



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 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 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 has extended 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.

Ian Morrel
Head teacher
September 2019



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.

Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and can be summarised as:

together - **r**esilient - **a**mbitious - **C**aring

"together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals."

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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) figure 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 and Assistant Year Leader. 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

We work to promote the inclusion of all our pupils through our 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; 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 SEND 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.

There are 146 pupils on the SEND register, of whom 51 have an Education Health Care Plan (EHCP), with a further 95 pupils having an identified SEND.

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 several 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 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 regarding 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
- 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
- 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 2019-2020

Admission to Titus Salt School is controlled by Bradford Council and we recently consulted 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 2019-2020 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 considers 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 146 pupils identified on the SEND Register which includes the 30-place specialist DSP provision.

Of the 146 pupils we have provision for 21 pupils with EHCP in mainstream and 30 pupils with EHCP in the DSP. We are currently at full capacity in mainstream.

The school controls admissions for Sixth Form. 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 from pupils at other schools for Sixth Form entry to our specialist Denys Salt Sixth Form Centre. The school holds annual Open Evenings for prospective pupils and their families.

School Governors

Parent Governors

M McCallum
N Argent
N Brimble
C Penn

Staff Governors

S Karran
I Morrel (Headteacher)

LA Representative

John Cole

Co-opted Governors

S Craven (Chair)
J Drinkall (Vice Chair)
M Pollard
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 Teams 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 (2018-2019)	93.5%	Not yet published
Total attendance (2017-2018)	93.8%	94.6

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, Food Studies and Textiles, Lifetracks (PSHE), Physical Education (PE).

Please note that in Year 7 all pupils study French, German or Spanish and have an additional lesson in Literacy and Numeracy. In Year 8, pupils continue with their Year 7 language.

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

Year 9 choose their GCSE, Applied GCSE 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 Sciences (Biology, Chemistry, Physics), Ethical Values, Physical Education (PE), Lifetracks (PSHE).

Additional Subjects

Art, Business Studies, Computing, Dance, Drama, Engineering, Geography, History, Health and Social Care, Languages (French, German, Spanish), Media Studies, Music, GCSE Physical Education (PE), Religious Studies, Technology, Textiles, Food & Nutrition

Several 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.



Sixth Form – Denys Salt Sixth Form Centre

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

We offer a wide range of A Level and Vocational courses at Level 3. We also offer many enrichment opportunities. 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 A Level route.

A Sixth Form prospectus is issued annually, along with a list of courses offered and their entry requirements.

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 examination requirements are not completed. Subject teachers base entry decisions on a variety of assessment information and always try to ensure that a pupil can 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 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.

Targets – Assessment – Progress

All pupils will be set "Target Grades" for all subjects as a standard to aim for. A "Target" grade is the attainment level a pupil is expected to reach by the end of Year 11.

Why is an End of Year 11 Target used?

The summer examination performance of all secondary schools is based on targets set for the school using the outcomes of pupils in their Key Stage 2 (KS2) tests. Therefore, whatever a pupil attained in Year 6 in their Primary School is used to set the Year 11 or End of Key Stage 4 target for all subjects. This is a national system used for all pupils in all secondary schools and academies.

Using KS2 outcomes an expected level of outcome is set based on these national systems for example a pupil may be set 4.1 or 4.5 or 4.9. At TSS we will then set an End of Year 11 target as a grade 5 by rounding up to the next whole number.

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Why are numbers used?

The use of numbers for Key Stage 4 examinations was introduced a couple of years ago to replace the A* to G grading system. The range of grades nationally is 9 to 1 with 9 being the highest. Some subjects, in particular vocational subjects will use a system which includes the following grades - Pass, Merit, Distinction and Distinction *.

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. 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 could 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 could 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 skort and/or navy jogging bottoms with school badge and/or TSS black sport 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 and/or TSS black sport leggings

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	Expected Progress or Better
Art	73%
Computer Science	69%
Design Technology	81%
Drama	63%
English	89%
Food Technology	77%
French	52%
Geography	78%
German	67%
History	68%
Maths	72%
Music	64%
Religious Studies	68%
Science	80%
Spanish	68%
Textiles	78%



Key Stage 4

Pupils entered for KS4 examinations in 2019:

- Total: 244 (132 male, 112 female)
- Total: 244 sat examinations

Pupil attainment includes:

88 pupils i.e. 37% attained 5 or more grades 9 to 5 (good pass)

152 pupils i.e. 62% attained 5 or more grades 9 to 4 (standard pass)

225 pupils i.e. 92% attained 5 or more grades 9 to 1

56 pupils i.e. 23% attained at least one grade 8 or higher

10 pupils i.e. 4% attained 5 or more grades at 8 or higher

269 results i.e. 13.4% attained are at grades 9 to 7, equivalent to grades A* to A

491 results i.e. 24.3% attained are at grades 9 to 6, equivalent to grades A* to B

Key Stage 4 Trends

	2016	2017	2018	2019
Cohort size	250	232	225	244
5A*-C inc. English and Mathematics	56%	57.5%	46%	54.8%



Year 11 – Attainment by entry

Subject	9 to 5	Percentage	9 to 4	Percentage	9 to 1	Percentage
Art and Design GCSE / 9FC	23	56%	29	71%	41	100%
Biology GCSE / 9FC	65	64%	87	85%	102	100%
Business Studies GCSE / 9FC	10	53%	12	63%	19	100%
Chemistry GCSE / 9FC	79	77%	92	90%	102	100%
Computer Science GCSE / 9FC	9	50%	14	78%	18	100%
Applied ICT	17	55%	31	100%	31	100%
Design and Technology GCSE /	32	52%	47	76%	62	100%
Drama GCSE / 9FC	2	33%	3	50%	6	100%
English Language GCSE / 9FC	78	33%	134	57%	234	99%
English Literature GCSE / 9FC	74	32%	133	57%	228	98%
Food Technology GCSE / 9FC	10	30%	15	45%	33	100%
French GCSE / 9FC	12	27%	21	48%	39	89%
Geography GCSE / 9FC	42	42%	58	58%	100	100%
German GCSE / 9FC	15	24%	25	40%	63	100%
History GCSE / 9FC	28	38%	43	58%	71	96%
Mathematics Additional GCSE /	4	100%	4	100%	4	100%
Maths (General) GCSE / 9FC	96	41%	149	63%	233	98%
Media Studies GCSE / 9FC	13	45%	16	55%	29	100%
Music Studies GCSE / 9FC	1	100%	1	100%	1	100%
Physics GCSE / 9FC	56	55%	79	77%	99	97%
Polish GCSE / 9FC	4	100%	4	100%	4	100%
Religious Studies GCSE / 9FC	14	58%	20	83%	24	100%
Science Double Award GCSE /	31	25%	74	59%	124	99%
Science Double Award GCSE /	23	18%	52	42%	124	99%
Spanish GCSE / 9FC	9	18%	17	35%	42	86%
Performing Arts Voc BTEC / A12	7	23%	18	58%	31	100%
Business Studies BTEC / 1&2	33	70%	46	98%	47	100%
Health Studies BTEC / A12	13	22%	39	65%	60	100%
Sports Studies BTEC / 1&2	27	73%	33	89%	37	100%
Music Studies BTEC / 1&2	13	93%	14	100%	14	100%
Textiles	4	57%	7	100%	7	100%



Key Stage 5

Pupils entered for KS5 examinations in 2019:

- Total: 112 (53 male, 59 female)
- Total: 112 sat examinations

Pupil attainment includes:

94 Pupils studying at least one A Level

14% A*/A grades in 3+ A Level subjects (National 26%)

98.2% A* to E pass rate at A Level (National 97.6%)

3 pupils attained 100% A*/A grades (3+ A Level subjects)

19 pupils attained at least 1 grade A*/A

49 Pupils studying at least one Vocational or Technical Level

40 pupils attained at least 1 grade D* or D (Vocational/Technical subjects)

7 pupils attained 100% D* or D in 3 qualifications

100% of students were successful in their University application

- Value Added for A Level is -0.11 (-0.10 in 2018)
- ALPS Value Added for Vocational and Technical is +0.18 (+0.03 in 2018)

A Level - Good

Measure	2016/17	2017/18	2018/19
Quality Indicator	6	6	5
% RED teaching & learning grades	7	5	4
% BLUE teaching & learning grades	5	5	5
T score - single year score	6.00	5.33	4.67
T score - single year grade (1 to 9)	6	5	5
Three year T score	5.33		
Three year T score grade (1 to 9)	6		

Vocational - Excellent

Measure	2016/17	2017/18	2018/19
Quality Indicator	3	3	3
% RED teaching & learning grades	4	7	-
% BLUE teaching & learning grades	1	1	-
T score - single year score	2.67	3.67	-
T score - single year grade (1 to 9)	3	4	-
Three year T score	3.17		
Three year T score grade (1 to 9)	4		

Subjects with positive Value Added scores:

Biology	+0.4	Physics	+0.49
Chemistry	+0.73	App Sci	+0.98
Comp Sci	+0.03	Bus Dip	+0.11
F Maths	+0.12	Bus Ex Cert	+0.11
Geography	+0.02	Sport Ex Cert	+0.24
History	+0.05	EPQ	+0.13

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Year 13 Examination Results by Subject

Details		A* to A	A* to B	A* to C	A* to D	A* to E	A* to A	A* to B	A* to C	A* to D	A* to E
Subject Name	Entries	#	#	#	#	#	%	%	%	%	%
A Level - Art	4	1	3	3	4	4	25%	75%	75%	100%	100%
A Level - Biology	20	5	10	18	20	20	25%	50%	90%	100%	100%
A Level - Chemistry	29	9	20	26	29	29	31%	69%	90%	100%	100%
A Level - Computer Science	4	1	2	3	3	4	25%	50%	75%	75%	100%
A Level - Economics	11	0	4	7	11	11	0%	36%	64%	100%	100%
A Level - English Literature	9	1	5	6	8	9	11%	56%	67%	89%	100%
A Level - French	6	0	0	1	4	5	0%	0%	17%	67%	83%
A Level - Further Maths	2	1	2	2	2	2	50%	100%	100%	100%	100%
A Level - Geography	14	2	7	11	14	14	14%	50%	79%	100%	100%
A Level - German	5	0	0	2	4	5	0%	0%	40%	80%	100%
A Level - History	18	2	10	15	18	18	11%	56%	83%	100%	100%
A Level - Maths	27	6	11	22	25	25	22%	41%	81%	93%	93%
A Level - Media Studies	9	2	5	6	7	9	22%	56%	67%	78%	100%
A Level - Photography	5	0	2	5	5	5	0%	40%	100%	100%	100%
A Level - Physics	13	2	7	11	13	13	15%	54%	85%	100%	100%
A Level - Product Design	8	0	0	2	4	7	0%	0%	25%	50%	88%
A Level - Psychology	9	0	4	8	8	9	0%	44%	89%	89%	100%
A Level - Religious Studies	2	0	1	1	2	2	0%	50%	50%	100%	100%
A Level - Sociology	14	1	7	11	13	14	7%	50%	79%	93%	100%
A Level - Spanish	5	0	1	1	2	5	0%	20%	20%	40%	100%
A Level - Textiles	2	0	0	1	2	2	0%	0%	50%	100%	100%
Extended Project EPQ	1	0	1	1	1	1	0%	100%	100%	100%	100%



Year 13 Examination Results by Subject

Details		A* to A	A* to B	A* to C	A* to D	A* to E	A* to E	A* to A	A* to B	A* to C	A* to D	A* to E
Subject Name	Entries	#	#	#	#	#	#	%	%	%	%	%
BTEC - Applied Science	12	3	3	9	12	12	12	25%	25%	75%	100%	100%
BTEC Business - Extended Certificate	20	0	0	10	18	20	20	0%	0%	50%	90%	100%
BTEC Health and Social Care - Extended Certificate	3	0	0	1	3	3	3	0%	0%	33%	100%	100%
BTEC Music - Sub Diploma	5	3	3	5	5	5	5	60%	60%	100%	100%	100%
BTEC Performing Arts - Extended Certificate	2	0	0	1	2	2	2	0%	0%	50%	100%	100%
BTEC Sport - Extended Certificate	2	0	0	2	2	2	2	0%	0%	100%	100%	100%
Business BTEC - Foundation Diploma	1	0	0	1	1	1	1	0%	0%	100%	100%	100%
ICT - Cambridge Technical - Intro Diploma	16	1	1	8	16	16	16	6%	6%	50%	100%	100%

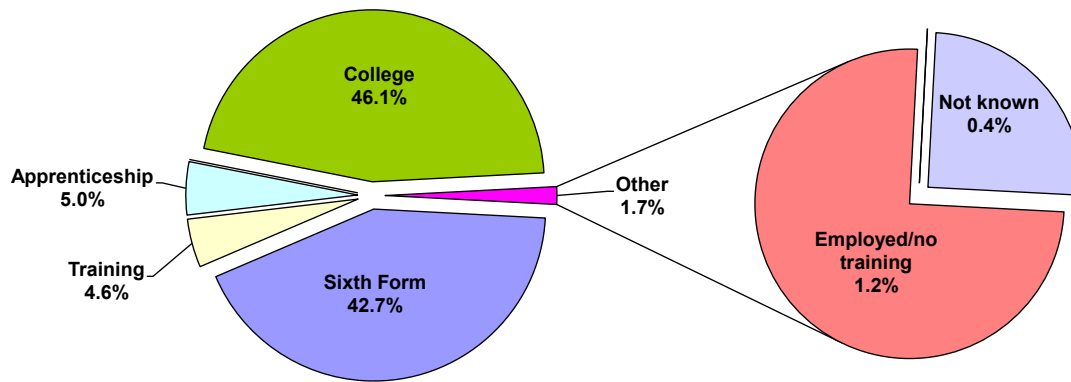
Details		A* to A	A* to B	A* to C	A* to D	A* to E	A* to A	A* to B	A* to C	A* to D	A* to E
Subject Name	Entries	#	#	#	#	#	%	%	%	%	%
BTEC Business - Diploma	8	0	0	5	8	8	0%	0%	63%	100%	100%
BTEC Health and Social Care - Diploma	10	1	1	8	10	10	10%	10%	80%	100%	100%
BTEC Sport - Diploma	3	1	3	3	3	3	33%	100%	100%	100%	100%



Year 11 Destinations 2017-2018

Titus Salt School
The 2017/2018 Year 11 at 2nd of November 2018

In Learning:	237	98.3%	Other Categories:	4	0.4%
Sixth form course	103	42.7%	Employment without full training/study	3	%
College course	111	46.1%	Part-time education/job only	0	0.0%
Training course	11	4.6%	NEET	0	0.0%
Apprenticeship	12	5.0%	Not known/moved away	1	0.4%
Employment with full training/study	0	0.0%			
Year 11 Total	241				

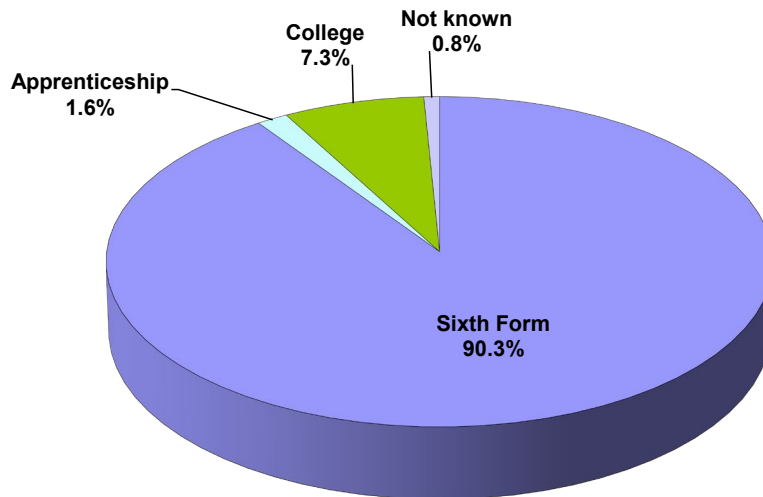




Year 12 Destinations 2017-2018

*Titus Salt School
The 2017/2018 Year 12 at 2nd of November 2018*

In Learning:	123	99.2%	Other Categories:	1	0.8%
Sixth form course	112	90.3%	Employment without full training/study	0	0.0%
College course	9	7.3%	Part-time education/job only	0	0.0%
Training course	0	0.0%	NEET	0	0.0%
Apprenticeship	2	1.6%	Not known/moved away	1	0.8%
Employment with full training/study	0	0.0%			
Year 12 Total	124				

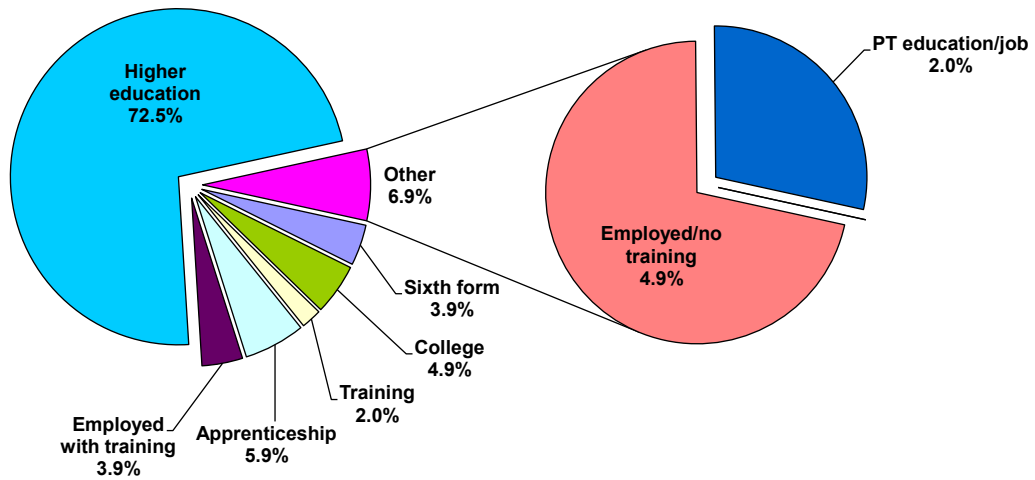




Year 13 Destinations 2017-2018

Titus Salt School
The 2017/2018 Year 13/14 at 2nd of November 2018

In Learning:	95	93.1%	Other Categories:	7	6.9%
Sixth form course	4	3.9%	Employment without full training/study	5	4.9%
College course	5	4.9%	Part-time education/job only	2	2.0%
Higher education	74	72.5%	NEET	0	0.0%
Training course	2	2.0%	Not known/moved away	0	0.0%
Apprenticeship	6	5.9%			
Employment with full training/study	4	3.9%			
Year 13/14 Total	102				





Year 13 Destinations 2019

	University/Employment	Course/Employment
AB	Apprenticeship	Civil Engineering - BAM Nutall
AB	Nottingham University	Nutrition and Dietetics
AC	Queen Mary University London	Film Studies and German
AD	Central Lancashire University	Archaeology
AE		Gap year
AG	Northumbria University	Applied Science (Foundation)
AH	Nottingham Trent University	French and Spanish
AL		Medical - plans TBC
AM	Central Lancashire University	Asia Pacific Studies - Japanese
AS	Bradford University	Nursing (Adult)
BA	Manchester Metropolitan University	Law (Foundation)
BA	Salford University	Biology (Foundation)
BE	Degree Apprenticeship	BAE Systems, Preston
BF	Liverpool John Moore University	Forensic Science
BS	Huddersfield University	Psychology
BS	Staffordshire University	Media (Film) Production
BZ	Huddersfield University	Music
CB	Bradford University	Nursing (Adult)
CC	Degree Apprenticeship	Unilever
CD	Leeds Beckett University	Primary Education with QTS
CF	Edge Hill University	Physical Education and School Sport
CM	Edge Hill University	Early Years Education with QTS
CP	Leeds Trinity and All Saints	Primary Education with QTS
CS	Apprenticeship	Awaiting outcome of application
DC		TBC
DH	Aston University	Pharmacy
DK	Titus Salt School	A Levels
DR	Nottingham University	Chemistry
EA	Goldsmiths	English
EM	Manchester University	Mechanical Engineering (Foundation)
EM	York St John University	History
EO	Salford University	Occupational Therapy with a Health Care (Foundation Year)
EP	Employment	BECC (Bespoke Complex Care Support Ltd)
EP	Newcastle University	Chinese and Japanese Studies
ES	Imperial College London	Medicine
ES	Northumbria University	Psychology
HB	Queen Mary University London	Biology
HC	Bradford University	Business and Management
HH	Bradford University	Clinical Technology
HH	Bradford University	Pharmacy
HR	Huddersfield University	Science (Foundation)



HS		Islamic Scholar Course
HS	Leeds Beckett University	Sports and Exercise Science
IA	Bradford University	Accounting
IL	Liverpool University	Veterinary Science
IS	Manchester Metropolitan University	American Studies
IW	Warwick University	History
JA	Gap Year	Volunteering (with ICS), 3 Months in Nepal
JB	Employment	Swimming Teacher
JC	Leeds Beckett University	Physical Education and Outdoor Education
JD	York St John University	Software Engineering
JH	Apprenticeship	IT, JN Bentley, Skipton
JH		TBC
JH	Aston University	Chemistry
JP	Manchester Metropolitan University	Graphic Design
JS	Employment	ShIPLEY Glenn
KK	Titus Salt School	A Levels
KL	Manchester University	Chemistry
LB	Bradford College	Art (Foundation)
LE	Central Lancashire University	Computer Science
LH	Bradford University	Nursing (Adult)
LN	Employment	Al's Juke Bar, Bradford and Saltaire
LO		Re-sitting 2019 following illness
LO	Northumbria University	Fashion
LS	Leeds Beckett University	Human Resource Management and Business
LV	Central Lancashire University	Nursing (Mental Health)
MK	Titus Salt School	A Levels
MM	Northumbria University	Business with Management
MP	Leeds Beckett University	Human Geography and Planning
MW	Manchester University	Medical Biochemistry with Industrial Experience
MW	York College	Art (Foundation)
NA	Goldsmiths	History of Art (deferred to 2020)
NH	Employment	Ladbrookes
NM	Bradford University	Nursing (Adult)
NZ	Leeds Beckett University	International Relations with Politics
OB	Apprenticeship	Infoserve Digital Marketing
OB	Employment	Salts Diner
OC	Northumbria University	Psychology
OM	Apprenticeship	Stainforth Construction
OW	York University	Archaeology
OW	Lancaster University	Physics (Study Abroad)
QA	Huddersfield University	Law



RB	Leeds Trinity and All Saints	Counselling Psychology
RS		Athletics
RS	Sheffield Hallam University	Radiography
RT	Apprenticeship	Accounting Technician with Recycling Company
RW	Apprenticeship	Data analyst
RY	Solent University	Yacht Design and Production
SB	Manchester Metropolitan University	Mechanical Engineering
SB	Huddersfield University	Chemistry with Forensic Science
SE	Leeds Beckett University	Counselling and Mental Health
SM	Apprenticeship	Accountancy and Business Finance
SM	Nottingham University	Microbiology
SQ	Huddersfield University	English Language and Linguistics
SR	Sheffield Hallam University	Languages and International Business
SS	Nottingham Trent University	German and History
SZ	Central Lancashire University	Asian Pacific Studies - Korean
TA	Bradford University	Accounting
TB		TBC
TG	Bradford University	International Relations, Politics and Security Studies
TL	Newcastle University	Modern Languages
TR	York University	Electronic Engineering
TS	Bradford University	Physiotherapy (Sport and Exercise Medicine)
UM	Apprenticeship	Santander
UN	Apprenticeship	Network Engineering
VL	Huddersfield University	Fashion Design with Textiles
WJ	Apprenticeship	NHS Clerical Officer
WL	Sheffield Hallam University	Business and Human Resources
YM	Aston University	Economics
ZA	Bradford College	BTEC Applied Science
ZA	Titus Salt School	A Levels
ZA	Bradford College	Art (Foundation)
ZY	Sheffield University	Robotics



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