Physical Sciences with Foundation Year
YM	Bradford University	Optometry
HM	Sheffield Hallam University	Early Years and Primary Education (3-7) with QTS
FM	Leeds University	Mathematics
HM	Huddersfield University	Fashion Design (Fashion Design with Marketing and Production)
CM	Leeds Beckett University	Music Production
TM	British Film Industry	Behind the scenes work
EM	Liverpool University	Avionic Systems
NM	Bradford University	Clinical Technology
JM	Leeds Beckett University	Primary Education (5-11) with recommendation for QTS
TM	Leeds Beckett University	Physical Education with Outdoor Education
EM	Leeds Arts University	Foundation degree
WM	Salford University	Computer Science with Cyber Security with Professional Experience
AM	Bradford University	Pharmacy
AM	Looking for an apprenticeship	Part-time employment as a cashier
JM	Apprenticeship	Business and Finance
FN	Aston University, Birmingham	Foundation Programme in Business
SN	Lincoln University	Pharmacy with Science Foundation Year
TO	Nottingham University	Chemistry
AP	York St John University	Music: Performance
LP	York University	Physics
TP	Applied to join RAF as a PT Instructor	Currently working at Golf Club and Salts Diner
HP	Manchester University	Geology with Planetary Science
EP	Teesside University	Social Work
GP	Robert Gordon	Contemporary Art Practice
SR	Leeds University	Chemical Engineering
RR		
DR	York University	Social Policy - Crime and Criminal Justice





## Additional Information 2018-2019

	University/Employment	Course, employment or gap year
OR	Northumbria University	Business with Economics
GR		
DR	Apprenticeship	Electrical Engineer
RR	Coventry University	Motorsport Engineering
OR	Manchester University	Physics
SS		Sports coach at Fisical Sports Coaching, Baildon
AS	Leeds Beckett University	Sport and Exercise Science
BS	Durham University	Business and Management
SS		Awaiting replies to employment opportunities
RS	Leeds Beckett University	Sport and Exercise Science
LS	University of South Wales	Forensic Accounting
HT	Bradford University	Finance and Economics
AT	Manchester Met University	Ancient History
ST		Part time cleaning employment, still looking for apprenticeship
ZW	Retaking A levels	Applying for Dentistry 2019
AW	Nottingham University	Engineering and Physical Sciences with Foundation Year
EW		Working at a hospital in Germany
JW	Ravensbourne University London	Digital Film Production
LW	Corporate Travel Management	Apprenticeship in customer services
LW	Northumbria University	Applied Sciences Foundation Year
OW	Apprenticeship	Accounts Managment at Zenith
MW		Kitchen staff at Dick Hudson's, Bingley
LW	Leeds Arts University	Art Foundation
LW	York St John University	Psychology
VZ		



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