



Wootton Academy Trust

Wootton Upper School & Arts College Kimberley 16-19 STEM College

# PROSPECTUS

## 2023-2024

Wootton Upper School & Arts College and Kimberley 16 - 19 STEM College  
are operated by

**Wootton Academy Trust**

**Registered in England, Company No 7740758**

*The information contained in this prospectus was correct on September 2023*



# Wootton Academy Trust

Wootton Upper School & Arts College    Kimberley 16-19 STEM College

Dear Parents and Carers,

Welcome to Wootton Academy Trust's 2023 – 2024 Prospectus.

Our Trust is a multi-academy trust with two academies:

- **Wootton Upper School** – a converter academy
- **Kimberley 16 – 19 STEM College** – an academy opened as a free school

**Wootton Upper School** has a reputation of excellence in the core and in the arts; it offers its learners a liberal curriculum with a high degree of individual choice for learners to specialise in Key Stage 4 as well as a very diverse array of trips and visits.

**Kimberley College**, which the Trust opened as a 16 – 19 Academy in 2013 as a Free School specialises in Science and Mathematics. However, there are over thirty different Level 3 courses at the College and Kimberley has the largest A level cohort in Bedfordshire. **Kimberley College has been included in the Sunday Times list of top performing sixth form colleges for the last four years; this list is based on the proportion of learners achieving at least AAB in the facilitating subjects.**

Wootton Upper School's GCSE results are very good and amongst the best in Bedfordshire and the progress our pupils make is in the top four across Bedfordshire for the third year running.

The array of enrichment opportunities open to all children is enviable. We achieve great success in Sport; the Duke of Edinburgh Award Scheme is thriving and we are very well known for the excellent quality of our Arts provision.

Kimberley College, our Sixth Form, is in the top twenty Sixth Form Colleges in the U.K. - as identified by the Sunday Times (based on the proportion of pupils achieving AAB at A Level in facilitating subjects). It is now one of the largest sixth form providers across Bedfordshire.

Our staff have very high expectations of the pupils and they are prepared to go the extra mile for them.

We are proud of our Trust and are determined to continue to move forward. We look forward to working with you as parents/carers.

Yours sincerely

Mr M Gleeson  
Executive Principal



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## 1. WHO WE ARE

### TRUST MOTTO

WAT's motto, *the pursuit of excellence*, underpins everything we do at the Trust.

### TRUST STRATEGY

WAT works hard to build relationships with other academies and schools in the local area as well as the local authorities, namely, Bedford Borough Council and Central Bedfordshire Council, and other multi-academy trusts.

We recognise that working together as a *family* of schools is in everybody's interest and we are keen to continue to work together in the future, and with others who may want to work with us.

As a MAT we are keen to secure sustainable growth over time; having opened one Academy, we know the challenges and do not underestimate the work involved when MATs grow.

We are committed to excellent standards of teaching to improve the life chances of all our learners; we are fortunate that our academies are popular and enjoy very good reputations. This is because of the dedication and commitment of the trustees, local governors, employees, parents and carers, and above all, our magnificent learners.

Our ambition to provide a world class education for all young people in the local area we need to recruit and develop outstanding employees, teaching and support staff. Therefore, we work in partnership with a variety of local and national organisations and individuals to help us to raise the attainment of all learners whilst contributing trust-wide improvement and the development of high-quality teachers entering the profession.

### TRUST VISION

Our vision is to operate a network of academies which are genuinely inclusive; WAT strongly believes that its provision should be judged by how its academies nurture the most vulnerable learners in their communities to maximise their future social mobility.

We operate caring and supportive communities where everyone is encouraged to flourish.

We believe all learners are entitled to the best education possible.

We nurture high aspirations and work collaboratively with others to provide outstanding opportunities.

It is important to us that everyone knows they are valued; and we will celebrate each learner's individual journey as they take their next steps well prepared for life in modern Britain.

*[approved by WAT board July 9 2019]*

### TRUST VALUES

Wootton Academy Trust is committed to the pursuit of **excellence** with an unrelenting drive to ensure that every one of our learners make great progress, achieves exceptional standards and realises his/her huge potential within academies where best practice is commonplace.

It is important to us that all learners are able to access a wide range of **enrichment** activities in all of our academies to realise their full potential and to be able to operate with great **independence** in adult life. Therefore, we are committed to providing all learners lots of diverse **opportunities** including developing learners' awareness of the importance of British values of upholding the rule of law, tolerance, respect, democracy and **equality**.

We are committed to providing our learners with skills to enable them to play active roles in our **community** and in the wider networks in which we all operate, in **partnership** with others.



# Wootton Academy Trust

Wootton Upper School & Arts College   Kimberley 16-19 STEM College

We believe that our learners thrive most effectively when they understand the importance of innovation as well as tradition, as it is through **continuity** - practices tried and tested over time – that innovation develops.

We believe that the achievements of learners in all spheres should be recognised and therefore, it is important that we **celebrate** the successes of learners in our academies and in their communities.

We know that learners who learn how to make sensible choices, will be best placed to judge right from wrong, developing tolerance and a commitment to respect and upholding the rule of law will be best placed to act with **integrity** in their daily lives.

Therefore, WAT's **ten** core values are:

<b>Excellence</b>	<b>Enrichment</b>	<b>Independence</b>	<b>Opportunity</b>
<b>Equality</b>	<b>Community</b>	<b>Partnership</b>	<b>Continuity</b>
<b>Celebrating</b>	<b>Integrity</b>		

Our academies adapt these key values to their local situation.

**Wootton Academy Trust** has created three **core** value statements which encapsulates the ten WAT values and which all learners and staff should champion:

<b>Aspiration for all</b>	Excellence Equality Community
<b>Belief in ourselves</b>	Independence Celebration Integrity Continuity
<b>Opportunity for all</b>	Enrichment Equality Opportunity Community Partnership



## 2. GENERAL INFORMATION

### Contact Information

**Executive Principal,  
Wootton Academy Trust**

Mr M Gleeson, BMus

**Chief Finance and Operating Officer,  
Wootton Academy Trust**

Mr M Mieczkowski, BA (Hons), MBA, FCMI

**Postal Address:**

Wootton Upper School & Arts College  
Hall End Road  
Wootton  
Bedford  
MK43 9HT

**Telephone No:**

01234 767123

**Email:**

[wootton@wootton.beds.sch.uk](mailto:wootton@wootton.beds.sch.uk)

**Website:**

[www.woottonupper.co.uk](http://www.woottonupper.co.uk)

[www.kimberleycollege.co.uk](http://www.kimberleycollege.co.uk)

**Wootton Academy Trust:**

Interim Chair: Mr I Sibbald  
Governance Professional: Bedford Borough Clerking Service

**Wootton Upper School**

Head of School: Mrs C McMorn  
Deputy Head: Mr I Stewart

**Wootton Upper School Local  
Governing Board:**

Chair: Mrs J Chandler  
Vice Chair: Cllr J Wheeler  
Governance Professional: Bedford Borough Clerking Service

**Kimberley 16 – 19 College**

Head of College: Mr T Detheridge  
Deputy Head: Dr E MacKay

**Kimberley College Local Governing  
Board:**

Chair: Mr M Ridley  
Vice Chair: Mr B Bunting  
Governance Professional: Bedford Borough Clerking Service

**Type of School:**

**Wootton Upper School & Arts College:**

Academy

**Kimberley 16 - 19 STEM College:**

Free School, 16 - 19 Academy



## Wootton Upper School & Arts College

Wootton Upper School & Arts College is a co-educational school, offering a wide range of opportunities across the national curriculum for children aged between 13-18 years of age. It has academy status. Kimberley 16 - 19 STEM College is a Free School offering courses in STEM and other subjects.

Wootton Upper School and Kimberley 16 - 19 STEM College are operated by Wootton Academy Trust. Sixth Form teaching is shared across both sites; Kimberley 16 - 19 STEM College is the base for the vast majority of A Level and Level 3 BTEC teaching, but Art, Dance, Drama, Music and Textiles are taught at Wootton Upper School.

The School has long been a centre of excellence in the arts and it is our wish is to continue to build on this tradition. HRH the Earl of Wessex opened the McKeown Centre, the School's Performing Arts extension, which greatly enhanced our facilities in music and dance.

The motto of Wootton Academy Trust and also Wootton Upper School is 'the pursuit of excellence'. We believe the arts have a unique capacity to enrich and transform the quality of our pupils' learning and to develop skills which can be transferred to all aspects of their future lives. We work collaboratively with partners in the community, developing relationships with middle and upper schools and with community groups who share our vision of a life-long commitment to the arts.

Furthermore, we believe that the arts have an important role to play in the wider community. They shape our relationship to our surroundings, enable us to make sense of our past and provide a vision for the future. They offer easy access to life-long learning and are essential to healthy living. Therefore, our mission statement can be summarised in the phrase: 'The pursuit of excellence with the arts as a gateway to life-long learning.'

## Kimberley 16-19 STEM College

Located in Stewartby, Kimberley 16 - 19 STEM College specialises in Science, Technology, Engineering and Mathematics. It is housed in iconic accommodation and is very well resourced. The College works with a wide range of local and national industries and universities to provide innovative learning experiences for young people.





# Wootton Academy Trust

Wootton Upper School & Arts College   Kimberley 16-19 STEM College

## Joining Wootton Upper School

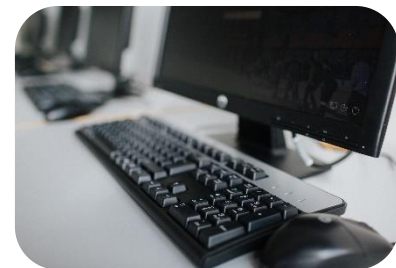
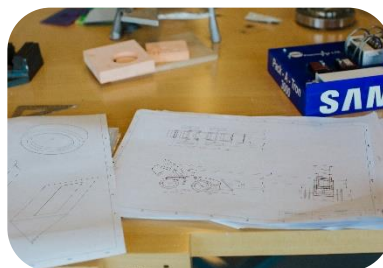
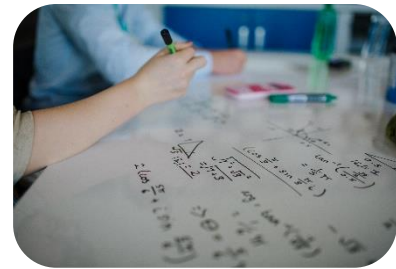
If you are considering applying to send your child to Wootton, we hope that you will be able to visit us during our Open Evening on **THURSDAY 28 SEPTEMBER 2023, 5pm to 8pm**.

Full details of Wootton Upper School's Admissions Criteria with effect from September 2024 are available on our website: [www.woottonupper.co.uk/admissions](http://www.woottonupper.co.uk/admissions)

## Joining Kimberley College

An Open Evening will be held at Kimberley 16 - 19 STEM College on **THURSDAY 28 SEPTEMBER 2023, 5pm to 8pm** for pupils wishing to transfer to this specialist provision after GCSEs.

Full details of Kimberley College's Admissions Criteria with effect from September 2024 is available on our [website](#)





## Term Dates 2023-2024

<b>AUTUMN TERM 2023</b>		
<b>Friday 1st September</b>	-	<b>STAFF TRAINING DAY</b>
<b>Monday 4th September</b>	-	<b>School/College begins for pupils + Y12 students</b>
<b>Tuesday 5th September</b>		<b>College year begins for Y13 students</b>
<b>Friday 20th October</b>	-	<b>School/College close for half-term, 3.00 p.m.</b>
<b>W/c Monday 23rd October</b>	-	<b>Half-Term</b>
<b>Monday 30th October</b>	-	<b>School/College re-open</b>
<b>Friday 24th November</b>	-	<b>STAFF TRAINING DAY</b>
<b>Tuesday 19th December</b>	-	<b>Autumn Term ends, 12.30 p.m.</b>
<b>Wednesday 20th December</b>	-	<b>Christmas Holiday begins</b>

<b>SPRING TERM 2024</b>		
<b>Wednesday 3rd January</b>	-	<b>STAFF TRAINING DAY</b>
<b>Thursday 4th January</b>		<b>School/College re-open</b>
<b>Friday 16th February</b>	-	<b>School/College close for half-term, 3.00 p.m.</b>
<b>W/c Monday 19th February</b>	-	<b>Half Term</b>
<b>Monday 26th February</b>	-	<b>STAFF TRAINING DAY</b>
<b>Tuesday 27th February</b>		<b>School/College re-open</b>
<b>Thursday 28th March</b>	-	<b>Spring Term ends, 3.00 p.m.</b>
<b>Friday 29th March</b>	-	<b>Easter holiday begins</b>

<b>SUMMER TERM 2024</b>		
<b>Monday 15th April</b>	-	<b>STAFF TRAINING DAY</b>
<b>Tuesday 16th April</b>	-	<b>School/College re-open</b>
<b>Monday 6th May</b>	-	<b>Bank Holiday</b>
<b>Friday 24th May</b>	-	<b>School/College close for half-term, 3.00 p.m.</b>
<b>W/c Monday 27th May</b>	-	<b>Half Term</b>
<b>Monday 3rd June</b>	-	<b>School/College re-open</b>
<b>Friday 19th July</b>	-	<b>Term ends, 12.30 p.m.</b>
<b>Monday 22nd July</b>	-	<b>Summer holiday begins</b>



## Term Dates 2024-2025

<b>AUTUMN TERM 2024</b>		
<b>Monday 2nd September</b>	-	<b>STAFF TRAINING DAY</b>
<b>Tuesday 3rd September</b>	-	<b>STAFF TRAINING DAY</b>
<b>Wednesday 4th September</b>	-	<b>School/College year begins for pupils/students</b>
<b>Friday 25th October</b>	-	<b>School/College close for half-term</b>
<b>W/c Monday 28th October</b>	-	<b>Half-Term</b>
<b>Monday 4th November</b>	-	<b>School/College re-open</b>
<b>Friday 29th November</b>	-	<b>STAFF TRAINING DAY</b>
<b>Friday 20th December</b>	-	<b>Autumn Term ends</b>

<b>SPRING TERM 2025</b>		
<b>Monday 6th January</b>	-	<b>STAFF TRAINING DAY</b>
<b>Tuesday 7th January</b>		<b>School/College re-open</b>
<b>Friday 14th February</b>	-	<b>School/College close for half-term</b>
<b>W/c Monday 17th February</b>	-	<b>Half Term</b>
<b>Monday 24th February</b>	-	<b>School/College re-open</b>
<b>Friday 4th April</b>	-	<b>Spring Term ends, 3.00 p.m.</b>
<b>Monday 7th April</b>	-	<b>Easter holiday begins</b>

<b>SUMMER TERM 2025</b>		
<b>Monday 21st April</b>	-	<b>BANK HOLIDAY EASTER MONDAY</b>
<b>Tuesday 22nd April</b>	-	<b>STAFF TRAINING DAY</b>
<b>Wednesday 23rd April</b>		<b>School/College re-open</b>
<b>Monday 5th May</b>	-	<b>Bank Holiday</b>
<b>Friday 23rd May</b>	-	<b>School/College close for half-term</b>
<b>W/c Monday 26th May</b>	-	<b>Half Term</b>
<b>Monday 2nd June</b>	-	<b>School/College re-open</b>
<b>Tuesday 22nd July</b>	-	<b>Term ends</b>
<b>Wednesday 23rd July</b>	-	<b>Summer holiday begins</b>



## Times of the Day: Wootton Upper School / Kimberley 16–19 STEM College

WOOTTON UPPER SCHOOL	
8:30	Tutor Period/Assembly
9:00	Period 1
10:00	Period 2
11:00	Break
11:25	Period 3
12:25	Period 4
13:25	Lunch
14:00	Period 5
15:00	End of school

KIMBERLEY COLLEGE	
8:40	Morning lesson [ <i>includes a twenty-minute break</i> ]
- 11:30	
11:35	Afternoon lesson [ <i>includes a thirty-minute lunch break</i> ]
- 15:00	
15:00	End of College

## Publications and Meetings

### Information for Parents and Pupils

Information for parents and new pupils joining Wootton Upper School will be issued at the Information Evening on **MONDAY 1ST JULY 2024**. Parents/carers and incoming pupils will have the opportunity to meet the Head of School, Deputy Head of School, Assistant Heads and many other staff including Form Tutors. The induction day for new pupils is planned for **WEDNESDAY 3RD JULY 2024**.

### Sixth Form Education

A Sixth Form Open Evening is scheduled to take place at Kimberley College on **THURSDAY 28TH SEPTEMBER 2023**. This evening will include information about the courses available at Kimberley College and also at Wootton Upper School. The College site will be open that evening for pupils to tour and meet the Head of College, Deputy Head of College, teachers and other pupils. Formal application forms detailing the courses pupils wish to study should be completed and returned to Kimberley College as soon as possible. Kimberley College will hold a Sixth Form Induction Evening on **THURSDAY 27TH JUNE 2024** and an Induction Day provisionally scheduled for **MONDAY 1ST JULY 2024**.

### Other Publications

The following documents are also available for inspection by parents on request:

- All Schemes of Learning and syllabuses for the School and College
- The Complaints Procedure
- The Curriculum Statement
- The LA agreed syllabus for Religious Education
- The Ofsted Inspection Report (2023) - Wootton Upper School
- The Ofsted Inspection Report (2023) - Kimberley 16 - 19 College
- Trust and School/College Policies (for example on SEN)

A copy of the latest Ofsted Report is available on our School/College website.



## Wootton Academy Trust Charging and Remissions Policy

### **Educational Visits**

Any educational visit that takes place solely during School/College hours, whether or not it forms part of the syllabus for a prescribed examination, will be free of charge to pupils. However, voluntary contributions will be sought for such visits and, whilst there is no obligation on the part of parents to contribute to the cost of the activity and pupils will not be treated differently according to whether or not their parents make a contribution, the activity will unfortunately not take place if parents are reluctant to give it adequate financial support. Charges will be levied on trips taking place outside school hours.

### **Public Examinations**

Parents will not be charged for their child's public examination entries unless the entry is made against the professional advice of the School/College. Pupils retaking examinations will be charged the cost of the entry except where further tuition has been provided by the School/College for the examination.

### **Instrumental & Vocal Music Lessons**

We offer a range of instrumental and vocal lessons which pupils can apply for - and parents will be invoiced for these by Bedford Music Co-op. Learners studying GCSE, or A Level Music will not be invoiced for one weekly 20-minute lesson on their first instrument, providing that the lessons are with one of the designated Trust peripatetic teachers from Bedford Music Co-op, all lessons are attended, and a weekly commitment to the Trust's extra-curricular programme is made. Some families may also be entitled to a proportion of support with fees for lessons - further details are obtainable from the Trust. All parents will be charged the entry fees of any practical or theoretical music examinations other than GCSE and A Level.

### **Sixth Form Text Books**

Pupils in the Sixth Form are required to purchase their own text books for each subject.

## Commendations and Rewards

We give pupils a grade for their Attitude to Learning (ATL) in every lesson based on their readiness to learn. The highest grade is 5; pupils who receive grades 1 and 2 are very closely monitored and supported by senior staff to help them improve their readiness to learn. We believe very strongly in rewarding pupils' good work and effort using our Class Charts system. Whenever a pupil receives an ATL grade it is recorded in the Class Charts app which parents/carers can view on their phones, tablets or computer devices. This will enable you to add your own praise and congratulation. We also present certificates to pupils when they reach various milestone commendations (these are called bronze, silver, gold and platinum certificates). Many departments also send home postcards to let parents/carers know that good effort and good work has been produced by pupils.

Every year a number of events are organised to celebrate success. These include a GCSE Awards Evening as well as separate Year group evenings to celebrate attainment, progress and attendance, a separate Sports Awards Evening and Exhibition Evenings in Art, Photography, Textiles and Design Technology. There are also Performing Arts Evenings, where pupils' work in Music, Drama and Dance is showcased and many other events.

Our rewards system includes awards for good and outstanding attendance.



## Consequences: What happens if pupils break the School or Classroom Rules

The prime consideration of the School and College is to maintain a positive working environment in which our pupils can learn, develop and progress. High standards are expected of pupils in language, dress and behaviour. The School and College maintain these standards by offering individual guidance and, where necessary, by applying consequences. Credit-worthy activities are recognised formally through a reporting procedure to Form Tutors, as are occasional instances of less creditable behaviour. Parents are informed of any developing patterns identified by this process. Our system of consequences is based on the belief that pupils have three rights: the right to feel safe, the right to learn and the right to be respected. Pupils who contravene these rights and do not conform to the school or classroom expectations of good behaviour should expect a consequence. Parents and carers will be informed if the School is concerned about their child's behaviour. You will also have the ability to monitor your child's behaviour via the Class Charts app.

## Attendance

Attendance at school is key in achieving good outcomes and making good progress. The following data relates to the Academic Year 2023 - 2024 and to Wootton Upper School Year groups where all or the majority of pupils are of compulsory school age. Covid related absences in subsequent years have impacted on attendance.

Total number of pupils of compulsory school age on roll for at least one session	900
Percentage of pupil sessions (half days) missed through authorised absence	6.82
Percentage of pupil sessions (half days) missed through unauthorised absence	4.22

The target attendance for 2023-2024 will be set in October 2023.

The Local Governing Board receives regular reports on pupil attendance data. **Mrs Gardner-Oyemade, Deputy Head Diversity and Inclusion**, and **Mr Everitt, Attendance and Education Welfare Officer** work diligently to monitor attendance and to promote strategies to further reduce pupil absence.

Any absence or late mark in the register that is not explained by a letter from home is recorded as an unauthorised absence from school. The Governors ask parents/carers to work with the School to minimise the time their children are absent.

## Site Security at Wootton Upper School and Kimberley College

Wootton Upper School and Kimberley College have comprehensive intruder alarm systems and all valuable items are security coded. There are CCTV cameras around the buildings which enable the Trust to monitor its sites for security purposes.

### Wootton Upper School

Wootton Upper School site is surrounded by a secure perimeter fence. Reception is at the front of the School. Visitors must report to reception on arrival to sign in using an electronic visitor system. Visitors are issued with a pass, which must be worn throughout their visit and returned to reception on departure. The gates to the site operate on a swipe card system; all staff have swipe cards to access the site - all are responsible for ensuring gates close behind them and also for not admitting anybody else to the site.

### Kimberley College

Visitors to Kimberley College must sign in at Reception, where they are given a Visitor's Pass. Staff on both sites have been instructed to challenge unaccompanied visitors who are not wearing a pass.



## Complaints Procedure

From time to time parents and others connected with the School/College may become aware of matters which cause them concern. To encourage resolution of such situations, the Trust has a Complaints Procedure. The procedure has been devised with the intention that it will:

- usually be possible to resolve problems by informal means;
- be simple to use and understand;
- be non-adversarial;
- provide confidentiality;
- allow problems to be handled swiftly;
- address all the points at issue;
- inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be downloaded from the School website.

## Wootton Upper School's Pupil Premium Allocation

In 2023-24, the amount of Pupil Premium funding per pupil is £889 and is allocated on an 'Ever 6' methodology (i.e. if the pupil has had free school meals at any time in the last six years) as well as other specific criteria. The total funding for the academic year is £132,480.

## What is the Pupil Premium Funding?

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. This is true of students at Wootton upper school where students progressed two thirds of a grade less than their non-PP peers in the 2023 exams. It is vital that we have high aspirations for all our learners and help them to unlock their true potential.

Every Autumn the pupil premium strategy is updated to suit the needs of the learners currently in the school, you will find this on the school website.

## Current Challenges

Our current challenges for our pupil premium learners are:

- Closing the gap in attainment compared to peers.
- Closing the gap in literacy compared to peers.
- Improving attendance.
- Improving metacognition and self-regulation strategies.
- Supporting wellbeing.
- Supporting pupils with behaviour.
- Giving pupils more extra/super curricular opportunities.

## Teaching and Learning Strategies.

As with all learners at Wootton upper school we would expect the learning to be scaffolded so all pupils can access the learning, however we would expect teachers to do the following extra for our pupil premium learners.

- Prioritise the checking of learning through questioning, Wow's, early check in once a task is set, etc.
- Prioritise seating plans for these learners, for example they are strategically placed for easy access or sitting next to appropriate peers.



- Priorities setting clear goals so they can succeed in your subject.
- Prioritise and encourage extra-curricular opportunities by communicating with both pupil and parents/carer.
- Prioritise for interventions.
- Prioritise building positive relationships with these students.
- Prioritise positive feedback, this could be done verbally, through class charts or communicating with parents/carers.

This list is not exhaustive but are proven effective strategies that improve the outcomes for our pupil premium learners.

## Resource Support

Funding is used to support our pupil premium learners with resources. All PP learners receive the following:

- Revision guides in year 10 for all their subjects
- IT equipment following our IT survey that is shared at the beginning of the academic year.
- Stationery in year 9

To add to this, you can apply using an FS1 form and a DVD request form (email these to accounts and cc [gmcternan@wootton.beds.sch.uk](mailto:gmcternan@wootton.beds.sch.uk) for approval) to request support of the following:

- Materials for your specific subject e.g., food ingredients, art equipment, etc
- Trip subsidiaries
- Intervention support/resources
- Extra-curricular opportunities
- Uniform

Should you need any more information with regards to pupil premium then contact the pupil premium team which consists of:

Garrett McTernan, Sophie Farrant, and Lucy Whitwham

## Safeguarding and Child Protection Statement

The primary responsibility of every school is to safeguard and promote the welfare of its pupils. The Wootton Academy Trust recognises its statutory responsibility to safeguard and promote the welfare of all pupils (under sections 175/157 of the Education Act 2002).

Wootton Academy Trust recognises that the ability of young people to reach their academic potential can be seriously impaired in situations of neglect, abuse, exploitation or prolonged episodes of physical or emotional ill health. The link between educational attainment and well-being is well known.

We aim to provide a secure and consistent environment with equality of opportunity for all our pupils; one in which they feel listened to, safe, supported, included, valued and respected. All staff are trained to be alert to signs of physical abuse and maltreatment and we follow agreed procedures to ensure that young people receive appropriate support and guidance.

Some of our staff are highly skilled and experienced in safeguarding, including **Mrs Gardner-Oyemade**, Deputy Head Diversity and Inclusion WAT and Designated Safeguarding Lead, and Deputy Designated Safeguarding Leads **Miss Hewitt, Mrs Rydeheard, Ms. Webb and Ms. Wrigley** who regularly meet with parents/carers and partner agencies to ensure that pupils receive appropriate and timely support.





Additionally, **Mrs McMorn**, Head of School and **Mr Stewart**, Deputy Head of School at Wootton Upper School, **Mr Detheridge**, Head of College, **Dr MacKay**, Deputy Head of College and **Mrs Genders**, Assistant Head at Kimberley College are all Level 2 trained in Child Protection.

All staff are trained annually in safeguarding and are made aware of emerging priorities and trends that enable them to take an active role in promoting the welfare and safety of the young people in our care.

The Designated Local Governors responsible for Safeguarding are **Mrs S. Knight** at Wootton Upper School and **Mrs P. Kendall** at Kimberley College. The Wootton Academy Trust Director with responsibility for Safeguarding is **Mr D. Clare**.

The Department for Education (DfE) has reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of **democracy, the rule of law, individual liberty** and **mutual respect** and **tolerance** of those with different faiths and beliefs

The government set out its definition of British Values in its 2011 Prevent Strategy. Wootton Academy Trust is committed to upholding these British Value in its academies. The Trust recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. The Trust understands its role in ensuring that groups or individuals within the School and College are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

Wootton Academy Trust is mindful of its obligation in respect of equalities legislation which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

Wootton Academy Trust is dedicated to preparing pupils for adult life beyond the formal, examined curriculum and ensuring that British values are promoted and reinforced to all its pupils.

The Trust's Statement of British Values is on the School and College website.

## 3. ADMISSIONS

### National Offer Day Allocations for Wootton Upper School for September 2023

Published Admission Number	297
Total Number of Requests (Out of Borough)	310 (164)
Total Number of Places Allocated (Out of Borough)	306 (163)
Number of Pupils Not Allocated a Place	6

Criteria	Number of Applications	Places Offered
All 'Looked After' or children who were previously 'Looked After'	1	1
'Looked After' children from abroad		
Catchment Siblings	37	37
Catchment	240	240
Other Siblings	1	1
Feeder 1	23	23
Feeder 2	3	3
Siblings – Kimberley College	1	1
Children of Staff		
Any Other Children	6	0
At the time of the initial allocation six applicants were NOT offered places.		



The outcome of the previous year's admissions is not a perfect guide to the next year's decisions but the above information is intended to help parents decide whether or not to apply to or express a preference for the School and will enable parents to assess their child's chance of admission to the School.

At the start of the Autumn Term in September 2023, **297** pupils joined Yr. 9 at Wootton Upper School.

## **Allocations for Kimberley College for September 2023**

At the start of the Autumn Term in September 2023, 305 students joined Yr. 12 at Kimberley College.

## **Wootton Upper School Admissions Criteria from September 2024**

### **Principles**

Wootton Upper School [WUS], is a co-educational school for children aged between 13- 18 years of age. It has academy status and is operated by Wootton Academy Trust (WAT).

WAT is committed to continuing the present admissions policy for the School with respect to its comprehensive character and age range. It reserves the right, however, to respond to changes instituted by national and local authority initiatives.

Children will be admitted to Year 9 at age 13 without reference to ability or aptitude. The number of intended admissions will be 297, the Published Admission Number ('PAN').

If the number of applications for places exceeds the number of places available children will be admitted in accordance with the following criteria, read in conjunction with the notes on the following pages. The criteria will be applied in the order set out below. Words in bold are defined terms, see the Notes.

### **Criteria**

1. All **'looked after'** children and all **previously 'looked after'** children, including those children who appear (to the admission authority of the School) to have been in state care outside of England and ceased to be in state care as a result of being adopted (see definitions);
2. Children whose home is in the **catchment area** and with **siblings** at the School.
3. Children whose **home address** is in the **catchment area**.
4. Children with **siblings** at the School and who are likely to remain in the School the following **academic year**.
5. Children who currently attend, and have attended for at least two **academic years**, either Holywell or Marston Vale Middle School.
6. Children who currently attend either Holywell or Marston Vale Middle School.
7. Children with siblings who currently attend Kimberley 16 – 19 STEM College.
8. Children of **staff employed at WUS** for two or more years at the time at which the application for admission is made.
9. Any other children.

### **NOTES**

#### **Definitions**

1. A **looked after child** is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (as defined by section 22(1) of the Children Act 1989) at the time of an application being made to a school.



A **previously looked after child** is a child who was looked after, i.e. in care of a local authority but ceased to be so because they were adopted or became subject to a child arrangements order or a special guardianship order.

This includes children who were adopted under the Adoption Act 1976 and children who were adopted under the Adoption and Children Act 2002 or became subject to a Child Arrangements Order or Special Guardianship Order. Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

A Special Guardianship Order is defined in Section 14A of the Children Act 1989 as an order appointing one or more individuals to be a child's special guardian(s).

A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole or main purpose is to benefit society.

A parent/carer will need to provide sufficient evidence of the child's previously looked after status; e.g.

- ❖ Adoption order or adoption birth certificate
- ❖ Residence order
- ❖ Special guardianship order

2. The **catchment area** includes the parishes of Cranfield, Houghton Conquest, Lidlington, Marston Moretaine, Stewartby and Wootton.
3. A child's **home address** will be regarded as the address of the parents/carers with parental responsibility with whom the child normally lives. This will not normally include grandparents, aunts or uncles. Where a child spends time with parents/carers at more than one address, the address used to allocate a school place will be the one at which the student is ordinarily resident and where the child spends the majority of the school week (Mondays to Fridays) including nights. If there is any query on the **home address** this will be checked against original official documentation, e.g. council tax bill, a recent utility bill (gas, electricity or water), child benefit annual statement or family tax credit information.
4. A sibling is defined as a brother or sister, or half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case should be living at the same address. The sibling must be in the School at the time of application and be likely to remain in the School at the proposed date of admission.
5. **Staff employed at Wootton Upper School** means a member of staff is defined as someone who meets all the following criteria a) to c) or meets criterion d), at the time the application for admission to the School is made:
  - a) is employed at the School on a permanent contract;
  - b) has been in post continuously for at least two years;
  - c) has not given notice of resignation, or:



d) is recruited to fill a vacant post for which there is a demonstrable skills shortage.

Someone who meets the above criteria but has been TUPEd to another employer and is still working at the School is also defined as a member of staff for the purposes of this document.

The children of staff criterion is school specific and staff children can only be considered for admission at the School their parent works at and not another school within Wootton Academy Trust.

6. Kimberley 16 – 19 STEM College is operated by WAT.

7. **Academic year** is a year from September 1st to August 31st.

## Commentary

1. In any situation where the application of the above criteria results in a situation where there are more children with an equal right of admission to the School than the number of available places, the tie break will be distance from the School, measured in a straight line, using a computerised mapping system. The distance will be measured from the address point of the child's home to the gate of the front car park, with those living closer to the School being accorded higher priority. WAT does not give priority within each criterion to children who meet other criteria. WAT will ask Bedford Borough Council to measure all distances.
2. Pupils who have an Educational Health Care Plan [EHCP] or Statement of Special Educational Needs are required to be admitted to the School/Academy which is named on the EHCP or statement, even if the School/Academy is full. Pupils identified for admission through the Fair Access Protocol will also be admitted even if the School/Academy is full.
3. WAT will normally offer a place to catchment children if parents apply for a place during the normal admissions round. However, a place cannot be guaranteed. If a pupil moves into the catchment area outside the normal admissions round (or after the allocation process has begun) it may be more difficult to offer a place at the School if this would mean exceeding the PAN for the School.
4. Parents not offered a place are kept on a waiting list to be re-allocated if places become available. The waiting list for places in Year 9 will be maintained until the end of the autumn term following the normal admission date of Year 9 pupils; parents wishing to remain on the waiting list beyond this point need to notify WAT and the Local Authority in writing no later than December 31st. Parents applying for places in other year groups will have their applications kept on file until the end of the term in which the place has been requested. Parents wishing their children to remain on the waiting list beyond that time will have to notify the Academy and the Local Authority in writing.
5. The relevant Local Authority on-line application form will be available to parents of children due to transfer to an Upper School/Academy the following September. Parents can also apply using a paper copy of the relevant application form which is available from their home Local Authority and often from their child's existing school. When completed, the form must be returned by the date specified.
6. The allocation of places will take place after this deadline and parents will be *notified* on the national offer day in March, *by the relevant Local Authority Schools Admissions Service*, whether their applications have been successful. Parents, who make applications after the official deadline, even if



they live in, or move into the **catchment area**, will **not** be entitled to automatic places if this would mean exceeding the Published Admission Number.

7. Whilst admission will normally be into Year 9 or into Year 12, pupils may be admitted to Year 10 and Year 11 where there are vacancies (i.e. less than **297** on roll in the year group concerned). The above criteria will apply in these circumstances. Wootton Academy Trust will consult on any changes to its admission criteria. Requests for admission into other year groups should be made directly to WAT.
8. The Published Admission Number is 297 places.

## Appeals

1. Parents who wish to appeal against non-admission will have the right of appeal to an **Independent Appeals Panel**. The decision of the Appeals Panel will be binding. Details of admissions and appeals arrangements will be published each year. In making these arrangements the WAT will, of course, have regards to its **Master Funding Agreement 2013** and **WUS Supplemental Agreement July 23 2013**.

## Kimberley 16-19 College Admissions Arrangements for September 2024

### 1. Introduction

Kimberley College, a 16 – 19 Academy, opened as a free school in September 2013. It operates as a sixth form college. Applications are welcome from students currently in Year 11 from any locality, from any school and from any background. Our first priority will be to ensure that students enrol on courses which they will enjoy, which link to their aspirations and progression goals, and which, most importantly, they are likely to be successful studying. Information, advice and guidance is central to our admissions process. Consequently, our admissions process draws upon a range of statistical indicators, considering students' GCSE predicted results at application and actual GCSE results achieved, alongside national data about the accessibility and performance of different courses. We are committed to ensuring that students can be successful on individual courses and also the full programme of study.

### 2. Equality and Diversity

Kimberley College is committed to providing an inclusive environment in which diversity is celebrated and valued, and where the needs of individual students are recognised and supported. We are committed to a culture in which each individual student is treated with respect and dignity, and we will ensure that every member of our community studies and learns in an environment free from discrimination, harassment or victimisation. We have a fundamental belief in the entitlement of every student to fulfil their potential and will help to remove barriers to learning and support the wider development of all of our students. We also want to recognise where students have successfully overcome barriers to learning.

### 3. Places Available

In September 2024 the published admission number for Year 12 is **350**. This means that there are **350** places for students who will start Year 12 in September 2024.

All places will be for **Level 3** programmes of study – A Level and BTEC courses. We will write to a minimum of 350 students with conditional offers. Given that a proportion of students offered places also receive offers from other sixth form colleges, and a further proportion of students may not meet the terms of their conditional



offers, we reserve the right to make as many additional offers as we believe necessary to ensure the College is full at the beginning of the academic year. In the unlikely event that more than 350 students meet the grades in their conditional offer and wish to accept their place in August, we may admit above 350 students. Kimberley College plans to ring-fence 200 offers for Year 11 students currently attending a Wootton Academy Trust secondary school. Each year we will make clear how many classes we *intend* to have for each course offered at the College and the number of places available in each class. This will take account of the availability of accommodation and teachers and the needs of the subject. In any situation where the number of students who have met the terms of their conditional offer in full is greater than the number of places available in the class, places will be allocated to those students with the highest Average Points Total and highest grade in that subject. The final decision will lie with the Head of College.

## 4. College Programmes of Study

All students will complete Level 3 Programmes of Study. These includes A Level and BTEC qualifications. Our expectation is that all students will study the equivalent of 3 A levels in total, except those studying Further Mathematics, who will normally do this with three other qualifications.

The College plans to offer the opportunity for students to improve their grades in GCSE English and GCSE Mathematics. This opportunity may be offered as twilight provision.

A tutorial programme which includes study skills, careers – including work and employability skills, preparation for HE, and wider personal development is a compulsory part of the core curriculum. Additionally, all Year 12 students are expected to complete a period of Work Experience.

### **Our programmes of study fall into distinct pathways:**

- Core Pathway: 3 A levels [or exceptionally 4 A levels where Further Maths is studied]
- Mixed Pathway: A mixture of BTEC qualifications with access to some A level subjects

Any students wishing to study GCSE English or maths will study that in addition to the three subjects that are included within their pathway.

The College does not offer any Level 2 pathways.

## 5. Conditional offers

The terms of each student's conditional offer will be dependent on the pathway and course combinations the student has applied to study.

### **In all cases conditional offers will only be made to students who are:**

- applying for a place in Year 12
- under 19 years of age on 1 September 2024
- eligible for full funding under ESFA regulations for duration of programme of study

#### **Core Pathway**

- Minimum GCSE Average Point Score [APS] of at least 5.0 across eight GCSE subjects including GCSE English Language and Mathematics – both of which must be a minimum of grade 5
- Meet the additional specific subject entry requirements of your chosen A Level courses

#### **Mixed Pathway**

- Minimum GCSE Average Point Score [APS] of at least 4.0 across eight GCSE subjects including GCSE English Language and Mathematics – both of which must be a minimum of grade 4



- Meet the additional specific subject entry requirements of your chosen BTEC & A Level courses

## NOTE

The College reserves the right to require any applicant to complete an assessment in Mathematics and English where it is felt necessary, i.e. students who have qualifications other than GCSE in these subjects.

*Please see the College website for details of each subject's specific entry criteria.*

**If the College makes you a conditional offer which you do NOT then meet when results are published in August, we will try to offer you a place on a different pathway providing your results meet the requirement for that pathway.**

## 6. The Admissions Process for the academic year 2024 – 2025

Event	Key date[s]	Week
<b>Application Stage</b>		
Application form + prospectus on web	Thursday 28 September	<b>4</b>
Open Evening	Thursday 28 September	<b>4</b>
CAT Tests for applicants prior to interviews	Friday 20 October → Tuesday 12 December	<b>7 - 14</b>
Interview for applicants begin	Monday 13 November	<b>10</b>
<b>Deadline for ALL applications</b>	Monday 27 November	<b>12</b>
<i>Opportunity for parents to meet key pastoral staff to advise of key needs</i>	Thursday 11 January 2024	16
Interview for applicants end	Thursday 25 January 2024	<b>18</b>
Careers Fair	Thursday 25 January 2024	<b>18</b>
<b>Deadline</b> for sending conditional offers	Monday 5 February 2024	19
<b>Deadline</b> for accepting or rejecting conditional offers	10 school days after offer letter sent	NA
<b>Deadline</b> for appealing against non-offer	20 school days after offer letter sent	NA
Withdraw of conditional offers not accepted	25 school days after offer letter sent	NA
<b>Pre-admissions Stage</b>		
Letters sent to schools informing them of their pupils offered places at KC and requesting pre-admission contact at SENDCO/DSL/ CLA/Pastoral level	Monday 26 February	22
Pre-admission conversations this week	Monday 11 March	24
GCSE exams	Thursday 9 May – Wednesday 26 June	30- 36
Next Steps Evening [ <i>or virtual</i> ]	Thursday 27 June	36
Next Steps Day [ <i>or virtual</i> ]	Monday 1 July	37
GCSE Results Day	Thursday 22 August	-
<b>Admissions Stage</b>		
Enrolment Day 1	Thursday 22 August	-
Enrolment Day 2	Friday 23 August	-
If an applicant is unable to enrol in person on either Enrolment Day, they MUST let the Admission Team know as soon as possible and NOT later than 2.00pm on Friday 23 August to agree an alternative enrolment procedure.		
<b>Academic Year 2024 – 2025</b>		
Transfer of student files + Safeguarding files requested from previous schools	Monday 2 September	2024 wk 1



Y12 Induction Day	Wednesday 4 September [prov.]	2024 wk. 1
Y12 Teaching begins	Thursday 5 September [prov.]	2024 wk. 1
Probationary period ends	Monday 23 September	2022 wk. 4

## Definitions

- A. Application stage** – period between submitting an application and point of accepting conditional offer
- B. Pre-admissions stage** – period between 26 February to 30 August 2024
- C. Admissions stage** – period from when students confirm they have met the terms of their conditional offer, enrol at the College and complete the transfer process concluding at the end of the probationary period.

## We recommend that students wishing to apply for places at Kimberley College should:

- read our admissions policy, available [here](#)
- consider carefully the course descriptions and entry requirements.
- attend our open evening or visit the College during the day to discuss with us in more detail the courses that we provide.
- seek guidance from their current teachers who in many cases can provide additional advice to students about their suitability for our courses.
- check they will meet the entry requirements for the courses they wish to study.
- apply for a college place online using the *Applicaa* programme. This must be completed no later than Monday 27 November 2023.
- download our student reference form from our website and give it to their form tutor to complete and then bring it with them to interview or complete it as part of their online application process on *Applicaa*.
- attend the interview we will offer to discuss their application or ask for an alternative date or time if the one we offer is not suitable.

## The College will:

- publish its admissions policy, course information, application form and timetable blocks online and in hard copy.
- provide students with information and advice on the courses it offers.
- invite to interview those applicants expected to meet their forecast grades.
- write to all applicants with the outcome of their application.

## Returning the application form by the deadline

For entry in September 2024, applicants should complete their online application by the deadline of **Monday 27 November, 11.00am**. If a student misses this deadline their application will be considered as a late application. Therefore, we recommend students complete their application as soon as they can, so they do not forget about it and end up missing the deadline.

## Interviews

There will be a mix of interviews on site at Kimberley, on-line interviews and interviews in applicants' current schools.

The **interview** is an opportunity to meet with students, to discuss their interests and course choices, careers and future plans, to provide information, advice and guidance, and to consider the suitability of each student for Level 3 study.

The date of this interview will depend when students apply and when they have completed their Cognitive Ability Tests [CATS]. The College will contact students after they have completed their CAT tests to advise them how to book an interview. Further details will be available on our website.





In the interview we want students to tell us all about themselves including if they have had to overcome any barriers to learning which might affect their forecast grades. We will also encourage students to tell us if they have any individual needs, which might impact on their learning and whether they need any extra help (e.g. extra time for examinations). Using what they tell us about their interest in these subjects we will assess how committed they are to studying Level 3 courses at Kimberley. We will also want to talk to students about how well they did on their CAT tests as well as their forecast grades, based on their most recent grade sheet to help us make a professional judgement as to whether or not they will meet our entry criteria. In the interview we may want to talk to students about the comments on their reference form.

Students will be asked to bring along to their interview, a reference from their form tutor or another person [see next section], their most recent school report along with details of any mock exams or external exams that they have completed. Students may also bring anything else that they'd like us to consider, which demonstrates their aptitude and commitment to learning.

We are also happy for students to attend their interview with a friend or family member if they would like to. Interviews are informal and students do not need to dress smartly. For interviews taking place within their current school we will work with senior colleagues there and notify students of the arrangements for their interview.

We may ask students if there is a reserve subject they would be willing to study in case we can offer a place on two of their preferred courses but not the third.

We understand that some students may have experienced difficulties during Key Stage 4 (KS4) of a personal or school-based nature, some of which may have been out of their control. Sometimes these may have had an impact on a student's attendance, or progress, through no fault of the student. We would never wish for these factors to discourage a student from applying and we would be very happy to discuss any such issues with students at interview. Each student will be considered on individual merit, potential and circumstances.

## References

We will always invite your current school to provide a reference including asking for comments on:

- How hard they work in lessons and with homework
- What their attendance has been at their current school
- How their school would describe them as an individual and what sorts of clubs and activities they have participated in or out of school
- Whether their school thinks they will meet our minimum entry requirements for a Level 3 programme of study
- Any other information their school thinks is relevant.

If fewer than 400 conditional offers have been made for September 2024, then the College reserves the right to hold additional interview sessions.

## 7. Conditional offers

In order to receive a conditional offer a student must:

- be forecast to reach the entry requirements for the courses and pathway selected for study;
- have completed an application form and completed CAT tests
- have attended an interview
- provide the College with their most recent Year 11 report/grade sheet
- provide the College with their completed student reference form
- demonstrated a general commitment to study and their interest and aptitude in the subjects they wish to study at Kimberley 16 - 19 College



In the event that there is exceptionally high demand for places at the College from good applicants who meet the November 27 2023 deadline and whose applications merit conditional offers we will make offers according to the following **over-subscription criteria**:

- Students who are in the care of the local authority or previously were in the care of the local authority;
- Students who currently receive Free School Meals;
- Students living in the parishes of Cranfield, Houghton Conquest, Marston Moretaine, Lidlington, Stewartby and Wootton;
- Any other students

In the case of a tie-break needing to be used at any point, the tie break will be the distance the student lives from the College as measured by a straight line with the highest priority being given to those who live closest. In the very rare case that two or more students live an equal distance from the College the additional tie break will be by selecting the name drawing lots. If the application of the above criteria results in a tie, places will be allocated randomly in a process independent of Kimberley College.

Next steps for students with a conditional offer is for students to whom conditional offers are made **MUST** reply to the offer within ten school days of receiving it, to indicate **one** of the following:

- They are accepting the conditional offer and that they are a firm applicant, expecting that they will enrol at Kimberley College (this is an indication and is non-binding)
- They are accepting the conditional offer and that they are an undecided applicant, unsure of whether they will enrol at Kimberley 16 - 19 College
- They are declining the conditional offer

All students who accept conditional offers as firm applicants or who accept the conditional offer as an undecided applicant is assured of a place at Kimberley College to study the subjects agreed at interview providing the student:

- meets in full the terms of the conditional offer
- attends an enrolment day: **Thursday 22 August 2024 & Friday 23 August 2024**

In any situation where the number of students meeting their conditional offers would lead to a class size greater than the published maximum class size, the College will allocate places to students with the highest APS in their eight subjects including English and Mathematics, alongside the highest grade in the subject being studied.

In any situation where two or more students have the same grade and the same average points score, then preference will be given to students based on the oversubscription criteria:

- Students who are in the care of the local authority or previously were in the care of the local authority.
- Students who currently receive Free School Meals
- Students living in the parishes of Cranfield, Houghton Conquest, Marston Moretaine, Lidlington, Stewartby and Wootton.
- Other students based on distance from their home to the College with highest priority going to those who live closest.

## **The importance of the enrolment day**

If for any reason a student fails to attend the enrolment day, then spaces on the courses they have selected will **not** be reserved for them. We cannot reserve spaces for students that do not attend the enrolment day at the expense of students that do. The College will arrange opportunities for students to enrol at a later stage but course choices will be subject to remaining availability.



## 8. Appeals against non-admission

Should an applicant (or their parents/carers) who is not offered a place, believe that Kimberley College has failed to follow this admissions policy they have the right to appeal the decision made. An independent Appeals Panel, established by the Local Governing Body reviews each case. An appeal should be put in writing to the Clerk to the Appeals Panel and sent to Kimberley College within **twenty days** of the date of the original admission decision: The Clerk to the Appeals Panel, Kimberley 16 - 19 College, Green Lane, Stewartby, Bedford, MK43 9LY.

## 9. Late Applications

Late applications may be submitted after the deadline and will be considered in March in line with our admission policy. There may be places on some courses after all the applications from students who met the deadline have been processed. Therefore, it is still worthwhile to putting in a late application. Late applicants will be interviewed as soon as possible after their applications have been received on a first come, first served basis. Even if courses are full, we will make additional offers to late applicants who meet the entry criteria. We do this because some applicants will not meet the terms of their conditional offers. If following the publication of GCSE results there are too many students for a class, late applications who have met the entry criteria will be removed from class lists before other students whose applications were received by the November deadline.

If following the enrolment process, there are still places available in some classes, these will be advertised on the College website and allocated to students who meet the entry criteria on a first come, first served basis.

## 10. Withdrawal of Places

Any student who said they were firmly accepting a conditional offer or said they were undecided about accepting a conditional offer who subsequently fails to attend the induction day and also fails to attend an enrolment day will have their offer withdrawn by the College at 4:00pm on Friday 23 August 2024 unless that student has the written agreement of the Head of College in advance of both events.

**Applicants and their parents / carers should be aware that checks may be undertaken to ensure that the information presented to the College in respect of the application including the identity of the applicant, address, predicted GCSE grades are true. If there is reasonable suspicion that this is not the case, the applicant's place may be withdrawn at any point during the academic year, even after the applicant has joined Kimberley College.**

## 11. Probationary Period

The transition from school to college and from Level 2 to Level 3 study is a significant one, and students will adapt to it in different ways. The College treats the probationary period [i.e. up to Monday 23 September] as an important period during which each student will have the opportunity to make changes to their study programme and teachers and tutors will be able to monitor and support every student to enable them to succeed and achieve. This period is referred to as the probationary period, and it enables both students and staff to work together to ensure that students are working well, are happy and engaged, and are developing good study habits.

For some students, this period will allow them to re-consider their subject choices with appropriate guidance and support. For the majority it will serve as a useful settling in period in which they can be helped to develop as college students rather than school pupils. Occasionally the probation period will identify students for whom the college environment is not working, for whatever reason. Whilst the College will work with these students and use a range of ways to engage and motivate, it may in rare instances be judged better that the student is asked to leave.



## 12. Request for curriculum change at enrolment

Students will have the opportunity to propose changes to their course choices on the two enrolment days. Requests will be considered based where there remain spare places in a class. The order for allocating additional places is as follows:

- Applicants who applied by November 27 2023 who were unable to do one of their course choices because the College determined that the course was NOT viable due to insufficient demand.
- Applicants who applied by November 27 2023 who requested a curriculum change before a conditional offer is made.
- Applicants who applied by November 27 2023 who requested a curriculum change on enrolment day [all requests will be considered once the second enrolment day has ended.
- Any other applicants who applied after November 27 2023 who request a curriculum change.

*Within each of the above criterion the priority order for allocation will be highest APS and highest subject specific grade.*

The College will only consider requests where there are places available, i.e. the number of students in the class does NOT breach the published maximum class size.

## 13. Request for curriculum change at post admission to the College.

Students may request a change of curriculum during the probationary period between Monday 16 September and Wednesday 18 September. No changes will be made in the first two weeks to allow students and teachers to make informed decisions. All requests for curriculum change submitted will be considered by the College at the same time on Thursday 19 September 2024 by the Head of College and Deputy Head of College. If it is possible to implement changes they will take effect on Monday 23 September 2024 at the end of the probationary period.

## 14. International Students

The Education Skills Funding Agency [ESFA] has strict rules on eligibility of international students to access Sixth Form Education at the public purse. If any international student wishes to make an application for admission for a place at Kimberley College they MUST firstly meet ALL of the ESFA's current eligibility criteria for access to free education in the UK.

Where all current ESFA eligibility criteria are met, international student applicants MUST:

- Register with UK ENIC to get a UK ENIC statement of compatibility [<https://enic.org.uk/>]
- Forward the ENIC statement of compatibility NOT later than Monday 27 November 2023 to enable the Admission Team to assess the applicant's academic capability,
- Complete the application form using Applicaa by Monday 27 November 2023, and,
- Complete Cognitive Ability Tests before interview - *where applicants are based overseas, these will be completed online.*

In order to complete the application process international students are expected to attend an interview with either the Head of College or Deputy Head of College. Where applicants are based overseas, the interview will be virtual.



## 4. WOOTTON ACADEMY TRUST CURRICULUM STATEMENT

The curriculum of Wootton Academy Trust comprises a broad and innovative range of learning experiences planned for each pupil. Our intention is to provide a personalised curriculum offer, in conjunction with outstanding teaching that impacts positively on learning and progress that will enable all pupils to respond adeptly to the opportunities and challenges of a rapidly changing world.

### Aims of the Curriculum

- To provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, to encourage a love of and a desire for lifelong learning.
- To encourage the best possible progress and the highest academic achievement for all by setting suitable learning challenges and fully recognising the diverse needs of each of our pupils.
- To enable all pupils to develop their creativity and talents to the full, using our Arts and STEM specialisms across the Trust to maximize potential.
- To personalise our curriculum ensuring it is flexible and appropriate, preparing pupils for the challenges of a fast-changing world and their futures as workers and citizens.
- To promote pupils' self-esteem and emotional well-being, offering opportunities for pupils to develop their knowledge, understanding and appreciation of their own and different beliefs and cultures.

### Objectives of the Curriculum

For Pupils:

- To be fully involved in their learning at all stages by participating in the setting of targets for improvement, completing tasks set including homework and by engaging with the systems in place for self-evaluation and review.

For Parents and Carers:

- To become actively involved in working with the Trust to support their child's academic progress through consistent and regular communication and full involvement in the advice and guidance process at all stages.

For Teachers and Support Staff:

- To have high aspirations for all pupils;
- To plan teaching effectively, allowing for the learning needs of each group, however diverse. Setting clear learning objectives linked to assessment criteria and planning for a range of activities to encourage understanding and increase motivation.

For Subject Leaders:

- To ensure quality schemes of learning and resources are in place to support effective lesson planning and delivery at all key stages, including the cross curricular provision of Literacy, Numeracy, PSHCE, Citizenship and ICT;
- To contribute to the monitoring, evaluating and reviewing of the quality of teaching and learning across the subject as detailed in the Academy Quality Assurance Policy, putting in interventions for support where necessary;



- To monitor the academic progress of pupils across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them.

For the Trust's Leadership Teams:

- To ensure statutory requirements are met by the curriculum offer;
- To be responsible for change in curriculum content and philosophy over time;
- To ensure the procedures for Quality Assurance and review are consistent across the academies and effective in raising standards through sustained and continuous improvement of teaching and learning;
- To offer a professional development programme that ensures a quality education for all pupils.

For Local Governing Boards:

- To review and agree the Curriculum Policy annually;
- To be informed of key outcomes of Quality Assurance reviews;
- To be informed of the progress pupil groups are making regularly.

## Curriculum Organisation

At Wootton Upper School there are five 60 minute lessons each day.

In Key Stage 3 (KS3) pupils have an element of choice in Year 9 selecting three options from a range of Arts subjects, Design Technology and others, including the opportunity to start a second language.

In Key Stage 4 (KS4) pupils are offered a broad choice of GCSE qualifications. Currently, KS4 pupils are encouraged, and advised where appropriate, but not forced to select those subjects constituting the EBacc.

The curriculum is reviewed annually in line with new statutory requirements and recommendations from external agencies. Decisions will be made based on the needs of our pupils in each year group, as we recognise that each separate cohort will have different strengths and weaknesses.

PHSCE and Citizenship will be delivered in a variety of ways:

- discreet Citizenship themes covered in Religious Studies lessons
- across the curriculum
- during tutor time
- during Assemblies

Computer Science is delivered as a discrete subject in Year 9. In Years 10 and 11 pupils may additionally opt to take a GCSE in Computer Science or a BTEC Digital IT course. Statutory requirements for the use of ICT in each subject area should be met through schemes of learning. It is the responsibility of Subject Leaders to make sure this entitlement is met.

Sex and Relationship Education and Drugs Education are delivered in a variety of ways:

- Science
- Tutor programme through PSHCE
- Supported by external agencies and speakers
- Assemblies

At Kimberley 16 - 19 STEM College there are six lessons each day. Courses are offered in a wide variety of traditional A level subjects and some BTEC Level 3 courses. Every year GCSEs are offered in English and Mathematics to enable learners to improve these essential core skills.



The curriculum is reviewed annually in line with new statutory requirements and recommendations from external agencies. Decisions will be made based on the needs of our pupils in each year group, as we recognise that each separate cohort will have different strengths and weaknesses.

## Transition across Key Stages

The largest feeder schools are visited in the summer term; academic and pastoral information is collected by academy staff. The data collected is used by academy staff to ensure effective transition. All pupils attend an induction and take part in a number of events; a small number experience an extended transition. There are high expectations across the Academy to avoid learning dips. Year 8 pupils select their three Year 9 option subjects early in the summer term prior to starting Year 9 at Wootton Upper School.

### **KS3 - KS4**

GCSEs form the basis of the KS4 offer. The Head of Careers will arrange interviews for pupils as needed and parents/carers will have the opportunity to receive up-to-date advice and guidance in order to support their child at this stage. Tutors will support pupils in making their choices and will use academy data and other information to help advise on the most appropriate choices. All pupils' option choices are reviewed by leadership staff to quality assure them.

### **Key Stage 5 (KS5)**

Most of the Trust's teaching at KS5 is located at Kimberley 16 - 19 STEM College, although courses in art, dance, drama, music, photography and textiles are still delivered at Wootton Upper School. Courses offered include a wide variety of A level and BTEC qualifications. GCSE retakes in English and Mathematics are available. All pupils are encouraged to complete a one-week block of Work Experience. Independent careers advice and support is bought in. The Trust employs a Head of Careers who works at both academies.

## Curriculum

### **Year 9**

Pupils are grouped in two populations of roughly equal ability. Pupils are set in Mathematics, French and Computing. In Science, English, Geography and History pupils are mainly taught in mixed-ability groups. In Music Religious Studies, Art, Drama and Dance pupils are taught in tutor groups. In Physical Education pupils are taught in Mathematics sets.

Pupils select two further subjects; these subjects are taught in mixed ability groups. Additional subjects which pupils may choose in Year 9 are: Art, Dance, Drama, Fashion & Textiles, Food, Graphics, Product Design and Spanish.

### **Year 10 and Year 11**

Pupils are taught in mixed ability groups for English and in sets for Mathematics and Science. All Year 10 pupils study Physical Education and Religious Education: they have the option to specialise in one of these subjects. In the case of Religious Education pupils specialising in the course will be entered for GCSE Religious Studies.

In KS4, pupils select four additional subjects. All pupils are expected to choose at least one of History or Geography. From September 2024 we expect more pupils, at least 50%, to study a MFL too.

### **Sixth Form**

Approximately 60% of pupils remain in Wootton Academy Trust Post-16 provision to pursue courses in Years 12 and 13. Pupils are largely grouped based on their choice of study programme. Approximately two thirds of Year 13 pupils go on to study for degree courses at the full range of Higher Education Institutions, which have regularly included Oxford and Cambridge. Further details about our Sixth Form provision can be found on our [Kimberley College website](#).



## Timetables

Subject	Year 9 Curriculum 2023 - 2024
English	7 hours per fortnight for all
Maths	7 hours per fortnight for all
Science	6 hours per fortnight for all
French	3 hours per fortnight for all
History	3 hours per fortnight for all pupils
Geography	3 hours per fortnight for all pupils
Art	2 hours per fortnight for all pupils
Drama	2 hours per fortnight for all pupils
Dance	1 hour per fortnight for all pupils
Music	2 hours per fortnight for all pupils
Two Options	6 Hours per fortnight [2 x 3 hours] for all in TWO of the following: Performing Arts, Fashion & Textiles, Graphics, Product Design, Sports Development and Spanish
PE	4 hours per fortnight for all pupils
RS	2 hours per fortnight for all pupils
Computing	2 hours per fortnight for all pupils
PSHCE	2 hours per fortnight for all pupils - [4 x 30 minutes]

Curriculum Area	KS 4 Curriculum September 2023 → 2024
English	8 hours
Mathematics	8 hours
Science	8 hours
RS	4 hours or 2 hours
PE	4 hours or 2 hours
Option A	5 hours
Option B	5 hours
Option C	5 hours
Option D	5 hours
PSHCE	2 hours per fortnight for all pupils – (4 x 30 minutes)

We encourage pupils to take the EBacc where appropriate and also encourage pupils to continue with at least one arts subject. Careers Education, Information, Advice and Guidance (CEIAG) is a statutory part of the curriculum. Aspects of CEIAG are delivered as part of the PSHCE Programme whilst subjects in the core curriculum deliver other areas. In line with other academies, we have moved Work Experience into the Sixth Form, as pupils now remain in education or training until the age of 18. However, there are opportunities for pupils to learn about work through visits to the workplace and from visitors to the Academy.

Option	Year 12 and Year 13 Curriculum – 2023 - 2024
A	Twelve 50-minute lessons including one 50-minute study period per fortnight.
B	Twelve 50-minute lessons including one 50-minute study period per fortnight.
C	Twelve 50-minute lessons including one 50-minute study period per fortnight.
D	Twelve 50-minute lessons including one 50-minute study period per fortnight.
E	Twelve 50-minute lessons including one 50-minute study period per fortnight.
Tutorial	One 50-minute tutorial session with two planned study lessons per week





- Students usually select three Level 3 courses as their study programme.
- Level 2 English and Mathematics is timetabled; each subject has six lessons per fortnight.

## Collective Worship

A morning assembly is held for each year group. Parents who wish to exercise their right to withdraw their children from this act of worship and/or from Religious Studies lessons should contact the Head of School in writing.

## The PSHCE Programme – Tutor Periods [known as “Guidance”]

Personal, Social Health and Careers Education is taught by Form Tutors at Wootton Upper School and Pastoral Tutors at Kimberley College. The scheme of learning incorporates aspects of Citizenship, Work Related Learning and other topics such as Relationship and Sex Education and topics tailored in response to local risks.

At Wootton Upper School this is during four thirty-minute tutor sessions each fortnight. At Kimberley College it is during two fifty minute tutorial sessions each fortnight. It is an integrated programme of support for pupils to enable them to have a full appreciation of their own individual strengths and weaknesses, develop an awareness of risk and an understanding of global issues.

Part of the programme is a progressive tracking and support system for pupils throughout their time with us. Pupils set targets to raise their attainment grades, devise action plans to implement these improvements and carry out reviews of their progress with both their subject teachers and their tutors. Targeted pupils will have academic mentoring appointments to monitor and review progress and identify the next steps in the pupil’s learning.

## Relationships and Sex Education

Teaching is carried out by form tutors (as part of our PSHCE curriculum) in collaboration with the Science Department. Topics are carefully structured and differentiated according to age and are dealt with on a small group basis to allow for sensitive discussion and to eliminate embarrassment. Parents who feel strongly that it is their own responsibility to instruct their child in sex education matters have the right to request that their child opt out of such lessons and should contact the Head of School in writing.

## Special Needs

All pupils with special needs are usually taught in mainstream classes (*except when a pupil’s Educational Health Care Plan [EHCP] directs otherwise, or to enable pupils to follow specialist literacy, numeracy or social skills development programmes*) with additional support from our team of Teaching Assistants. The Special Educational Needs Co-ordinator [SENDCo] updates staff of children’s Special Educational Needs to enable teachers to support and scaffold learning appropriately and to collaborate on the development of consolidation and extension materials.

A very small number of pupils are offered the opportunity to follow a slightly reduced curriculum, on the recommendation of the SENDCo, replacing a subject with Study Skills support in the Special Educational Needs Department. The School’s SEND Policy and SEND Information Report and the Local Authorities’ SEND offers are on the School’s website.



## Support for Pupils

We provide a safe, secure environment for pupils who need support accessing the curriculum for short or more extended periods of time. Curriculum provision is arranged for pupils on an individual or small group basis, according to pupils' individual learning needs, enabling pupils to access support from a range of different learning providers. Pupils are supported to keep up with their workload when necessary with an aim to, whenever possible, return to the mainstream classroom and their previous teaching groups.

## Pupils with Disabilities

All parents and carers who make applications for their children to attend Wootton Upper School and/or Kimberley 16 – 19 College have their applications assessed against our published admissions criteria. Pupils with disabilities are not treated differently in any way. Parents and carers of children with an EHCP have the right to name Wootton Upper School as their preferred choice of academy on their child's plan. The school and the LA will take this request into consideration. The provision of support given to pupils with SEN also applies to disabled pupils. Every effort is made to ensure that all pupils have access to the full curriculum and to extra-curricular activities. Access to around 90% of the ground floor at Wootton Upper School is provided by ramps but there are some inaccessible areas. There are no lifts to the first-floor accommodation.

All the site at Kimberley College is fully accessible. Pupils with physical disabilities are also catered for by the provision of disabled toilet facilities. The Trust has a disability access plan for increasing disability access to the School. To this point, we have provided disabled parking spaces, additional ramps, improved signage and further toilets.

## Homework

Homework is set for all pupils. A Year Group Homework Timetable gives the foundation for the minimum expectations of homework and to support the development and support of study skills. At Wootton Upper School we set Homework using *Satchel One* and at Kimberley College we use Teams.

## Sports Provision

The School's sporting aims are as follows:

- To deliver a broad, balanced curriculum in P.E. reflecting National Curriculum requirements;
- To provide sporting opportunities which will encourage continued participation in adult life;
- To develop tolerance, a sense of fair play and high standards of sporting etiquette in all pupils;
- To provide open-access extra-curricular activities enabling pupils to develop further abilities.

Facilities include a Sports Hall and Activities Studio for badminton, basketball, circuit training, cricket, gymnastics, dance, trampoline and volleyball. Playing fields incorporate football, rugby, hockey, rounders and cricket pitches and an athletics track. There are also netball and tennis courts. There are six P.E. teachers and inter-school fixtures are organised after school. Kimberley College has a fully equipped gym, and a part-time Gym Instructor. The gym is accessible to all Sixth Form pupils.



## 5. UNIFORM/DRESSCODE

<b>Wootton Upper School Girls' Uniform</b>	
Blazer	Black WUS blazer with the school badge.
Shirt	White TRADITIONAL shirt with collar suitable to wear with the school tie, buttoned to the neck. <i>Shirts must be sufficiently long enough to be tucked in.</i>
Tie	The WUS school tie must be worn neatly around the neck.
Skirt	Plain black, of a <u>sensible knee-length</u> , without side-slit or back seam. <i>Black opaque tights should be worn with skirts.</i>
Trousers	Plain, black, tailored trousers with a single side-seam. <i>Skinny trousers, leggings, jeggings, jeans, fashion trousers are not permitted.</i>
Socks	Ankle length black socks or plain black tights.
Shoes	Plain black low-heeled shoes without decoration or logo must be worn. <i>Boots, plimsolls, trainers, platform heels, stiletto heels and boots are not acceptable.</i>
Hijab	Where a headscarf is worn, this must be black, grey or navy blue.
Jumper	From November 1st to March 31st the black WUS V-neck jumper with school logo <u>may</u> be worn in addition to the school blazer. <i>Cardigans and hoodies are not acceptable.</i>

<b>Girls' P.E. Uniform</b>	
	Sky blue WUS T-shirt (compulsory)
	Navy shorts (compulsory)
	Navy and sky blue hockey/football socks (compulsory)
	Navy WUS fleece (compulsory)
	Navy tracksuit bottoms (optional)/Navy Sports Leggings
	White ankle socks
	Training shoes
	Hockey/Football boots
	Football/Hockey shin guards (compulsory)
	Hockey/Rugby gum shields (strongly recommended)

<b>Wootton Upper School Boys' Uniform</b>	
Blazer	Black WUS blazer with the school badge.
Shirt	White TRADITIONAL shirt with collar suitable to wear with the school tie, buttoned to the neck. <i>Shirts must be sufficiently long enough to be tucked in.</i>
Tie	The WUS school tie must be worn neatly around the neck.
Trousers	Plain, black, tailored trousers with a single side-seam. <i>Skinny trousers, leggings, jeggings, jeans, fashion trousers are not permitted.</i>
Socks	Ankle length black socks.
Shoes	Plain black low-heeled shoes without decoration or logo must be worn. <i>Boots, plimsolls, trainers, platform heels, stiletto heels and boots are not acceptable.</i>
Jumper	From November 1st to March 31st the black WUS V-neck jumper with school logo <u>may</u> be worn in addition to the school blazer. <i>Cardigans and hoodies are not acceptable.</i>



<b>Boys' P.E. uniform</b>
Sky blue polo shirt (compulsory)
Navy and Sky blue rugby shirt (compulsory)
Navy shorts (compulsory)
Navy and sky blue hockey/football socks (compulsory)
Navy tracksuit bottoms (optional)
Navy WUS fleece (optional)
White ankle socks
Training shoes
Football boots
Football/Hockey shin guards (compulsory)
Hockey/Rugby gum shields (strongly recommended)

## **Make up**

Make up may be worn for school but it must be discrete and in keeping with a working environment.

## **Jewellery**

Pupils may wear a watch and one small pair of stud earrings. Pupils are expected to remove earrings which hang below the ear or when they are inappropriate. Other items of jewellery are not permitted when in school. This includes stretchers.

Facial piercings and tattoos are not permitted. Pupils will be asked to remove jewellery that breaks this rule. If they continue to wear them they will be confiscated and returned to the pupil at the end of the day.

## **Hairstyles**

Pupils' hairstyles should be neat and practical for school and should be a natural hair colour. Extremes of style, patterns and tracks will not be permitted. This includes complete shaving of one side of hair and dip dyeing the hair.

## **Upper School Uniform**

All clothing must be clearly marked with the owner's name. All pupils must remove watches and jewellery for P.E. lessons and matches (Health and Safety). Watches must be clearly marked with owner's initials.

We are committed to equality and diversity and therefore, are accepting of transgender pupils and that exceptions (with prior written agreement from the Academy) can be made to the uniform policy to accommodate these pupils. Families with gender dysphoric children should write to the Principal to advise him of the situation. Gender dysphoria is a condition where a person experiences a mismatch between their biological sex and gender identity. It is not the same as transvestism or cross-dressing and is not related to sexual orientation. People with the condition may identify as heterosexual, gay, lesbian, bisexual or asexual.

Please refer to the School website for details of how and where to purchase school uniform.

## **Bags**



All pupils will need a bag of a suitable size and must be equipped with basic items such as a fountain pen, biro, pencil, ruler, eraser and either coloured pencils or felt tip pens, calculator, protractor and a pair of compasses.

## **Protective Clothing**

Protective clothing for Engineering and Design and Technology and Food Technology will be provided in school. Goggles will be provided in Science lessons for practical experiments. Protective clothing for Art and Creative Design should be provided by the pupil.

All items of clothing and personal property should be marked clearly with the owner's name and pupils must take responsibility for their own possessions. The Academy has no insurance cover for loss or damage to personal property.

## **Please note:**

The Academy cannot accept responsibility for any article lost, stolen, damaged or confiscated through inappropriate use at the Academy.

## **Sixth Form Dress Code**

The Trust's dress code for Kimberley College is 'smart/casual'. We ask the students to consider if what they are wearing is appropriate for a 'professional' environment. Should the Trust decide that a student is not adhering to this code, they have the right to ask the student to address this moving forward.

Clothing deemed not appropriate includes:

- Beach wear
- Immodest wear
- Caps/hats on indoors
- Hoods up indoors
- Items that could cause offence to others

## **Additional information:**

- Outdoor coats should be removed when indoors.
- P.E. and Dance pupils should bring clothes to change into for lessons.
- There will be some specific safety/protective clothing requirements in some subjects e.g. Engineering. Please refer to subject teachers for advice.
- The final decision regarding what is and what is not suitable attire for College students lies with the Senior Leadership Team. The College reserves the right to send home any student who is not properly dressed. The student will then be expected to change and return to College as soon as possible to resume his/her studies.
- Persistent disregard for the dress code may result in further disciplinary action being taken.
- We retain the right to act as the final authority in the interpretation of the dress code. If unsure, parents/carers and pupils are advised to contact a member of the Senior Leadership Team for clarification before purchasing items.
- Students may wish to make an application to the discretionary element of the 16-19 Bursary Fund.



## 6. EXAMINATION RESULTS

### Overall GCSE Results 2023

	2018	2019	2020	2021	2022	2023*
Progress 8*	+0.30	+0.20	+0.4	+0.28	-0.04	-0.15*

### \*Provisional Data

GCSE Subjects	Count of GCSE Grades 9 - 1								
	9	8	7	6	5	4	3	2	1
Art GCSE	0	5	6	8	4	4	4	3	0
Biology GCSE	5	8	13	23	19	22	10	0	0
Business Studies GCSE	0	4	5	26	29	21	31	27	21
Chemistry GCSE	3	14	11	9	28	18	7	4	0
Computer Science GCSE	1	0	8	7	7	2	3	5	1
Dance GCSE	0	0	1	1	2	2	4	6	0
Design Technology GCSE	0	1	3	4	7	9	9	11	9
Drama GCSE	0	0	2	5	2	6	11	11	5
English Language GCSE	3	6	26	47	63	53	55	22	11
English Literature GCSE	1	7	13	63	58	45	38	39	20
Food & Nutrition GCSE	1	5	2	10	8	19	23	17	5
French GCSE	2	2	0	3	2	11	9	6	6
Further Maths GCSE	3	3	3	7	3	0	0	0	0
Geography GCSE	2	6	13	23	15	19	9	17	16
Graphics GCSE	1	1	4	10	10	7	6	0	0
History GCSE	3	5	25	25	27	12	43	26	25
Mathematics GCSE	9	24	23	34	50	66	35	31	16
Music GCSE	0	0	1	0	1	0	4	5	1
Physics GCSE	2	4	14	16	20	20	15	2	0
RE GCSE	2	19	23	26	28	18	17	19	6
Science Combined	1	6	20	25	69	71	104	66	22
Spanish GCSE	1	3	3	2	3	3	12	0	0
Textiles GCSE	0	1	2	5	7	4	2	0	0

### Other Year 11 qualifications

OCR National	Level 2				Level 1		
	Distinction*	Distinction	Merit	Pass	Distinction	Merit	Pass
Child Development	0	6	7	9	9	7	5

BTEC	Level 2				Level 1		
	Distinction*	Distinction	Merit	Pass	Distinction	Merit	Pass
IT	0	2	0	4	3	8	2



Media	3	8	7	9	9	7	5
Sport	27	18	21	34	0	0	16

## Overall A Level Results 2023

17.1% of all grades: A\* - A

37.4% of all grades: A\* - B

61.4% of all grades: A\* - C

A Level Subjects	Count of A Level Grade A* - E					
	A*	A	B	C	D	E
Art	1	4	4	4	1	0
Biology	5	10	14	12	23	11
Business Studies	2	2	17	11	8	5
Chemistry	4	7	11	12	9	12
Computing	2	1	3	7	1	2
Dance	1	0	1	2	1	0
Drama	0	0	1	1	1	2
DT	0	0	0	1	2	1
Economics	0	2	6	9	8	2
English Lang & Literature	0	1	2	8	6	2
English Literature	1	0	6	6	2	3
French	1	1	0	0	0	0
Further Maths	2	3	3	1	1	1
Geography	1	2	3	4	1	0
Government & Politics	0	3	2	8	7	5
History	0	5	9	6	5	4
Law	1	3	2	4	7	5
Mathematics	7	16	14	20	14	11
Music	0	0	3	1	1	2
Philosophy and Ethics	0	0	0	4	2	0
Photography	1	0	2	2	1	0
Physics	1	8	6	4	8	6
Polish	0	0	1	0	0	0
Psychology	0	4	11	18	13	13
Sociology	2	6	13	13	4	1
Spanish	0	1	1	1	0	0
Textiles	1	1	1	1	1	0



## Year 13 BTEC Level 3 Qualifications

Subject	D*	D	M	P
Business BTEC L3 Ext Certificate	1	4	7	4
Engineering BTEC Ext Certificate	3	7	7	0
Graphics Ext Cert	0	1	0	1

## BTEC Level 3 National Diploma

Subject	D*D*	D*D	DD	DM	MM	MP	PP
Business BTEC L3 Diploma	0	4	7	2	3	1	2
Creative Media Nat Diploma	4	7	2	6	2	2	1
Graphics BTEC Nat Diploma	1	3	8	3	2	0	0
H&SC BTEC Nat Diploma	1	2	1	1	3	0	2
Sport BTEC Nat Diploma	1	0	1	2	0	0	1

## Other Year 13 Results

Subject	A*	A	B	C	D	E	U
Extended Project A2	0	1	2	0	1	1	0
Finance Studies Diploma	0	6	7	7	1	0	2
Summary	0	6	7	7	1	0	2

## Other GCSE Measures

- 62.2% of students achieved a grade 9-4 in English and Maths [69.9% in 2022]
- 71.6% of students achieved a grade 9-4 in English [83.6% in 2022]
- 69.6% of students achieved a grade 9-4 in Maths [74.9% in 2022]

## 7. DESTINATION DATA

### Year 11

Year 11 WUS Pupils	2020		2021		2022	
	All Pupils	% all pupils	All Pupils	% all pupils	All Pupils	% all pupils
Further education	263	94.6%	298	95.2%	283	94.3%
Apprenticeship	9	3.2%	10	3.2%	12	4.0%
NEET	5	1.8%	5	1.6%	3	1.0%
Employment					2	0.7%





# Wootton Academy Trust

Wootton Upper School & Arts College    Kimberley 16-19 STEM College

Unknown	1	0.4%	0	0.0%	0	0.0
<b>TOTALS</b>	<b>278</b>	<b>100.0%</b>	<b>313</b>	<b>100.0%</b>	<b>300</b>	<b>100.0%</b>

## Year 13

Year 13 KC Students	2020	2021	2022
Destination	% all students	% all students	% all students
University	62.0%	58.0%	57.5%
Employment	12.0%	3.1%	12.1%
Apprenticeship	3.0%	7.4%	13.4%
Gap Year	15.0%	19.1%	14.1%
Further Education	5.0%	0.8%	1.0%
Actively seeking employment	3.0%	11.7%	1.3%
Unknown			0.6%
<b>TOTALS</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100%</b>

## 8. THE DUKE OF EDINBURGH'S AWARD

The Trust promotes the Duke of Edinburgh Award scheme as part of its enrichment programme. Pupils are actively engaged in completing Bronze and Silver awards.

## 9. DIRECTORS AND STAFF

Wootton Upper School converted to academy status in October 2011 and, as a result, 'governance' passed from the 'Governing Body' to the Wootton Academy Trust. The Trust successfully bid to open Kimberley College, a 16 - 19 STEM (Science, Technology, Engineering & Mathematics) College in Stewartby and from September 2013, the Trust has responsibility for both Wootton Upper School and Kimberley College.

A Board of Directors is responsible both for the strategic direction of the Trust and for the financial management of both sites. The oversight of the day-to-day management of both sites is delegated to two Local Governing Boards, namely the Wootton Upper School Local Governing Board and the Kimberley College Local Governing Board. Each board oversees the monitoring of the standards of attainment and progress achieved by their respective pupils, targeting resources to maintain and improve further the existing high standards achieved by our pupils.

### Wootton Academy Trust Board Directors

Mr J Billington	Vice Chair of Board
Mrs J Chandler	Chair of Wootton Upper School LGB
Mr D Clare	Safeguarding and Health and Safety
Mr M Gleeson	Executive Principal/CEO
Ms S Knight	HR and GDPR
Mr N Martin	Chair of Curriculum and Standards Committee
Mr M Ridley	Chair of Kimberley 16 – 19 College LGB
Mr I Sibbald	<i>Interim</i> Chair of Board and Chair of Finance Committee

Governance Professional

Bedford Borough Clerking Service



## Wootton Upper School Local Governing Board

Mr J Billington	Mrs S Knight (Safeguarding & MH & Wellbeing)
Mrs J Chandler (SEN)	Mrs J Loisel (Governor Training)
Mr D Clare (Chair)	Mrs C McMorn
Mr J Corbel	Mr I Metcalfe
Mr M Gleeson (CEIAG Governor)	Cllr J Wheeler (Vice Chair/Pupil Premium/CLA)

Governance Professional Bedford    Borough Clerking Service

## Kimberley College Local Governing Board

Mr R Bunting (Vice Chair/Training)	Mr P Marquand (CEIAG)
Mr T Detheridge	Mr M Martin
Mrs K Folkard	Mr J Metcalf
Mr M Gleeson	Mr M Ridley (Chair)
Mrs P Kendall (Safeguarding)	Mrs C Symes (Curriculum)
Mr M Lehair	
Mrs K Loveday	

Governance Professional    Bedford Borough Clerking Service

## Wootton Academy Trust Senior Leadership

Executive Principal	Mr M Gleeson, BMus
Chief Finance and Operating Officer	Mr M Mieczkowski, BA, MBA, FCMI
Head of College: Kimberley College	Mr T Detheridge, BSc, MA, NPQH
Deputy Head of College: Kimberley College	Dr E MacKay, BSc, PhD
Head of School: Wootton Upper School	Mrs C McMorn, BSc, NPQH
Deputy Head of School: Wootton Upper School	Mr I Stewart, BA
WAT Deputy Head: Diversity and Inclusion [DSL]	Mrs K Gardner-Oyemade, BA
WAT Deputy Head: Teaching, Learning and Assessment	Mr A Wright, MPhys, NPQH
Assistant Head (Culture)	Mrs S Chick, BSc
Assistant Head (Quality Assurance)	Ms F Davies, BA
Assistant Head (Curriculum)	Mr G Freemantle, BSc
Assistant Head Kimberley College (Pastoral Leader)	Mrs N Genders, BA
Assistant Head (Disadvantaged/Data)	Mr G McTernan, BSc
Associate Head (BTEC Quality Nominee & Head of Media)	Mr L Kirkwood, BA
Associate Head (Professional Tutor)	Mrs D Page, BSc
Associate Head (Head of Science)	Mrs H Turner, BSc



## Teaching Staff

Mrs E Adams, BA	Head of Religious Studies
Ms G Baudet, BA	French
Ms. C Belbin, BA	Literacy
Mr L Binczyk, BSc	PE
Ms K Black, BA, MSc	SEND Co-ordinator/Media
Mr S Bodo, BSc	Mathematics
Mrs J Bonsu, BSc	Science
Mrs E Bottomley, BA	English
Mr B Bottone, BMus, LRAM	Director of Music
Ms J Bouffler, BSc	Head of Food Technology and Child Development
Ms M Brooks, BSc, PGCE	Science
Miss R Casseeram, BSc, MSc	Psychology
Mrs S Chick, BSc	Science
Mrs I Christey, BSc	Mathematics
Ms K Clarke, BA	English KS 4 Co-ordinator
Mr B Coleman, BA	Head of English
Mr S Collins, BSc	Mathematics
Ms F Davies, BA	History
Mrs E Davis, BA, MA	English KS 5 Co-ordinator
Mr T Detheridge, BSc, MA	Geography
Ms J Dewar, BA	English
Mr T Duffell, BA	Head of Geography
Dr C Dyer, BSc, PhD	KS 5 Physics Co-ordinator
Dr R Edinburgh, BSc, PhD	KS 5 Biology Co-ordinator /D of E Manager
Mr A Fink, BEd	Second i/c Design Technology and Graphics
Mr G Freemantle, BSc	Computing and Business Studies
Mrs V Freemantle, BA	Business Studies
Mrs K Gardner-Oyemade, BA	English
Mrs N Genders, BEd	Physical Education, Sport, Health and Fitness
Mr G Graham, BA	Director of Physical Education, Sport, Health and Fitness
Mr A Green, BSc, MBA	Computer Science
Miss L Halliwell, BA	Physical Education/Sports Development Officer
Mr D Hammond, BA, MSc	KS 5 Chemistry Co-ordinator
Miss C Harrington, BA	History
Mr B Harris, BSc	Computer Science
Miss K Hill, BSc	Mathematics/Head of Year 9 (North)
Mr L Hillard, BSc	Religious Studies /Head of Year 9 (South)
Mrs J Holdsworth, BA	Joint Head History
Mr O Hope, BA	Drama
Professor Lee Hubbard, BSc, PhD, PhD	Mathematics
Mr T Hussain, BA	Religious Studies/Head of Year 10
Mr R Islam, BA, MA	Religious Studies
Mr C Jeche, BSc	Lead Practitioner Science
Miss A Johnson,	Psychology, Child Development and Health and Social Care
Mr M Josiah, BA	Physical Education
Mr C Kendrick, BSc	KS 4 Mathematics Co-ordinator



# Wootton Academy Trust

Wootton Upper School & Arts College    Kimberley 16-19 STEM College

Mr L Kirkwood, BA	Head of Media, BTEC Quality Nominee
Miss F Knight, BA	Head of Sociology
Mr S Lang, BEd	Design Technology
Mr P Lennon, BA	Cover Teacher
Mr J Logan, BSc	Geography
Ms K Longo, BA	KS 3 and KS 4 PSHCE Co-ordinator
Mr J Ludlow, BEng	Design Technology
Miss M Luzuriaga, BMus, BA, MPerf, MA	Head of Modern Foreign Languages/Spanish
Dr E MacKay, BSc, PhD	Mathematics
Mrs K Maddock, BA, MA	Head of Social Sciences & KS5 PSHCE Co-ordinator
Mrs C Maguire, BA	Head of Business, Economics and Finance
Miss M Mangal, BSc	Science
Dr J Marr, BA, PhD	Science
Miss R Marray, BA	English/Film Studies
Miss G Martin, BA	History/D of E Co-ordinator
Mr M Martin, BSc, BA	BTEC Engineering Programme Leader
Miss K McCracken, BA	Director of Design Technology
Ms K McGeoghan, BA	English
Mrs C McMorn, BSc	Biology
Mr G McTernan, BSc	Mathematics
Mr K Meij, BA	Head of Computing and ICT
Ms. E. Murphy, MSc, PGCE	Business Studies
Mr J Murphy, BSc	Head of Mathematics and Engineering
Mr D Osgood, BA	Economics
Mrs D Page, BSc	Mathematics/Professional Tutor
Mrs N Pandya, BSc, MSc	Science
Miss A Poswal, BSc	Science
Mr A Rahman, BA, PGCE	Business Studies
Ms J Rainford, BA	Head of Textiles
Mrs S Rydeheard, BSc	BTEC Level 3 Health and Social Care Programme Leader
Miss J Ryan, BA	Drama
Mr I Stewart, BA	Business Studies
Mr J Stirratt, BSc	Geography and Mathematics
Miss J Stratton, BA	English
Mr D Tate, BSc	Science/Lead in Building Pupil Culture
Mrs C Toseland, BA	Psychology
Mrs H Turner, BSc	Head of Science
Mr M Usman, BEd, LL.M	Law/Physics/Biology
Mr E Uzoechi, BSc	Mathematics
Mrs S Walker, BEd	Physical Education
Mr S Wallace, BA	Joint Head of History
Mrs S Wetherell, BA	Head of Art
Miss E Wetherilt, BA	Head of Dance and Acting Head of Drama
Mrs C Wickens, BSc	Mathematics
Ms V. Williams, BMus, MA	Music
Mrs S Williamson, BA, MA	Second i/c P. E., Sport, Health and Fitness [ <i>maternity leave</i> ]
Mrs C Willmott, BA, MA	Art
Mr A Wright, MPhys	Physics
Dr H Yuille, BSc, PhD	Second in Science



## Support Staff

Ms S Aerts, BA	Receptionist/Administrator & Attendance Co-ordinator [KC]
Mrs Y Ashby, BA, PGDip, QCG	Head of Careers
Mrs L Balicki	Careers Administrator
Mr G Barnstaple	Receptionist/Administrator
Mrs S Bell	Modern Languages Learning Tutor
Mr D Brookes	Trust Data and Assessment Support Officer
Mrs M Campbell	Receptionist/Administrator
Mrs K Carr	Pastoral Tutor
Mr L Chamber, BA	Intervention Tutor and Learning Refocussing Centre
Mrs S Ciampa, BEd	BTEC Co-ordinator
Mrs A Cosgrove, BA	HR & Compliance Officer
Mrs S Crighton, BSc, MSc	Finance Assistant
Mr R Dickinson	Teaching Assistant
Mr M Diemer	Estates Assistant
Mrs A Donovan, BA	Receptionist/Administrator
Ms E Dubois	MFL French Assistant
Mrs C Easter	Teaching Assistant
Mrs N Eddies, BSc	Science Technician
Miss N Edwards, BSc	Food Technology Technician
Mr G Everitt, BA	EWO and Attendance Officer
Miss S Farrant, BSc	Pastoral Support Officer/Deputy PP Co-ordinator
Mr R Gallego Flores	MFL Spanish Assistant
Mr G Goluch	Premises Development Lead
Mrs V Graham	Receptionist/Administrator
Miss K Greig, BA, MA	Cover Supervisor
Ms L Guarrigues	MFL French Assistant
Mr Z Hall	Teaching Assistant
Mrs Y Haque	Gym Supervisor
Miss T Hewitt	Safeguarding Officer/Lead in Building Pupil Culture
Mrs S Hills	Senior Science Technician/First Aid Co-ordinator
Mrs S Ince	Laboratory Technician
Mrs M Inwood	Pastoral Support Officer
Mr P Jackson-Bailey, BSc	Head of 11/Lead Pastoral Support Officer
Mrs S Kang, BA	Receptionist/Administrator
Mrs D Kennedy, MAAT	Finance Assistant
Mrs R Kent	Personal Assistant for SLT
Mr S King, BA	Teaching Assistant
Mrs M Lambert, BA	Behaviour and Inclusion Officer
Mr M Lewin, MBICS	Site Agent, Wootton Upper School
Mr J Mace	Estates Manager
Mrs G Maddix	Pastoral Support Officer
Mr M Martin, BSc, BA	Research Assistant
Miss K Mumba, BA	Pastoral Support Officer
Miss E Munson, BA	Lead Pastoral Tutor [KC] [ <i>maternity leave</i> ]
Mrs L Neal, BA	Trust Admissions Officer
Mrs D Norton,	Pastoral Support Officer



# Wootton Academy Trust

Wootton Upper School & Arts College    Kimberley 16-19 STEM College

Mrs N Rahaman, BA	Pastoral Support Officer [ <i>maternity leave</i> ]
Mrs P Riding	Careers Co-ordinator [WUS]
Mrs M Rupalunga	Teaching Assistant
Mrs S Rydeheard, BSc	Safeguarding Officer
Mrs S Sampson, MAAT	Finance Officer
Ms L Shanks	Attendance Co-ordinator [WUS]
Ms D Silver	Specialist Autism Teaching Assistant
Miss C Smith, BA, PgDip	Teaching Assistant
Ms G Smith	Textiles Technician/Administrator
Mr K Smith	Art Technician
Ms B Snape, BA	Executive Principal and CFOO PA
Mrs J Terrey	Administrative Assistant
Mrs J Thorn, BA	Receptionist/Administrator & Attendance Co-ordinator
Mrs L Toogood	Trust Data and SIMS Manager
Mrs N Vincent	Library Co-ordinator
Mrs K Webb, BSc	Safeguarding Officer
Miss L Whitwham	Pastoral Support Officer/Deputy PP Co-ordinator
Ms Jenna Weeks	Attendance Assistant
Mrs J Willis, BEd	Pastoral Tutor
Mr R Wilson	Teaching Assistant
Mrs L Wiltshire	Safeguarding Administrative Assistant
Dr J Wingfield, BA, MA, PhD	Teaching Assistant
Mrs D Woolmer	Receptionist/Administrator [KC]
Mr D Worrall	Site Agent
Ms E Wrigley, BSc	Safeguarding Officer

WOOTTON UPPER SCHOOL	KIMBERLEY 16-19 STEM COLLEGE
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Website: <a href="http://www.woottonupper.co.uk">www.woottonupper.co.uk</a>	Website: <a href="http://www.kimberleycollege.co.uk">www.kimberleycollege.co.uk</a>
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