Vyners School

Striving for Excellence

Additional Information

Community | Aspiration | Respect | Endeavour

Abide In Me

Key Staff

Headteacher:	**Mr Gary Mullings**
Deputy Headteachers:	**Mr Dan Cowling**
	Mrs Alison Foster
Assistant Headteachers:	**Mrs Nicola Harvey**
	Mrs Emma Bashford-Hynes
	Mr John Davey
	Miss Alex Pape
School Business Manager:	**Miss Karen Williams**
Head's PA:	**Ms Emmie Vincent**
Principal Finance Officer:	**Ms Ela Nazari**
Premises Manager:	**Mr Laurence Seabridge**
Network Manager:	**Mr Mohammed Fiaz**
Chair of Governors:	**Mr Mark Hague**
Vice Chair of Governors:	**Mrs Shephali Parmar-Sykes**

The School

Vyners is an extremely popular and successful 11-18 Academy with an excellent reputation for academic achievement and extra-curricular activities. In recent years we have been recognised by the DfE as being in the top 100 secondary schools in the country for progress and attainment at GCSE and this success has continued in 2019.

The Ofsted inspection in December 2013 agreed with the school's current self-evaluation that we were a **Good school** with **Outstanding Behaviour, Safety, Leadership and Management.** The school was re-inspected in February 2018 under the short inspection framework for good schools and again in May 2019 under the full sections framework at which point inspectors concluded that **we are an Outstanding School!**

Our school values: *Community, Aspiration, Respect* and *Endeavour*, underpin everything we do and were developed in conjunction with students, staff, parents and governors in 2014. At Vyners, we successfully combine a 21st Century education with traditional high expectations of uniform, behaviour and standards.

We pride ourselves on the positive relationships that exist in the school and the sense of being part of a happy community. We are a genuinely comprehensive school, believing that all students bring their own talents to our community. We value our students equally and take great care to make sure that every one of them is happy, secure and successful.

School Admissions

The school is an all-inclusive 11-18 mixed, comprehensive academy. The Local Governing Body controls our admissions but applications must be made using the common application form, issued by the Local Authority to whom you pay your Council Tax and returned to them.

Details of the criteria for transfer in September 2020 can be found in the Hillingdon `Starting Secondary School' brochure.

The Curriculum

Key Stage 3 (Years 7-8)

Students follow a broad-based curriculum, which reflects the requirements of the National Curriculum.

In Year 7 and 8 students study:

- Computing
- Drama
- English
- French/German/Spanish
- Geography
- History
- Mathematics
- Music
- PE
- Religious Education
- Science
- PSHE
- Skills for Leading & Learning
- Technology (Food, Graphics and Resistant Materials)
- Art and Design

Key Stage 4 (Years 9-11)

Students continue to receive a broad and balanced curriculum but the options process allows them to select specific courses leading to a GCSE or vocational qualification. The range of subjects and qualifications we currently provide include:

Compulsory for all:

- English Language
- English Literature
- Mathematics
- Science (Double or Triple)
- Core PE
- RE/Ethics
- PSHE

In Years 9, 10 and 11 students can also choose to pick up GCSE or BTECs in:

- GCSE Art
- GCSE Business Studies
- GCSE Catering
- GCSE Computer Science
- GCSE Design & Technology
- GCSE Drama
- GCSE Economics

- GCSE Food Preparation & Nutrition
- GCSE French
- GCSE Geography
- GCSE German
- GCSE History
- GCSE Media Studies
- GCSE Music

- GCSE Music Technology
- GCSE PE
- GCSE RE
- GCSE Photography
- GCSE Spanish
- BTEC Performing Arts
- BTEC Sport
- Cambridge Nationals ICT

As well as pursuing academic qualifications we actively encourage our students to develop their leadership skills. Within our KS4 curriculum, we provide opportunities for students to gain recognised Level 1 leadership qualifications in Physical Education. Outside the curriculum, there is an opportunity for students to gain the Duke of Edinburgh Award (Bronze, Silver and Gold). This award is specifically designed to support the personal and social development of students and is highly regarded by universities and employers.

Post-16

We have a very successful Sixth Form offering a wide range of subjects and exceptional teaching. The Sixth Form enjoys additional privileges and opportunities to participate in many extra-curricular and social activities including the Duke of Edinburgh Award Scheme.

We are continuing to improve the facilities within the Sixth Form in order to provide the students with different learning zones.
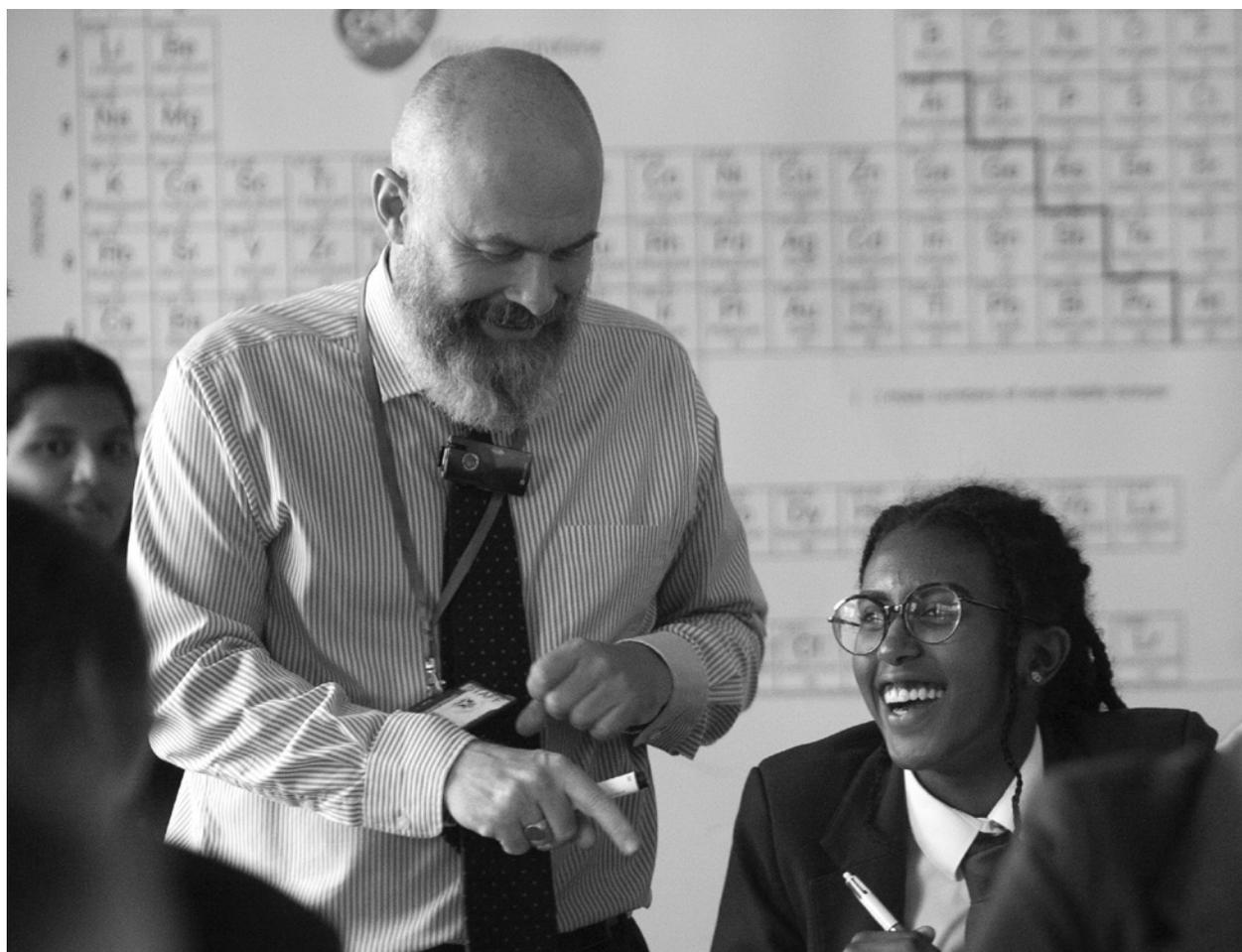

Co-Curricular and Enrichment Provision

We provide many opportunities for learning outside the classroom and actively encourage all students to participate in at least one co-curricular activity.

Leadership programmes including:

- Activities such as Sports' Leaders and the Duke of Edinburgh Award Scheme which encourage students to develop lifelong skills

- Students leading a range of charity activities, raising over £5,000 each year for good causes

- Sixth Form Captains running a comprehensive House Programme including dance, drama, music and sport events

- Prefects, Year and School Councils, opportunities to get involved in the National Citizen Service (NCS) and the Pixl Edge

- Organising a range of residential visits including ski trips, sports tours, exchanges and cultural experiences

The main programme of activities includes:

- An outstanding music department offering a wide range of choral and instrumental groups which regularly rehearse and perform at events throughout the year

- A very strong extra-curricular sports programme which combines competitive success with encouraging students of all abilities. School teams have reached many borough, regional and national finals; there are sporting opportunities for everyone

- The Drama department stages a whole school production every year as well as many other smaller performances to showcase the work of our A-Level, GCSE and BTEC students

- A wide range of other co-curricular clubs including art, science, humanities, computing and debating

Learning at Vyners

All students are expected to complete home learning to support their studies. Students should record their home learning in their Student Planner or on Google Classroom and parents should check work set regularly.

The Student Planner

To assist students in organising their learning they are issued with a Vyners Student Planner. The planner is much more than just a home learning diary. It contains a great deal of important information about the school and students should have their planners with them in every lesson. Parents are encouraged to make comments if appropriate and to use the planner as a method of communication with the school.

Public Examinations

It is school policy that all Year 11 and 13 students are entered at GCSE/BTEC/A-level for all subjects in which they have followed a course. The only exceptions to this are when Subject Leaders believe that a student will not achieve a pass because they have failed to complete a compulsory element of the course. In these rare circumstances parents will always be informed of the decision to withdraw an entry.

Meeting the needs of all students

Vyners welcomes students of all abilities from the more able to those with specific learning difficulties. We use prior data from primary schools and other school-based assessment to help us identify students' abilities and likely progress. The school is proud to have a specialist resource provision for hearing impaired students (The HIRB) and has Soundfield technology throughout the school.

We continue to provide a range of support for our high attaining students and aim to:

- identify high attaining students across all subject areas
- provide opportunities within and outside the curriculum to challenge and develop the abilities of those identified as high attaining
- provide an appropriately diverse and challenging curriculum
- make staff aware of the abilities of high attaining students and of the provisions available for their support
- provide dedicated and targeted support for students who aspire to attend Oxbridge and other leading universities

Pastoral Care

The pastoral system aims to ensure that students derive full benefit from the education we offer and is an integral part of school life. Students are divided into all-ability tutor groups and are supported by a dedicated form tutor.

Behaviour and Discipline

Any large community needs a set of clear guidelines to help ensure there is a calm and purposeful environment in which to work and learn. The Vyners Rewards and Consequences system is founded on our core values of:

Community | Aspiration | Respect | Endeavour

The tutorial system for each year group consists of Tutors and Year Leaders. These members of staff are the people that the students meet with most frequently and therefore have considerable influence upon each student's personal development and academic progress.

Tutors build strong relationships with tutees so that the welfare of each individual is addressed and given support when it is needed. In addition to the traditional tutor system all tutor groups belong to one of our houses. It is through the house system that we encourage students of all ages to collaborate and form friendships with students in other year groups.

Vyners School operates a zero tolerance approach to bullying. Students are encouraged and expected to report all incidents and parents can be assured that the school will investigate such incidents swiftly and effectively. The school's Anti- Bullying Policy is available on the school website.

Our Behaviour Policy sets out, in detail, how general discipline is maintained in the school. This is achieved principally through the pastoral curriculum and is firmly based on positive reinforcement. A rewards system of merits and achievement awards further enhances this.

Vyners School does not tolerate inappropriate or unacceptable behaviour and students are constantly reminded about the standards of behaviour expected. A copy of the school's Behaviour Policy is available on the website.

Vyners is a community with shared values and a clearly identified ethos. Religious Education and Ethics is delivered as a discrete subject at Key Stages 3 and 4. Each year group has regular assemblies supported by a theme for the week. Parents have the right to withdraw their children from all or part of the Ethics programme and collective worship provided.

Student Life at Vyners

Vyners School is committed to providing a planned programme of CEIAG for all students in Years 7-13 and has been awarded the Investors in Careers Gold Award in recognition of our excellence in this area.

Careers Education Information, Advice and Guidance (CEIAG)

All young people need a planned programme of activities to help them make the right 14-19 choices and manage their careers throughout their lives. Schools have a statutory duty to provide CEIAG in Years 8-11 (1997 Education Act, 2015 Statutory Guidance). Students in Year 9 receive careers advice prior to making option choices for Key Stage 4. CEIAG lessons are provided for KS4 and 5 students. All Year 11 and Sixth Form students are offered interviews to help them decide their future. Our Careers Advisor attends parents' evenings and assemblies to advise on the choice of options available to students.

Students are encouraged to use the extensive CEIAG Services and to consult Careers Staff; parents are welcome by arrangement. Mrs Harvey oversees the Work-Related Learning programme.

Health Education

A co-ordinated programme of sex education, both formal and informal, is delivered to all students when appropriate. It is related to the age and gender of students. It is dealt with in a sympathetic and sensitive manner, with group discussions taking place in an atmosphere of mutual trust, respect and confidence. Students are encouraged to take responsibility for their own behaviour and moral viewpoint.

School Meals

Our restaurants provide hot and cold meals and snacks at breaktime and lunchtime. We operate a cashless system which can be topped up by using *squid online*. Full details of the system are issued to all parents of new students. Students may bring a packed lunch which is to be eaten in the dining area or Quad. Details about the provision of free school meals are available from Ms Ela Nazari, Principal Finance Officer, and are available on our website.

Work-Related Learning

Vyners has significant links with the community through arts activities, sports, voluntary work and many other areas of school life. We see the school as an extension of the local community, and encourage students to be involved in work outside the school.

We are continually developing links with a wide variety of employers and alumni so that all students in Years 9-13 have the opportunity to visit employers to broaden their horizons. Opportunities for work experience are made available to all Year 12 students and, if appropriate, a small group of Year 10 students.

Attendance at Vyners

It is Vyners' policy to maintain excellent attendance. Whilst some absences, such as for illness, are sometimes unavoidable, we find that students with a full attendance are more confident and more successful in their studies.

How we monitor attendance:

- Parents must inform the school immediately a student is absent at the beginning of each day of absence.
- Parents of any student who is absent with no explanation will be automatically contacted.
- Continued and frequent absences, with no satisfactory explanation, will be referred to the Education Welfare Officer.
- Random attendance checks will be operated during the day to deter unauthorised absences from lessons.

- Saturday detentions will operate on a half-termly basis for students involved in unauthorised absences or failure to attend other detentions.
- Rewards will be given for good attendance and where a marked improvement in attendance is achieved.
- Parents are not permitted to take children out of school for holidays within term time. The school cannot and will not authorise absences for holidays. Research constantly tells us that children who miss days at school are disadvantaged.

School Uniform

Students in Years 7-11 are expected to wear full school uniform. The uniform is very smart and distinctive, and upholds the value we place on high standards at every level in the school. Students are proud to wear their uniform and are excellent ambassadors for the school. Students in the Sixth Form have a smart dress code which reflects a general business look, appropriate for their role as lead learners in the school. A detailed uniform list is available on our website and is also to be found in the Student Planner.

The School Day

Students can be in school from 8.00am to 4.15pm for lessons, independent study and community activities.

The daily timetable is:

8.00am	Breakfast available in canteen
8.15 am	Arrival at school
8.30 am	Registration and Tutorial
8.50 am	Session 1
9.55 am	Session 2
10.55 am	*Break*
11.20 am	Session 3
12:25 pm	Session 4
1.25 pm	*Lunch*
2.00 pm	Session 5
3.00pm	Enrichment Time (Voluntary)

The school will not accept responsibility for students after 3.15pm or before 8.00am unless they are taking part in a supervised activity (eg homework club, sport, drama, music, dance or other extra curricular activities, detentions etc).

Vyners School Policies

Equal Opportunities

Vyners aims to embrace the needs of all students and to provide:

- A broad, balanced and differentiated curriculum relevant to the needs of each individual
- Maximum possible access to and stimulus within the school curriculum
- An educational environment where no student suffers adverse discrimination on the grounds of educational, physical, ethnic, religious, gender, sexuality or social circumstances.

Communications

All parents and students new to the school are asked to sign the Vyners Home/ School Partnership. This document sets out what parents and students can expect from the school and details the responsibilities of both parents and students. The intention of the partnership is to ensure that the basis for supportive relationships between home and school are established. The new school policy on parental communication is on the website.

The document has no legal status.

Charging Policy for Activities

Some learning and educational activities during term time will incur a voluntary charge to parents, but no student will be excluded from the activity if a contribution is unable to be made.

An activity may have to be cancelled if insufficient contributions are made. Payments for some activities can be made by instalments.

Child Protection

Mrs Foster (Deputy Headteacher), Mrs Bashford-Hynes (Assistant Headteacher) and Mr O'Connor (Pastoral Mentor) have special responsibility for child protection. The school has a responsibility for ensuring that the children in its care are protected from abuse and, in the case of suspected abuse, they will ensure that the appropriate LA procedures are followed.

Access to student records and other information

Parents should contact the school if they wish to visit the school and/or see the following:

- Further information relating to the curriculum
- Any agreed school policy documents

Friends of Vyners (FOV)

The Friends of Vyners are a group of parents and staff who work together to provide a number of social activities throughout the year and support many school events such as Open Evening, music concerts and productions. One of the core aims of FOV is to help raise funds for the school and through this fundraising, support the running of the school mini-buses and purchases which would otherwise not be possible. In 2019 the Langdale 10 Challenge event raised over £12,000 for the school through the collaboration of parents, students and staff. All parents are automatically members of FOV and we encourage anyone who is able to provide a little time to help support their child's school.

GCSE Subject Results – 2018/2019

Subject		9	8	7	6	5	4	3	2	1	U	9-4	Entries
Art	School	4%	11%	11%	26%	24%	17%	7%	0%	0%	0%	93%	46
	National	5%	7%	11%	17%	18%	17%	15%	7%	3%	0%	75%	182204
Biology	School	13%	13%	19%	23%	23%	6%	2%	0%	0%	2%	97%	62
	National	12%	14%	16%	21%	17%	10%	6%	3%	1%	1%	90%	165318
Business Studies	School	2%	6%	13%	13%	21%	13%	19%	12%	0%	0%	69%	52
	National	3%	6%	9%	16%	17%	14%	18%	10%	5%	1%	66%	89067
Chemistry	School	13%	19%	16%	27%	16%	6%	2%	0%	0%	0%	98%	62
	National	13%	15%	16%	18%	17%	11%	7%	2%	1%	1%	90%	159082
Computing	School	27%	20%	33%	0%	7%	13%	0%	0%	0%	0%	100%	15
	National	4%	8%	10%	13%	14%	14%	15%	11%	8%	3%	63%	77407
D&T	School	0%	0%	9%	19%	28%	19%	20%	3%	0%	2%	75%	64
	National	4%	6%	9%	14%	15%	15%	18%	11%	6%	2%	63%	89903
Drama	School	7%	13%	0%	13%	13%	27%	27%	0%	0%	0%	73%	15
	National	5%	8%	10%	19%	18%	15%	16%	7%	2%	1%	74%	57704
Economics	School	0%	4%	9%	17%	43%	22%	4%	0%	0%	0%	96%	23
	National	7%	11%	14%	21%	17%	12%	11%	5%	2%	1%	82%	6106
English Language	School	2%	8%	11%	23%	27%	15%	10%	3%	1%	1%	86%	184
	National	2%	4%	7%	13%	17%	17%	25%	9%	3%	1%	62%	707059
English Literature	School	5%	8%	19%	20%	24%	12%	9%	2%	2%	0%	87%	181
	National	4%	6%	10%	17%	19%	17%	14%	7%	4%	2%	73%	546677
Food Prep & Nutrition	School	0%	6%	6%	25%	44%	19%	0%	0%	0%	0%	100%	16
	National	3%	6%	9%	14%	17%	16%	21%	11%	4%	1%	64%	44925
French	School	0%	5%	5%	24%	18%	18%	18%	8%	0%	3%	71%	38
	National	5%	8%	11%	11%	19%	16%	19%	8%	2%	2%	70%	122803
Geography	School	2%	14%	14%	19%	22%	8%	15%	4%	2%	0%	79%	111
	National	5%	8%	12%	14%	14%	13%	16%	11%	6%	2%	65%	251121
German	School	0%	5%	17%	29%	24%	12%	12%	0%	0%	2%	86%	42
	National	6%	7%	11%	14%	20%	18%	16%	5%	2%	1%	76%	41222
History	School	6%	11%	15%	15%	23%	8%	16%	5%	2%	0%	77%	62
	National	5%	8%	11%	14%	13%	12%	15%	11%	7%	3%	64%	261537
Mathematics	School	9%	14%	16%	15%	19%	19%	6%	1%	1%	0%	92%	185
	National	3%	6%	7%	9%	15%	20%	19%	13%	7%	2%	60%	720098
Media Studies	School	4%	16%	24%	8%	16%	16%	4%	12%	0%	0%	84%	25
	National	3%	5%	9%	16%	18%	16%	17%	10%	5%	2%	67%	36437
Music	School	11%	11%	37%	5%	16%	11%	11%	0%	0%	0%	89%	19
	National	8%	11%	13%	16%	15%	12%	15%	6%	2%	1%	76%	34740
PE GCSE	School	13%	25%	33%	21%	8%	0%	0%	0%	0%	0%	100%	24
	National	4%	7%	10%	18%	18%	15%	20%	7%	2%	0%	72%	79373
Photography	School	7%	33%	13%	33%	7%	0%	7%	0%	0%	0%	93%	15
	National	5%	7%	11%	17%	18%	17%	15%	7%	3%	0%	75%	182204
Physics	School	10%	19%	23%	21%	21%	5%	2%	0%	0%	0%	98%	62
	National	13%	15%	16%	19%	17%	12%	6%	2%	1%	1%	91%	157819
Religious Education	School	1%	11%	14%	26%	26%	10%	11%	0%	0%	0%	89%	136
	National	7%	11%	13%	16%	14%	11%	14%	8%	4%	2%	72%	227913
RE (Short)	School	0%	0%	0%	4%	2%	22%	37%	17%	13%	4%	28%	46
	National						National data not available						
Science (Combined)	School	2%	7%	7%	17%	19%	21%	17%	7%	1%	2%	73%	122
	National	1%	2%	4%	9%	18%	21%	22%	15%	6%	3%	55%	778626
Spanish	School	0%	0%	7%	7%	7%	36%	43%	0%	0%	0%	57%	14
	National	7%	9%	12%	11%	17%	15%	18%	8%	2%	2%	70%	96811
Total	School	6%	12%	16%	19%	21%	15%	12%	3%	1%	1%	87%	1621
	National	6%	8%	11%	15%	17%	15%	16%	8%	4%	1%	71%	5116156

Legacy		A*	A	B	C	D	U			A*-C	Entries
IT	School	4%	0%	35%	57%	0%	4%			96%	23
	National				National data not available						
Maths Express	School	31%	28%	25%	13%	0%	3%			97%	32
	National				National data not available						
Total	School	18%	14%	30%	35%	0%	4%			96%	55
	National				National data not available						

BTEC		Di*	Di	M	P	L1 Di	L1 M	L1 P	U	Di*-P	Entries
BTEC Performing Arts	School	0%	25%	15%	45%	15%	0%	0%	0%	85%	20
	National				National data not available						
BTEC Sport	School	19%	6%	56%	19%	N/A	N/A	N/A	0%	100%	16
	National				National data not available						
Total	School	9%	16%	36%	32%	8%	0%	0%	0%	93%	36
	National				National data not available						

A - Level Subject Results - 2018/2019

Subject		A*	A	B	C	D	E	U	A*-E	Entries
Art & Design	School	45%	0%	55%	0%	0%	0%	0%	100%	11
	National	12%	16%	33%	24%	11%	4%	1%	99%	42307
Biology	School	0%	9%	22%	22%	22%	22%	3%	97%	32
	National	7%	17%	21%	22%	19%	10%	4%	96%	69196
Business Studies	School	0%	0%	41%	32%	18%	9%	0%	100%	22
	National	3%	12%	29%	30%	18%	6%	2%	98%	33925
Chemistry	School	4%	8%	24%	16%	12%	28%	8%	92%	25
	National	8%	22%	23%	20%	15%	9%	4%	96%	59090
Computing	School	9%	18%	36%	27%	9%	0%	0%	100%	11
	National	3%	15%	22%	23%	20%	11%	5%	95%	11124
Drama	School	0%	0%	40%	40%	0%	20%	0%	100%	5
	National	4%	14%	33%	30%	14%	4%	1%	99%	10207
Economics	School	0%	19%	43%	19%	10%	5%	5%	95%	21
	National	7%	22%	29%	23%	13%	5%	2%	98%	30841
English Literature	School	0%	20%	40%	40%	0%	0%	0%	100%	10
	National	9%	16%	29%	27%	15%	4%	1%	99%	40824
Geography	School	0%	31%	50%	19%	0%	0%	0%	100%	16
	National	5%	18%	29%	26%	14%	5%	1%	99%	34960
History	School	0%	11%	28%	33%	17%	11%	0%	100%	18
	National	5%	18%	31%	27%	14%	4%	1%	99%	51438
Mathematics	School	11%	25%	20%	20%	9%	16%	0%	100%	56
	National	17%	25%	18%	17%	13%	8%	3%	97%	91898
Maths (Further)	School	38%	38%	13%	0%	13%	0%	0%	100%	8
	National	25%	29%	20%	13%	8%	4%	2%	98%	14527
Media Studies	School	7%	0%	29%	50%	7%	7%	0%	100%	14
	National	2%	10%	33%	35%	16%	4%	1%	99%	21874
Music	School	0%	0%	0%	25%	25%	25%	25%	75%	4
	National	5%	15%	27%	27%	18%	7%	2%	98%	5848
Photography	School	25%	0%	25%	25%	25%	0%	0%	100%	8
	National	12%	16%	33%	24%	11%	4%	1%	99%	42307
Physical Education	School	0%	20%	20%	20%	40%	0%	0%	100%	5
	National	4%	11%	26%	27%	19%	9%	3%	97%	11097
Physics	School	0%	27%	42%	4%	19%	8%	0%	100%	26
	National	9%	19%	23%	20%	16%	9%	5%	95%	38958

... continued overleaf

Subject		A*	A	B	C	D	E	U	A*-E	Entries
Product Design	School	11%	44%	22%	0%	22%	0%	0%	100%	**9**
	National	4%	12%	24%	28%	20%	9%	3%	97%	**10870**
Psychology	School	0%	7%	30%	13%	33%	17%	0%	100%	**30**
	National	4%	12%	27%	28%	18%	8%	3%	97%	**64598**
EPQ	School	0%	19%	31%	13%	9%	13%	16%	84%	**32**
	National	National data not available								
Total	School	8%	15%	30%	21%	15%	9%	2%	98%	**331**
	National	8%	17%	27%	25%	15%	6%	2%	98%	**685889**

Subject		Di*	Di	M	P	U		Di*-P	Entries
IT	School	100%	0%	0%	0%	0%		100%	**14**
	National	National data not available							
Sport	School	20%	60%	20%	0%	0%		100%	**10**
	National								
Total	School	60%	30%	10%	0%	0%		100%	**24**
	National	National data not available							

Destination of Leavers - 2019

Destination	Course
The University of Birmingham	Chemistry with Business Management
The University of Birmingham	English Literature
Bournemouth University	Marketing Communications
Bournemouth University	Biological Sciences
Bournemouth University	Sociology & Criminology
The Arts University Bournemouth	Illustration
University of Buckingham	Nursing Children
Buckinghamshire New University	Events Festival and Venue Management
Cardiff University	Business Economics
Coventry University	Business & Finance
Coventry University	Engineering
Royal Holloway, University of London	Computer Science
Royal Holloway, University of London	Biomedical Science
Royal Holloway, University of London	Computer Science
Royal Holloway, University of London	Physics
University of Essex	Theatre Arts
University of Essex	Law & Business
University of Exeter	Sports & Exercise Science
University of St Andrews	Computer Science
British Institute of Technology and E-commerce	Marketing Management
University of Hertfordshire	Illustration
University of Kent	Asian Studies & German
Kingston University	Accounting & Finance with Business
Lancaster University	Maths & Computer Science
University of Liverpool	Psychology
University of Liverpool	Architecture
The Liverpool Institute for Performing Arts	Theatre Performance Technology
Queen Mary, University of London	Biochemistry
Middlesex University	Audiology
Identity School of Acting	Acting
University of the Arts London	Fine Art Foundation
University of the Arts London	Foundation Diploma In Art & Design & Graphic Communication Design
Richmond Upon Thames College	Film Studies, Digital Productions
Roehampton University	Dance

Imperial College London	Medicine
King's College London (University of London)	Neuroscience
St George's, University of London	Biomedical Sciences
Brunel University	Marketing
University College London (University of London)	History
University of Westminster	Fashion Marketing & Promotion
Loughborough University	Art Foundation
Manchester Metropolitan University	Environmental Science
University of Manchester	Chemistry
University of Nottingham	Zoology
University of Nottingham	Mathematics
University of Nottingham	Management Business
University of Nottingham	Psychology & Philosophy
University of Nottingham	Mechanical Engineering
University of Nottingham	Chemistry
University of Nottingham	Finance, Accounting & Management
University of Nottingham	Electrical & Electronic
Oxford Brookes University	International Relations & Politics
University of Reading	Economics & Business
University of Reading	Architecture
University of Reading	International Business and Management
University of Reading	International Business and Management
University of Reading	Biomedical Engineering
University of Reading	Business & Management
University of Reading	Computer Science
University of Sheffield	Journalism Studies
University of Southampton	Politics & International Relations
University of Southampton	Economics
University of Southampton	Economics
University of Southampton	Economics
University Campus Suffolk (UCS)	Adult Nursing
University of Surrey	History
University of Surrey	Biochemistry
University of Surrey	Computer Science
University of Surrey	Mathematics
University of Surrey	Mathematics
University of Sussex	Social Sciences Foundation
University of Sussex	Economics
Swansea University	Law with Criminology
Swansea University	Sport & Exercise Science
Richmond, the American International University	Film Studies
Brunel University	Industrial Design
Brunel University	Psychology (Sport, Health And Exercise)
Brunel University	Politics & History
University of Warwick	Discrete Maths
University of Warwick	Math's & Physics
University of Warwick	Mathematics & Physics
University of Warwick	Computer Science
University of Warwick	Maths
University of Winchester	History
Buckinghamshire New University	Software Engineering

Alternative Destinations

A number of students are either starting apprenticeships, employment or taking a gap year before entering university.

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