



together resilient ambitious caring



Performance and Policy Information 2021



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 challenging but 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 2021



Performance and Policy Information 2021



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 - resilient - **a**mbitious - **c**aring

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

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



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 and provides a cashless payment system.

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 SEND 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 201 pupils on the SEND register, of whom 68 have an Education Health Care Plan (EHCP), with a further 133 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 11 remain on site for lunch. 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.

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)	92.8% to 20th March 2020 (First Lockdown)	No comparative data
Total attendance (2018-2019)	93.5%	Not yet published



Admission Arrangements for 2021-2022

Admission to Titus Salt School is controlled by Bradford Council; our Pupil Admissions Number (PAN) is 250. In addition, we have a limited 30 places in our School-led Resourced Provision (Amelia Salt RP) for SEND pupils with Moderate to Severe Learning Needs which equates to 6 pupils in each of Years 7 to 11. The planned curriculum for 2021-2022 is staffed based on this projection which allows for a maximum intake of 256 pupils. However, each year we are over-subscribed in both mainstream and our Resourced Provision.; Amelia Salt RP currently has thirty-six pupils on roll. 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 201 pupils identified on the SEND Register which includes the 36 EHCP pupils in our specialist RP provision. Of the 201 pupils we have provision for 36 pupils with EHCP in mainstream and 36 pupils with EHCP in Amelia Salt RP. We are currently at full capacity in both mainstream school and Amelia Salt RP.

The school controls admissions for our Denys Salt Sixth Form Centre. 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

A Harding
N Brimble
Vacancy
Vacancy

Staff Governors

S Robinson-Marsh
I Morrel (Headteacher)

LA Representative

John Cole

Co-opted Governors

S Craven (Chair)
J Drinkall (Vice Chair)
M Pollard
R Espindola
L Dale
R Ekins
L Lucas
J Taylor

Clerk to the Governors

Tracey Isherwood



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

In response to COVID-19 safety measures we significantly altered the timings within the school day; with the easing of lockdown restrictions we have retained some aspects of the changes made to the timetable. These include a split break time and a split lunchtime:

Start	End	Description
8.50am	9.05am	Registration
9.05am	10.05am	Period 1
10.05am	11.25am	Period 2 including breaks
10.05am	10.25am	Break for Years 7, 8 and 10
11.05am	11.25am	Break for Years 9, 11, 12 and 13
11.25am	12.25pm	Period 3
12.25pm	1.55pm	Period 4
12.25pm	12.55pm	Lunch for Years 7, 8 and 10
1.25pm	1.55pm	Lunch for Years 9, 11, 12 and 13
1.55pm	3.00pm	Period 5
2.55pm		Dismissal for Years 7 and 8
3.00pm		Dismissal for all other year groups

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. 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.

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 or 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 steppingstone 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.

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 textbooks 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.

Why are numbers used?

The use of numbers for Key Stage 4 examinations was introduced a few 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

Boys

Navy v-neck pullover with school badge

Navy v-neck pullover with school badge

Navy sweatshirt with school badge (Year 11 only)

Navy sweatshirt with school badge (Year 11 only)

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

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

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

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

Plain black tailored trousers

Plain black tailored trousers

Unacceptable styles although not limited to:

Unacceptable styles although not limited to:

Super skinny, hipster, riveted denim, canvas, jeans-style, cropped, ankle grazers, leggings, jeggings, treggings

Riveted denim, canvas, jeans-style

Plain dark socks that cover the ankle

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 black shoes with black soles

Suitable winter outdoor coat

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)

Summer term uniform (optional)

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

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



PE Kit

White polo shirt with school badge

Sky/navy skort or sky/navy shorts and/or TSS black sport legging or TSS Tracksuit bottoms

Navy 1/4 zip training top with school badge

Navy socks and white sports socks

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

Football boots (Recommended for football and rugby)

Optional: Base layers (navy or black) 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 blue 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

Due to national lockdown end of year assessments are an incomplete data set

Key Stage 4 and Key Stage 5

Due to national lockdown and the implementation of systems established by Ofqual and the Government for England and Wales, the KS4 and KS5 outcomes for 2021 are the result of:

- Evidence and Assessment based Teacher Assessed Grades (TAGs)

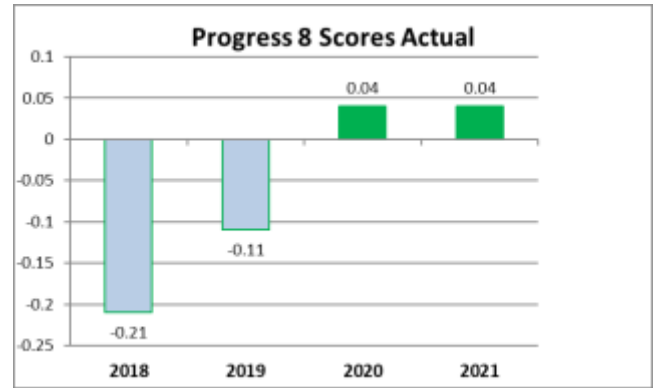
The policies required by the Joint Council for Qualifications (JCQ) on how we as a centre determined the TAGs were published by deadlines and can be viewed on our website.

Each subject in school published the information on which assessments were used to determine grades. Reviews were undertaken on experience and expertise within each subject area and external moderation was used support to ratify processes; an monitoring visit by JCQ confirmed processes and no adjustments were made to the TAGs awarded by our centre.



Pupils entered for KS4 examinations in 2021:

Number of pupils	247
Female	104
Male	143
Overall Attainment	44.9 points
Progress 8	+0.04



	2018	2019	2020	2021
Cohort size	225	244	239	247
Progress 8	-0.23	-0.14	+0.04	+0.04
Attainment	39.9	41.6	46.3	44.9
Average score for 8 GCSE grades	5.0	5.2	5.8	5.6
5A*-C inc. English and Mathematics 9 to 4 inc. English and Mathematics	46%	55%	65%	67%

English	2018	2019	2020	2021
Entries	237	240	233	236
Grades 9 to 7	23	19	26	49
As percentage	9.54%	7.8%	10.9%	20.8%
Grades 9 to 5	98	97	131	145
As percentage	40.7%	39.8%	54.8%	61.4%
Grades 9 to 4	151	155	192	203
As percentage	62.7%	63.5%	80.3%	86.0%

Mathematics	2018	2019	2020	2021
Entries	237	240	233	236
Grades 9 to 7	27	25	45	38
As percentage	11.2%	10.3%	18.8%	16.1%
Grades 9 to 5	86	95	107	116
As percentage	35.7%	38.9%	44.8%	49.2%
Grades 9 to 4	132	148	175	173
As percentage	54.8%	60.7%	73.2%	73.3%



Year 11 – Attainment and Progress by entry

Name	Entries										Progress8			Attainment		Performance		
	Entered		7+		5+		4+		3+		Summary			Subject	Summary			Subject
	Entered	%		%		%		%		%	P8Entries	KS2	P8Overall	P8Subject	A8Overall	A8Subject	Residual	enderDifferenc
BTEC - Art & Design	14	5.67	2	14.29	7	50	14	100	14	100	14	4.73	0.33	0.2	47.89	4.96	0.23	
BTEC - Health & Social Care	52	21.05	6	11.54	9	17.31	22	42.31	33	63.46	50	4.47	0.17	-0.9	40.75	3.43	-0.56	0.38
BTEC - Music Practice	23	9.31	8	34.78	15	65.22	23	100	23	100	22	4.89	0.69	0.82	53.22	5.83	0.46	-1.15
BTEC - Performing Arts (Dance)	25	10.12	6	24	13	52	25	100	25	100	25	4.61	0.58	0.64	48.4	5.26	0.6	-1.31
BTEC - Sport	41	16.6	16	39.02	25	60.98	35	85.37	35	85.37	41	4.7	0.26	0.87	46.47	5.57	1	-1.3
CAM NAT - Enterprise & Marketing (Business)	67	27.13	14	20.9	37	55.22	56	83.58	65	97.01	67	4.76	0.09	0.25	45.67	5.04	0.56	-0.9
CAM NAT - iMedia	30	12.15	4	13.33	12	40	21	70	27	90	30	4.35	0.03	0.16	37.86	4.38	0.45	-1.05
GCSE - Art and Design	38	15.38	6	15.79	23	60.53	35	92.11	38	100	38	4.74	0.41	0.18	49.07	4.97	0.25	-0.55
GCSE - Biology	94	38.06	30	31.91	60	63.83	78	82.98	92	97.87	94	5.17	0.31	-0.09	59.16	5.53	-0.22	-0.17
GCSE - Chemistry	92	37.25	34	36.96	72	78.26	86	93.48	92	100	92	5.18	0.38	0.16	60.15	5.82	0	-0.12
GCSE - Combinbed Science	130	52.63	5	3.85	35	26.92	60	46.15	104	80	127	4.54	0.12	-0.07	41.39	3.89	-0.22	-0.26
GCSE - Computer Science	37	14.98	12	32.43	26	70.27	32	86.49	37	100	37	5.12	0.06	0.2	55.19	5.68	0.3	0.09
GCSE - Design Technology	39	15.79	4	10.26	21	53.85	34	87.18	38	97.44	38	4.58	0.04	0.36	41.33	4.85	0.72	-0.86
GCSE - Drama	10	4.05	3	30	9	90	9	90	10	100	9	4.94	1.1	0.72	57.8	5.8	0.15	2.19
GCSE - Engineering	17	6.88	7	41.18	16	94.12	17	100	17	100	17	5.48	0.32	-0.16	69.47	6.41	-0.37	-1.93
GCSE - English Language	235	95.14	37	15.74	119	50.64	189	80.43	225	95.74	231	4.79	0.08	-0.15	47.11	4.83	0.11	-0.49
GCSE - English Literature	223	90.28	32	14.35	127	56.95	184	82.51	218	97.76	219	4.81	0.24	-0.12	49.01	4.91	0.1	-0.57
GCSE - French	25	10.12	4	16	19	76	21	84	24	96	25	5.16	0.36	-0.53	61.51	5.32	-0.67	0.46
GCSE - Geography	94	38.06	27	28.72	64	68.09	82	87.23	91	96.81	94	5	0.31	0.38	54.36	5.48	0.19	-0.65
GCSE - German	36	14.57	3	8.33	22	61.11	29	80.56	32	88.89	36	4.99	0.15	-0.29	52.36	4.78	-0.32	0.25
GCSE - History	84	34.01	10	11.9	33	39.29	51	60.71	63	75	83	4.64	0.22	-0.11	44.54	4.04	-0.29	-0.65
GCSE - Mathematics	235	95.14	38	16.17	116	49.36	173	73.62	207	88.09	231	4.79	0.09	0.14	47.17	4.62	-0.11	0.28
GCSE - Media Studies	37	14.98	3	8.11	14	37.84	23	62.16	31	83.78	36	4.68	-0.01	-0.66	42.77	3.97	-0.26	-1.42
GCSE - Music	1	0.4	1	100	1	100	1	100	1	100	1	5.8	0.58	0.23	85	8	-0.33	
GCSE - Physics	92	37.25	22	23.91	66	71.74	79	85.87	91	98.91	92	5.18	0.38	-0.18	60.15	5.48	-0.34	0.19
GCSE - Religious Studies	35	14.17	12	34.29	20	57.14	22	62.86	29	82.86	34	4.7	0.17	0.41	45.5	5.09	0.6	-0.13
GCSE - Spanish	49	19.84	10	20.41	29	59.18	40	81.63	46	93.88	49	4.97	0.48	0.01	55.3	5.04	-0.34	-0.68
WJEC - Food (Hospitality & Catering)	32	12.96	1	3.13	5	15.63	25	78.13	25	78.13	32	4.33	0.21	-0.46	39.99	3.79	-0.22	-0.87
Not Included																		
GCSE - Further Maths	13	5.26	10	76.92	11	84.62	11	84.62	11	84.62	13	5.62	0.76		79.19	6.46		-2.5

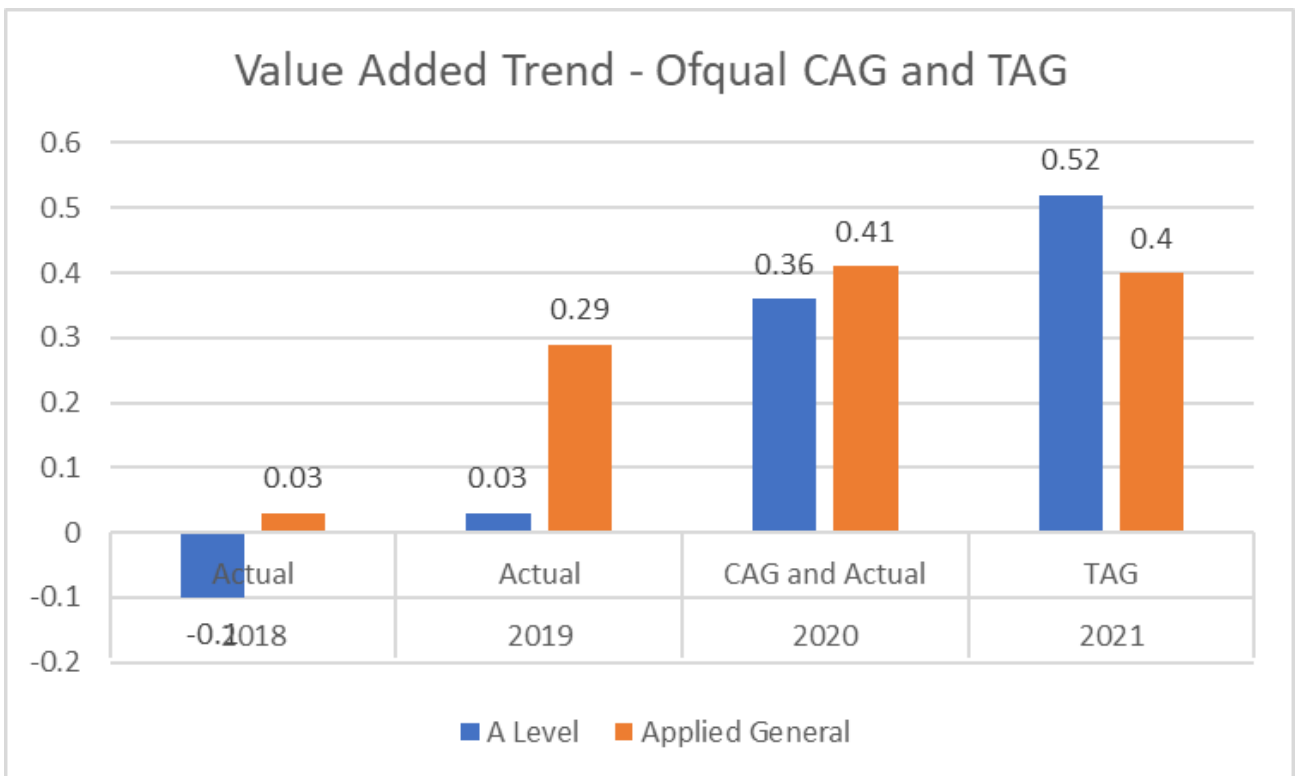


Key Stage 5

Pupils entered for KS5 examinations in 2021:

- Total: 108 (61 males, 47 female)
- Total: 108 sat examinations

Measure	A Level	Applied General	Technical Level
Grades A* to A	30%	22%	32%
Grades A* to B	60%	33%	42%
Grades A* to C	82%	58%	74%
Grades A* to D	94%	91%	100%
Grades A* to E	98%	100%	100%
Average grade	B-	Distinction	Distinction +
Average grade best 3 A Levels	B		
Value Added	+0.52	+0.4	N/A





Value Added Scores from 4 Matrix					
	2018	2019	2020	2021	
	Actual	Actual	Actual	CAG and Actual	TAG Actual
A Level	-0.10	+0.03	-0.03	+0.36	+0.52
Applied General	+0.03	+0.29	+0.21	+0.41	+0.4
Grade Best 3 A Levels	C+	C+	C+	B-	B

Outcomes by gender		
	Female (47 pupils)	Male (61 pupils)
A Level APS	37.16	37.33
Average grade	B-	B-
Value Added	+0.34	+0.66
Applied General APS	37.37	30.89
Average Grade	Distinction +	Distinction -
Value Added	+0.58	+0.26
Technical Level APS	50	37.22
Average Grade	Distinction *	Distinction +



Year 13 Examination Results by Subject

Details		Entries										Performance	
		Entered	A+		B+		C+		E+				
Name	Type	Entered	AA	AA_P	AB	AB_P	AC	AC_P	AE	AE_P	APS	VA	
Included													
A Level - Art	A-Level	1	0	0%	1	100%	1	100%	1	100%	40	-0.33	
A Level - Biology	A-Level	18	4	22%	10	56%	14	78%	18	100%	34.44	0.58	
A Level - Chemistry	A-Level	21	6	29%	12	57%	15	71%	20	95%	34.76	0.83	
A Level - Computer Science	A-Level	2	1	50%	2	100%	2	100%	2	100%	45	0.73	
A Level - Economics	A-Level	8	4	50%	6	75%	8	100%	8	100%	45	0.6	
A Level - English Language	A-Level	5	2	40%	2	40%	4	80%	5	100%	36	0.29	
A Level - English Literature	A-Level	8	3	38%	4	50%	8	100%	8	100%	41.25	1.23	
A Level - Further Maths	A-Level	2	1	50%	1	50%	2	100%	2	100%	45	0.11	
A Level - Geography	A-Level	9	1	11%	4	44%	8	88%	9	100%	34.44	0.45	
A Level - German	A-Level	1	0	0%	0	0%	1	100%	1	100%	30	-0.17	
A Level - History	A-Level	10	2	20%	4	40%	8	80%	10	100%	33	0.05	
A Level - Maths	A-Level	20	6	30%	13	65%	16	80%	18	90%	36	0.24	
A Level - Media Studies	A-Level	3	1	33%	2	66%	3	100%	3	100%	40	-0.12	
A Level - Physics	A-Level	14	5	36%	11	78%	13	92%	14	100%	41.43	1.06	
A Level - Product Design	A-Level	13	2	15%	7	54%	8	62%	13	100%	33.08	0.22	
A Level - Psychology	A-Level	9	3	33%	6	66%	8	88%	9	100%	38.89	0.31	
A Level - Religious Studies	A-Level	3	1	33%	3	100%	3	100%	3	100%	46.67	1.06	
A Level - Sociology	A-Level	16	6	38%	9	56%	13	81%	16	100%	38.75	0.39	
A Level - Spanish	A-Level	3	2	66%	3	100%	3	100%	3	100%	50	0.84	
AS Level - Maths	A-Level	1	0	0%	0	0%	0	0%	1	100%	5	0.2	
BTEC - Applied Science	Applied	11	5	45%	5	45%	6	55%	11	100%	37.27	1.26	
BTEC - Music Extended Cert	Applied	6	3	50%	3	50%	6	100%	6	100%	42.5		
BTEC Business - Diploma	Applied	14	1	7%	1	7%	7	50%	14	100%	57.14	-0.09	
BTEC Business - Extended Certificate	Applied	16	2	12%	2	12%	6	38%	16	100%	26.25	0.12	
BTEC Health & Social Care - Extended Diploma	Applied	9	1	11%	4	44%	6	66%	9	100%	107.22	0.57	
BTEC Health and Social Care - Diploma	Applied	7	0	0%	0	0%	2	28%	7	100%	51.43	-0.37	
BTEC Health and Social Care - Extended Certificate	Applied	3	2	66%	2	66%	2	66%	3	100%	41.67	0.94	
BTEC Sport - Diploma	Applied	9	6	66%	9	100%	9	100%	9	100%	95	1.21	
BTEC Sport - Extended Certificate	Applied	5	0	0%	0	0%	1	20%	5	100%	27	0.27	
Business BTEC - Foundation Diploma	Applied	1	0	0%	0	0%	1	100%	1	100%	52.5		
CAM TECH Certificate in IT	Applied	1	0	0%	0	0%	0	0%	1	100%	7.5	0.02	
CAM Technical Diploma in IT	Technical	5	2	40%	3	60%	5	100%	5	100%	85		
CAM Technical Intro Diploma in IT	Technical	9	2	22.22	2	22%	4	44%	9	100%	32.78		
Extended Project EPQ	Academic	1	0	0%	1	100%	1	100%	1	100%	12	0.43	
Not Included													
BTCE3 Business Studies	Excluded	1	0	0%	0	0%	0	0%	1	100%	12.5		

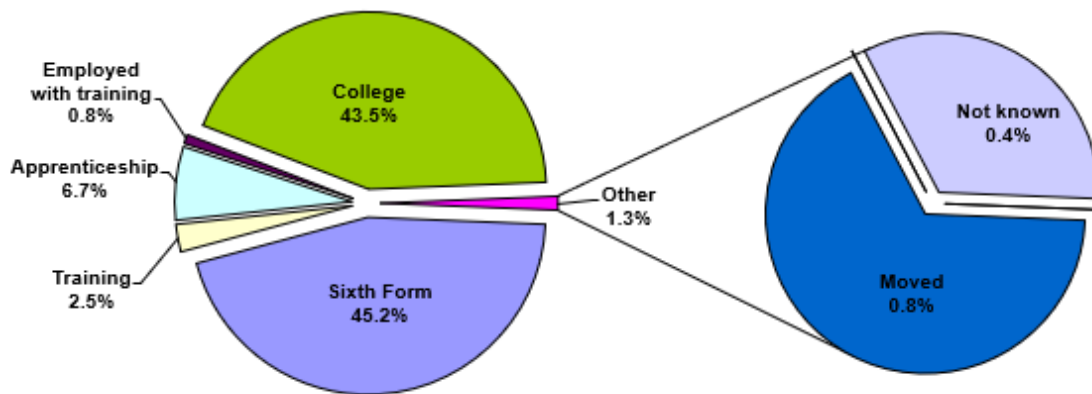


Year 11 Destinations 2019-2020

Bradford District Activity Survey 2020

*Titus Salt School
The 2019/2020 Year 11 at 2nd November 2020*

In Learning:	236	98.7%	Other Categories:	3	1.3%
Sixth form course	108	45.2%	Employment without full training/study	0	0.0%
College course	104	43.5%	Moved away	2	0.8%
Training course	6	2.5%	NEET	0	0.0%
Apprenticeship	16	6.7%	Not known	1	0.4%
Employment with full training/study	2	0.8%			
Year 11 Total	239				



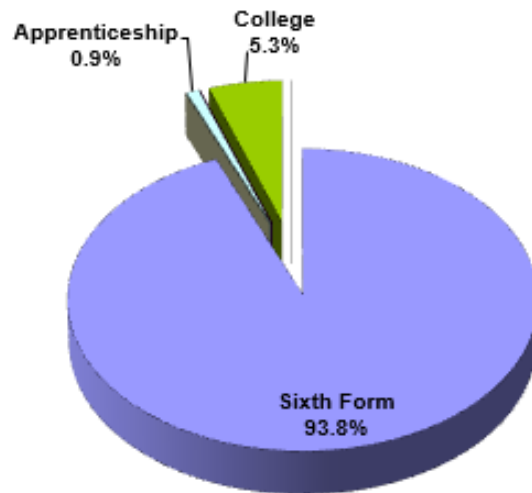


Year 12 Destinations 2019-2020

Bradford District Activity Survey 2020

*Titus Salt School
The 2019/2020 Year 12 at 2nd November 2020*

In Learning:	113	100.0%	Other Categories:	0	0.0%
Sixth form course	106	93.8%	Employment without full training/study	0	0.0%
College course	6	5.3%	Moved away	0	0.0%
Training course	0	0.0%	NEET	0	0.0%
Apprenticeship	1	0.9%	Not known	0	0.0%
Employment with full training/study	0	0.0%			
Year 12 Total	113				





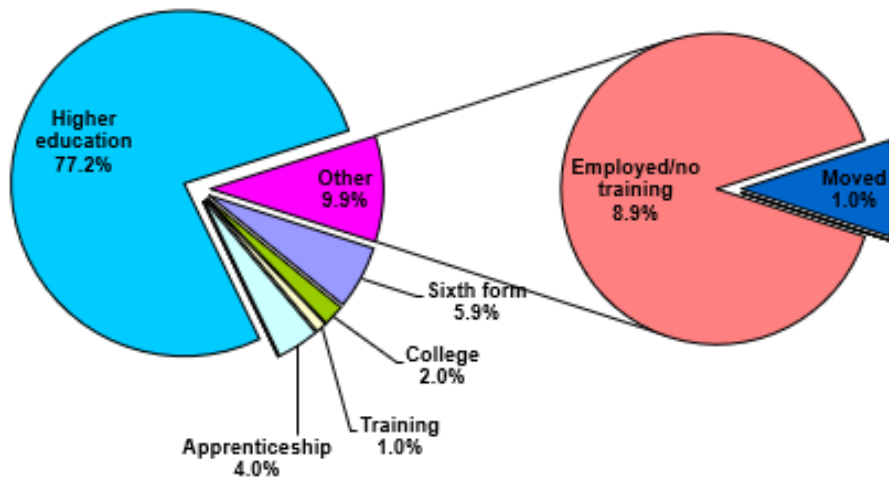
Year 13 Destinations 2019-2020

Bradford District Activity Survey 2020

Titus Salt School

The 2019/2020 Year 13 at 2nd November 2020

In Learning:	91	####	Other Categories:	#	9.9%
Sixth form course	6	5.9%	Employment without full training/study	9	8.9%
College course	2	2.0%	Moved away	1	1.0%
Higher education	78	77.2%	NEET	0	0.0%
Training course	1	1.0%	Not known	0	0.0%
Apprenticeship	4	4.0%			
Employment with full training/study	0	0.0%			
Year 13 Total	101				





Year 13 Destinations 2021

	Provider name	Course name
LA	University of Bradford	Biomedical Science
ZA	Bradford College	Allied Health Profession
AA	University of Leeds	Modern Languages and International Relations
SA	Liverpool John Moores University	Psychology
ZA	University of Leeds	Psychology
AA	Leeds Beckett University	Science of Sport Performance
AA	University of Bradford	Nursing (Adult)
MA	Manchester Metropolitan University	Criminology
DA	University of East Anglia	Politics (with Foundation Year)
DA	University of Huddersfield	Business Economics
WA	University of Oxford	Economics and Management
CA		Employed by Direct Traffic Solutions (still seeking IT apprenticeship)
AA	University of Bradford	Accounting and Finance
EB	University of Manchester	Optometry
PB	Lancaster University	Medicine and Surgery
CB	University of Leeds	Diagnostic Radiography
BB	University of Leeds	Civil and Structural Engineering
LB		Employment at Wetherspoons. To apply for university 2022 (Paramedic)
LB	University of Huddersfield	Sociology
MB	Sheffield Hallam University	Design with Foundation Year
EB	Leeds Beckett University	Sport and Exercise Therapy
LB	Liverpool Hope University	Marketing and Sport & Physical Education
CB		Auto-mechanic apprenticeship, Jubilee Motors, Shipley
HB	Leeds Beckett University	Speech and Language Therapy
JB	University of Bradford	Nursing (Adult)
CC	University of Huddersfield	Policing and Investigation
JC	Leeds Trinity University	Business and Management
LD	University of Exeter	Drama with Employment Experience Abroad
JD	Leeds Beckett University	Science of Sport Performance
RD	University of Sheffield	Chemical Engineering
HD	University of Lincoln	Biochemistry
TD	Institute of Contemporary Music Performance	BMus (Hons) Popular Music Performance
ED	University of Nottingham	Criminology
LE	University of Central Lancashire	Computer Science
LF		Working at Aldi



Performance and Policy Information 2021

	Provider name	Course name
HF	Leeds Arts University	Photography
LF	University of Sheffield	Mechanical Engineering (with a year in industry)
KG	Manchester Metropolitan University	Ethics, Religion and Philosophy
OG		Seeking apprenticeship
LG		Seeking apprenticeship
EG	Lancaster University	Physics, Astrophysics and Cosmology
TG		Employment at Morrison's (seeking Motor Mechanic apprenticeship)
IH	University of Huddersfield	Architectural Technology
CH	Manchester Metropolitan University	Social Work
MH		Applying for university 2022. Currently in employment as a cleaner in Ilkley
JH		Management apprenticeship
JH	University of Huddersfield	Psychology
AH	Leeds Beckett University	Adult Nursing
TH	University of Central Lancashire	Computer Science
AH	University of Huddersfield	Forensic and Analytical Science
AH	Loughbrough University	Sport Science, Coaching and Physical Education (with placement year)
KH	University of Bradford	Nursing (Child)
EH	Leeds Trinity University	Primary Education (Early Years 3-7) with QTS
HH	Leeds Beckett University	Sports & Exercise Therapy
AH		To apply for university 2022 (dentistry).
PH	University of Bradford	Accounting and Finance
FH	Huddersfield University	Engineering with Foundation Year
RH	Bradford University	Foundation Year
HI	University of Huddersfield	Architecture / Architecture (International) (RIBA Part 1)
CI		Seeking IT apprenticeship.
NI	University of Huddersfield	Accounting and Finance
AI	University of Huddersfield	Business and Digital Marketing Management
OL		Mid-interview process for West Yorkshire Police apprenticeship.
MK	University of Bradford	Business and Management
JM	Leeds Trinity University	Sports Coaching
SN	University of Bradford	Nursing (Adult)
AO	Leeds Beckett University	Business & Management
PP	University of Bradford	Virtual and Augmented Reality



Performance and Policy Information 2021

	Provider name	Course name
SP	London Metropolitan University	Computer Systems Engineering and Robotics
WP		Seeking apprenticeship.
MP		Mid-interview process for West Yorkshire Police apprenticeship. Currently working at Salt Bar and Kitchen.
IP		Law apprenticeship at Barton Legal, Rawdon.
DP		Seeking IT apprenticeship.
JP		Currently in Employment at Denso Marston, Shipley.
JQ	University of Huddersfield	Social Work
AR	University of Bedfordshire	Computer Games Development (with Foundation year)
JR	University of Central Lancashire	Chemistry
AR		Currently in Employment. To apply for university 2022.
IR		Seeking IT apprenticeship.
BR		Employed at Morrison's. actively looking for Building Surveying/quantity surveying apprenticeship.
WR	University of Salford	Building Surveying
MR	Leeds Beckett University	Social Care, Justice and Recovery
AR	Manchester Metropolitan University	Filmmaking
RR	UCEN Manchester	Acting
JS		Higher Level apprenticeship - Light Vehicle Technician, Mercedes, Leeds.
RS	Leeds Beckett University	Business Management with Enterprise
IS	Southampton University	Computer Science
JS	University of Huddersfield	Accounting and Finance
RS		Accountancy apprenticeship, Ernst and Young, Leeds.
ES	Leeds Trinity University	Physical Education and School Sport (3 year programme)
AS	University of Bradford	Clinical Sciences/Medicine Foundation
MS	Newcastle University	Geospatial Surveying and Mapping Science (with a year in industry)
JT	University of Central Lancashire	Aerospace Engineering (with Foundation year)
AT	Manchester Metropolitan University	Criminology Foundation
HT	Birmingham City University	Product and Furniture Design
MT	University of Sunderland	Primary Education with QTS
LT	Leeds Beckett University	Sports Coaching



Performance and Policy Information 2021

	Provider name	Course name
NU	University of Huddersfield	Science Extended Degree leading to BSc (Hons) Degree
JW	Leeds Trinity University	Primary Education (5-11) with recommendation for QTS
MW	University of Bradford	Nursing (Adult)
HW	Utah University, USA	To progress diving career.
TW		Applying for RAF. Employment with Whitaker's Uniform suppliers, Shipley
JW		Currently in Employment
GW	University of Liverpool	Veterinary Science
TW	Manchester Metropolitan University	Product Design Engineering
EY	University of Sheffield	Electronic and Electrical Engineering
HZ	Leeds Beckett University	Business & Management
MZ	Aston University	Optometry



Headteacher Ian Morrel BA (Hons) NPQH

Address Titus Salt School
Higher Coach Road
Baildon
Shipley
BD17 5RH

Telephone 01274 258969

Website www.titussaltschool.co.uk