



Prospectus

For Entry to Year 7
September 2017



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BACKGROUND

The Very Reverend Canon Van Crombrughe, one of the greatest Belgian educationalists of his time, founded the Congregation of the Daughters of Mary and Joseph in Belgium in 1817.

In 1867, at the celebrations commemorating the Golden Jubilee of the foundation of the Institute, it was announced that a convent was to be opened in England.

On 17th June 1869 three nuns arrived to take up residence in a small house, Poplar Villa in Wellesley Road, Croydon. On 2nd August 1869, the school opened with one pupil. Two years later, a larger property was found in Tavistock Road and named Coloma. The name owes its origins to the Spanish Count of Santa Coloma, former owner of the Daughters of Mary and Joseph's Mother House in Malines in Belgium, which is named after his estate in Spain.

Throughout its history, the school has experienced many changes, in step with developments in the education of girls and young women. In July 1965, Coloma moved from Tavistock Road to the site in Shirley and in 1978 became a Voluntary Aided Roman Catholic Comprehensive School for Girls from 11-18 years of age. In April 1994, Coloma gained Grant Maintained Status. Following Government reforms Coloma once again became a Voluntary Aided Catholic Comprehensive Girls' School on 1st September 1999. In September 2000, Coloma changed from four to five-form entry and opened a new Sixth Form Centre. There are 1080 girls on roll, of whom about a quarter are in the Sixth Form.

GENERAL INFORMATION

Coloma is situated on the edge of the Addington Hills in extensive grounds, which include tennis and netball courts, a lacrosse and athletics field and a floodlit artificial football pitch. The School complex includes a purpose-built Sixth Form Centre, a Chapel, a Design and Technology Centre, new and refurbished art rooms, a Performing Arts Centre, well-equipped science laboratories, a weather satellite station, a library equipped with computer resources for independent study, a music studio, a new drama studio, hall and stage. In addition to specialist classrooms, many with computers, there are two gymnasia, art and pottery rooms, four computer rooms and two rooms equipped for computer-aided design and computerised digital composition in music. Many areas of the school have been recently refurbished with all classrooms having interactive whiteboards.

The school has a Specialist Status in Music and Science and has been designated a High Performing Specialist School. Coloma continues to be nationally recognised for its exceptional performance by the Schools, Students and Teachers network (SSAT). Coloma is in the top 10% of non-selective schools nationally for high average grades achieved by students and in the top 10% nationally for progress made by pupils between their Key Stage 2 results at primary school and their Key Stage 4 results.

The school chapel on site offers a fortnightly Mass on Tuesdays at 12:20pm to which parents are always most welcome. Benediction is held on some Fridays at 3:20pm for students who wish to attend, and parents are also welcome.

Website: <http://www.coloma.croydon.sch.uk>

Transport: The 466 and 130 buses pass the school gates. In addition, the 194, 198, 367 and 119 buses pass the Shirley roundabout (5 minutes' walk from school). Tramlink is also possible with Coombe Lane and Sandilands being the most accessible stops. The nearest mainline station is East Croydon, where any of the above buses may be boarded.

PASTORAL CARE

Pastoral care is primarily organised on a tutor group basis. On arrival in Year 7, girls are placed in one of five tutor groups, in which they will usually stay until the end of Year 11. Each group is entrusted to the care of a Form Tutor who, under the leadership of the Head of Year and Pastoral Manager, is responsible for the daily well-being, general discipline and academic progress of all pupils. Attached to each tutor group in Years 7 and 8 are Sixth Form Prefects who help the girls settle into the school and assist with their day-to-day organisation. In Year 7 most lessons are taught in these tutor groups.

The Tutor is the first point of contact for parents who have any general queries or concerns. The second point of reference is the Head of Year. The Pastoral Manager and the Headteacher are also available to discuss specific problems.

One Assistant Headteacher has responsibility for pastoral care and discipline, supported by a full time Pastoral Manager.

We are fully committed to helping girls to achieve their potential but parents have an essential role to play in their daughter's success.

Punctuality

Parents are responsible for ensuring that their daughter arrives in good time at school and for any activities outside the normal school day.

Absence

When a girl is absent from school, parents should notify the school by telephone on each day of absence. On her return to school, a girl must bring a written note of explanation and hand it to her Form Tutor. The school will contact parents if they have not informed the school about their daughter's absence. Prolonged periods of absence or cases of infectious illness require a doctor's certificate.

Medical Treatment

Routine medical, ophthalmic and dental treatment should be arranged outside school hours or in the holidays, where possible.

Holidays

Parents are not allowed to take children on holiday in term time. Should absence be necessary, parents must apply at least one month in advance, in writing to the Headteacher. This will not automatically be granted; each case will be considered individually. Leave of absence cannot be granted retrospectively and any such occurrences will be treated as unauthorised.

DISCIPLINE

Staff and parents work together to encourage the girls' development of self-discipline. School rules are kept to a minimum and are based on common sense and a concern for others. The emphasis is on the encouragement of consistent effort and good behaviour. Achievement Points and a Commendation Scheme reward effort and behaviour. These work on the principle that good work and effort are acknowledged, alongside helpfulness, co-operation and good citizenship. Throughout the school full attendance, effort, participation, helpfulness and achievements are publicly acknowledged through Assemblies and Proclamations. There is an annual prize-giving of examination certificates. Sporting achievements are recognised at our annual Sports Award evening.

Sanctions include being reported to the Form Tutor, misconduct marks which may lead to detention, being sent to the Head of Year, being placed on a daily report, which monitors behaviour, attitude and commitment in every lesson. The Pastoral Team will deal with more serious offences which may result in internal exclusion. Parents are always contacted in cases of serious misconduct. The ultimate sanction, although this is rarely used, is temporary or permanent exclusion.

LIAISON BETWEEN SCHOOL AND HOME

Parents are the primary educators of their daughters, and school is an extension of the home. A girl will flourish at school only when she feels happy and comfortable with her friends and her surroundings, when she knows what is expected of her and is confident that she can rely on the support of parents and staff. On acceptance into the school, parents and pupils sign a Home-School agreement.

Staff work as closely as possible with parents. The girl's Pupil Planner will provide parents with an immediate picture of their daughter's progress and a quick and easy means of communication with the Form Tutor. Reports give information on academic effort and achievement. Examination results, comments on personal development and extra-curricular activities are sent to parents. There is a meeting for parents in April/May before the girls start at Coloma in Year 7. There is an annual meeting for parents with members of the teaching staff, to report on each girl's progress and achievements.

If there is reason for serious anxiety, the School will contact parents. Parents are asked in their turn to contact their daughter's Form Tutor, Head of Year, Pastoral Manager, Assistant Headteacher in charge of Pastoral Care or the Headteacher if they are concerned in any way about their daughter's well-being. Should matters remain unresolved, parents may contact the Chair of Governors and follow the School's complaint procedure. Details of this procedure, as well as documents relating to the curriculum, are available on the school website.

SAFEGUARDING

The welfare of each girl is of paramount importance. The School has a moral as well as a statutory obligation to safeguard and promote its pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Clear procedures are in place for the monitoring and reporting of any causes for concern, in accordance with Local Authority Guidelines. Every member of staff receives regular training in this important aspect of our work. Our Safeguarding Policy is available on the school website.

THE CURRICULUM

The curriculum is at the heart of the school's work. The everyday teaching and learning activities are planned to ensure that each pupil is challenged and stimulated, according to her own learning needs, to achieve her potential in a supportive and encouraging environment. All our courses meet the statutory requirements of the National Curriculum and the Awarding Body (examination board) specifications. The school's curriculum is reviewed and updated annually in line with Government guidelines and other initiatives in education.

THE SCHOOL DAY

The school day is from 8.20am to 3.15pm. Girls are expected to be in school for 8.15am. There are six 50-minute teaching sessions with a morning break of 20 minutes and a one-hour lunch break. Breakfast, lunch and snacks may be purchased at the cafeteria or packed lunches may be brought. Each day begins with a Collective Act of Worship which may take place in the tutor group, year group or whole school assembly. Every lesson begins with a prayer.

Registration	8:20 – 8:40am
Period 1	8.40 – 9.30am
Period 2	9:30 – 10:20am
Recess	10.20 -10.40am
Period 3	10:40 – 11:30am
Period 4	11:30 – 12:20pm
Lunch	12.20 -1.20pm
Period 5	1:20 – 2:10pm
Period 6	2:10 – 3:00pm

Afternoon Registration	
Yrs. 8 & 9	1.15pm
Yrs. 7 & 11 – 13	3.00 – 3.05pm
Yr.10	3.00 – 3.15pm

Key Stage 3:

Years 7, 8 and 9

Subjects studied:

Art	History
Biology	Computer Science
Chemistry	Mathematics
Design and Technology	Music
Drama (Years 7 and 8)	
English	Physical Education
French	Physics
Geography	Religious Studies
German (Years 8 and 9)	PSHE

For the first three years all girls follow a general curriculum which includes the statutory requirements of the National Curriculum. In Year 7, pupils are taught in five or 6 mixed ability groups.

This continues through Key Stage 3 with some setting for Science and Mathematics. Groupings are reviewed annually. The Design and Technology programme includes elements of Food, Textiles and Resistant Materials. German is introduced in Year 8 and all girls continue to study two languages until the end of Year 9. Citizenship is delivered throughout the curriculum and PSHE.

Homework is an integral part of the teaching and learning programme. Each girl uses her Pupil Planner to record the homework set and the date on which it is due. Homework must be done on the day stated. Parents are expected to monitor their daughter's completion of homework and contact her Form Tutor if the homework set and time taken to complete the work do not tally with the timetable. If teaching staff have concerns about commitment in a lesson or about homework, they will communicate with parents through her Planner. Girls are expected to take full responsibility for meeting all deadlines.

The Pupil Planner is the principal means of communication between school and home. Teachers, tutors and other staff may send messages to parents through the Planner which parents must sign every week. Every girl must bring her Planner to school each day.

The homework patterns and good work ethic established in Key Stage 3 are developed and extended in Key Stage 4. The same procedures apply and parental support continues to be of central importance. Girls' time management, organisation, punctuality and presentation of work become even more important.

Key Stage 4: Years 10 and 11

In Key Stage 4, courses lead to GCSE certification. The following subjects are studied by all girls:

Religious Studies	Mathematics
English Language	Science
English Literature	A Modern Language

Science is a balanced course at Key Stage 4, which contains units of Biology, Chemistry and Physics. Based on each girl's progress and the judgement of the teaching staff, students have the opportunity to study for three separate GCSE Sciences or a GCSE Double Award (Combined Science). Both pathways allow for progression to the study of individual Science subjects at A Level.

In discussion with teaching staff, girls may currently opt to select other subjects as follows:

Humanities:	History or Geography or both
Design and Technology:	Food Preparation and Nutrition, Product Design, Textiles
A Second Language:	French or German
Option Subjects:	Art, Business, Computer Science, Drama, Health and Social Care, Music, Performing Arts and PE
Twilight Options	Spanish, Economics or Music

Twilight courses are subject to viability of numbers and potential of pupils. These are reviewed on an annual basis. They take place after school, usually between 3.15pm and 4.45pm.

Physical Education continues for all girls in Year 7 through to Year 12. It is not formally examined, but a rigorous programme of activities is in place for all pupils.

Work-related learning is integrated across all subjects; to improve and enhance the understanding of the world of work. All girls participate in a two-week work placement which currently takes place at the end of Year 11.

The Deputy Head (Curriculum) is available to give a fuller explanation of the curriculum, examinations, reports and parents' evenings.

The Sixth Form: Years 12 and 13

The Sixth Form allows progression from GCSE to the study of four A-Level subjects. Thirty different A-level subjects are taught in the Sixth Form. In addition to those taught at GCSE, students may choose from new subjects such as:

Media Studies	Psychology	Further Mathematics	Art (Textiles)
Economics	Photography	Computer Science	Spanish
Sociology	Theatre Studies	Music Technology	Law
Government and Politics			

Sixth Form students are expected to take full responsibility for meeting deadlines. All students are encouraged to make use of the library and ICT facilities for personal research and study. In addition, a full enrichment programme incorporating Religious Studies, PSHE, career guidance, preparation for careers and university entrance, a wide variety of PE activities and opportunities for leadership and service are built in for all students.

A separate Sixth Form prospectus detailing course content, entry requirements and study guidelines is available for parents of girls in Year 11 when they are preparing for Sixth Form entry.

PERSONAL SOCIAL HEALTH AND EMOTIONAL WELLBEING (PSHE)

The PSHE programme is firmly embedded in the values and ethos of the school. Year 7 receive a bespoke programme which supports their transition to Secondary education. Several special days are organised for Years 8, 9, 10, 11 and 12 on a variety of themes appropriate to their age and maturity.

RELATIONSHIPS AND SEX EDUCATION

Relationships and Sex education is delivered in accordance with the guidelines provided by the Catholic Education Service.

The Church has always recognised that it is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly in sensitive areas of sexual development.

Circular 11/87 from the Department for Education states: “Parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be complementary and supportive to the role of parents” (Introduction, paragraph 2).

Sex education is taught in such a manner as to encourage the girls to have due regard for moral consideration and the value of family life. The programme is appropriate to the maturity of our pupils at each stage of their schooling, helping them to make appropriate judgements in the many and varied situations in which they find themselves. The School always seeks to emphasise the dignity and the sacredness of each person, the importance of chastity and the relationship between sex and the Sacrament of Marriage.

SPECIAL EDUCATIONAL NEEDS

Our Catholic ethos and Christian values underpin our work with every girl in the school. Girls may be placed on the Special Educational Needs register in school for a variety of reasons. Some reasons are medical, ranging from those who suffer from asthma and eczema, to those who have a history of a serious medical condition. Others are placed on the register when there are concerns about emotional needs, or temporary problems at home or school, any of which may affect their learning. We also place girls on the register if, in the professional opinion of the staff, there is concern regarding specific learning difficulties, for example poor comprehension or signs of dyslexia. Where specific concerns arise, we try to work closely with the girl’s parents so that her specific needs are addressed.

The appointed Special Educational Needs Co-ordinator (SENCO) works very closely with teachers, tutors, senior leadership staff and parents to provide timely support on an individual basis.

Coloma works closely with the Croydon LA in giving full support to any pupils with Statements/ Education Health Care plans. A nominated member of the Croydon Educational Psychology Service (Octavo Partnership) visits the school, to advise on suitable help for girls who have specific learning needs. Coloma also receives specialist support from Croydon’s Hearing and Visual Impaired Service.

All girls are encouraged to make the most of their gifts and talents. We seek to inspire girls to aim for academic, sporting, musical and artistic excellence. Girls are encouraged to enrich their school experience through involvement in extra-curricular activities provided in school or in the wider community.

CAREERS, EDUCATION INFORMATION, ADVICE AND GUIDANCE (CEIAG) AND WORK-RELATED LEARNING (WRL)

A well-resourced Careers Library and a variety of software packages are available to all students to help them explore and manage decisions about future educational pathways and career options. Our careers advisor is available to provide one to one support to our girls.

We hold a mock interview programme in Year 10, where our girls prepare and submit their C.V. and are then interviewed by industry professionals. There is extensive support provided to our Year 11 girls with their arrangement of a work experience placement.

There is a biennial Careers Fair to inform and inspire girls with potential career options; this is open to girls of all ages. We participate in the outreach programmes from both Oxford and Cambridge Universities. A wide range of curriculum based events and visits take place annually to prepare girls for their future careers.

In Year 12, we devote a large part of our PSHE programme to exploring qualification pathways, careers and University courses. The end of Year 12 culminates in the two-day Post 18 Conference, where we provide several workshops on writing personal statements and hear fascinating talks from former students, who share their experiences with our current students. Our intensive support continues into Year 13 as we guide students through their University, training and employment applications, offers and decisions.

EXTRA-CURRICULAR ACTIVITIES

We are fully committed to the many benefits of extra-curricular activities and offer a rich and diverse programme of events. Girls have the opportunity to take part in a wide variety of extra-curricular activities, including everything from “Mathematical Mysteries” to debating and public speaking; everyone is encouraged to avail themselves of as many experiences as possible at all stages of their school life.

Music plays a vital role in the extra-curricular activities we offer. A team of peripatetic Music staff undertake instrumental tuition for more than 300 girls. Girls may elect to learn the piano, flute, saxophone, percussion, harp, trumpet, trombone, oboe, clarinet, violin, cello, double bass, viola, French horn, euphonium, tuba, recorder, bassoon or guitar. The School has two orchestras, a variety of chamber ensembles, a jazz group, a brass band and many other instrumental groups. Singing lessons are also available for the older girls. Although there is a charge for instrumental lessons, some bursaries are available. Associated Board examinations are conducted regularly at School. The girls can also attend Grade 5 Theory lessons after school.

The Coloma Choirs are very well known. The number in the choirs totals approximately 50% of the School. A Christmas Concert and two Summer Shows are held annually. In addition, groups of girls perform at a variety of locations and events. In recent years, the Senior Chamber Choir has been to Spain and Italy for concert tours and will be going to New York in July 2017. The Junior and Senior Special Choirs were rated as two of the best school choirs in the country in 2015 and in March this year the St Cecilia’s Singers won the ‘Barnardo’s Senior Choir of the Year’ competition at the Royal Festival Hall. The Juniors were also runners-up on TV in the Songs of Praise School Choir of the Year Competition. In November this year, the entire school choir (over 500 pupils) has been invited to sing at the Royal Albert Hall in a performance of ‘The Pearl’ by Howard Goodall, a work especially commissioned for the 140th anniversary of the school. Rehearsals are held weekly at School for the Junior, Senior and all chamber Choirs and for the orchestras, ensembles and recorder groups.

Sport also plays an important part in school life. Girls are introduced to a variety of activities, which they are able to continue after the end of their school days, if they so choose. For each age group, we field lacrosse, netball, football, rounders, athletics and tennis teams, playing a full fixture list, and entering both local and national tournaments. In addition, Coloma girls successfully take part in the Croydon Schools' Swimming Gala and Croydon Schools' Cross-Country Championships. There are also gym, dance, trampoline and basketball clubs at lunchtime and after school.

Girls in Year 9 have the opportunity to take part in a skiing expedition to Austria.

Girls in Year 10 upwards are also able to participate in trampoline, volleyball, badminton, table tennis, keep-fit and basketball.

During the summer months, tennis coaching is offered after school. Parents will be sent details of each course of tuition. There are also sporting activities offered during some school holidays.

Excursions abroad are regularly organised. These include the skiing expedition, sports and music tours, home-stay visits to France and Germany, work experience abroad and visits to Ypres, Berlin and Lourdes.

Field trips and visits are regularly arranged. The Science and Geography departments undertake field studies. There are visits to places of historical interest by the History department, as well as attendance at relevant conferences for the Sixth Form. Art pupils regularly visit museums and galleries. The Drama, English and Music departments make full use of the many theatres and concert halls in London.

Lunchtime clubs and activities open to girls include the Science club, Drama club, Languages Club, the Debating Society, the Environment club and Chess club.

Charity: As well as enjoying all these activities, Coloma girls are encouraged to think of and help others whenever they can. Many worthwhile fund-raising activities take place throughout the School year. Charities' Week, an important event in the Autumn Term, is organised and run by the 6th Upper Charities' Committee. Students in the Sixth Form participate in community-based projects. Girls in Years 7 to 11 regularly raise money for the Cabrini Children's Society, CAFOD, or for a charity chosen by their Form group.

Combined Cadet Force: In Year 9, some girls have the opportunity to participate in a joint Cadet Force with Royal Russell School with subsequent opportunities to join Army or RAF sections in Year 10 and Year 11. This includes opportunities to participate in the Duke of Edinburgh award scheme.

Duke of Edinburgh Award: In Year 9, pupils have the opportunity to enrol in the Duke of Edinburgh award scheme.

Student Service and Leadership roles: Service to the school, in all its many facets, is a well-established tradition and an expectation for all our Sixth Form students. The School Council constitutes representatives from each year group, under the Chairmanship of the Head Girl and her Deputies. It meets regularly to discuss issues relating to school life. The House system operates throughout the School, and girls are assigned to one of six Houses. Each House is led by a House Captain and Deputy House Captain.

Sixth Form girls are able to work with young people from other Croydon schools in the local Young Enterprise scheme. Students have the opportunity to attend subject-specific conferences which are led by eminent figures. Health and Social Care courses offer placements in various care settings, as well as visits to local Health and Social Services. Sixth Form students produce an occasional periodical, showcasing original work. Girls prepare and take part in local and national Debating and Public Speaking competitions. Year 12 students give their time and talents in the service of others by, for example, accompanying children with disabilities to Lourdes during the Easter break. Increasing numbers of girls are participating in annual holiday schemes for children with disabilities and are enormously enriched by their experiences.

We recognise that not every extra-curricular activity will be suitable for every girl but we feel that, given the range of opportunities on offer, Coloma provides something for everyone.

CHARGING POLICY

The Croydon policy for charging for extra-curricular activities (with the exception of Music) has been adopted by the Governors:

“Under the provisions of the Education Act, 1988, no charge may be made for school visits that take place mainly or wholly in school time. However, parents may be invited to make a voluntary contribution to the cost of the visit. In the event of insufficient funds being available, the school has the right to cancel the visit”.

If there are difficulties in meeting any requested contributions, parents are asked to contact the Headteacher.

COLOMA PARENTS' ASSOCIATION (CPA)

The Association was established over forty years ago and the scale of its fund-raising and social activities has grown over the years. All parents are automatically members of the Association and receive communications regularly.

The major fundraising occasions are the Summer Fete and Fun day and the Advent Fair. Other events held in recent years have included Family Nights, Quiz Nights, and the May Ball.

Members of the Committee are present at the meeting in April/May held each year for parents of girls entering the School in September, to welcome them as members of the CPA, to inform them of activities, and to let them know of the support the Association gives the School. The proceeds of the CPA's 400 Club go towards the maintenance and insurance of the School minibuses.

The CPA has contributed towards the stage refurbishments, classroom curtains, interactive whiteboards, overhead video projectors, computers and printers. The CPA has also provided a weather satellite station, sets of laptop computers and computer software, a satellite language package, projectors, microscopes, balances, sewing machines, orienteering equipment, two pianos and 360 chairs for the hall.

The Association has donated large sums of money to help equip teaching rooms and the Library with computers as well as the purchase of a multi-media server for the network. The CPA was one of the main sponsors for the floodlit football pitches.

COLOMA OLD GIRLS' ASSOCIATION (COGA)

Anyone who has been a pupil at Coloma qualifies to be a member of COGA. This Association is essentially a network of friends and a modest subscription is used to produce regular newsletters, which are sent all round the world.

The School works with COGA to maintain both their own and the School's extensive archives, material from which is on regular display. We welcome any contribution to the archives.

The Association has a great interest in the current development of the School and in the activities of present pupils. Many members have been very generous with the time they have given to our Careers days and the help they have extended to individual school leavers embarking on careers, higher education or professional training.

Committee members run a stall at the Summer Fete and Advent Fair, making welcome donations to School Funds. In the past, COGA has made generous contributions to the stained-glass windows, purchased altar cloths for the Chapel, a roving microphone for the School hall and the sign for the Sixth Form Centre. A pond and quiet garden area has also been provided by the Association in memory of Sister Mary Cuthbert, past Headteacher of the School. Most recently, the Association has made a donation to the new football facilities and hopes to encourage more sporting activities for former students.

The social highlight of the year is the annual luncheon held on the second Saturday in May, when Old Girls and staff meet at Coloma. The day culminates with Benediction in the Chapel, followed by afternoon tea.

UNIVERSITY COURSES 2016

We are delighted that our girls choose an exciting and diverse range of University courses. This is a selection of the courses studied by Coloma students in 2016

Accounting and Finance with a Year Abroad	Criminology
Accounting and Management With Placement	Drama and English
Actuarial Mathematics	Drama Studies and Film Studies
Anthropology	Early Childhood Studies
Applied Medical Sciences	Economics
Archaeology and Ancient History and History	Economics and Finance with a Professional Placement Year
Architecture	English
Art History	English and French
Astronomy, Space Science and Astrophysics with a year Abroad	English and Music
Biochemistry (4 years)	English with Film Studies
Biochemistry with a Year in Industry/Research	English with Year Abroad
Biological Sciences	Events Management
Biology	Film Studies
Biology (4 years)	Film, Photography and Media
Biology with Foundation Year	French Studies and Mathematics (4 years)
Biomedical Science	Genetics
Biomedical Sciences	Geography
Biomedicine	Geography and International Development
Business and Management	History
Business Management	History and Political Science
Business Studies	History of Art
Chemical Engineering	International Relations
Chemistry	International Relations and Politics (with a language)
Childhood and Youth Studies	Law
Classical Studies and English	Law with Human Rights
Computer Games Programming (with Industrial Placement)	Law with Psychology
Computer Science with Games Technology	Law with Psychology (Foundation Entry)

Management (with Placement)	Politics and Modern History
Management Studies	Psychology
Materials Engineering	Psychology (4 year sandwich)
Medicine	Psychology with Professional Placement
Midwifery	Radiography (Therapeutic)
Modern Languages (4 years)	Social Sciences (with a foundation year)
Music and English	Sociology
Nursing with Registration (Child)	Sociology and Criminology
Performance Technologies and Production	Sociology and Economics
Pharmaceutical and Chemical Sciences	Sport and Exercise Science
Pharmaceutical Science	Sport Development and Coaching Sciences
Pharmacy	Sport Management
Pharmacy (4 years)	Sport Rehabilitation
Philosophy	Structural Molecular Biology
Philosophy and Politics with Year Abroad	Theatre
Physical Education and Coaching	Veterinary Medicine
Political Science and International Relations	Zoology
Politics	

UNIVERSITY DESTINATIONS 2016

93% to University

University Name	Students
Aston University	2
University of Bath	2
Birkbeck, University of London	2
The University of Birmingham	5
Bournemouth University	8
University of Brighton	1
University of Bristol	3
Canterbury Christ Church University College	1
Cardiff University	5
University of Wales Institute, Cardiff	1
University of Central Lancashire	1
City University	2
Coventry University	2
University of Derby	1
The University of Durham	2
University of East Anglia	2
The University of Edinburgh	2
The University of Essex	3
University of Exeter	1
The University of Gloucestershire	1
University of Hertfordshire	5
Imperial College of Science, Technology and Medicine	1
Keele University	1
The University of Kent at Canterbury	5
King's College London (University of London)	1
Kingston University	1
University of Leeds	5

University Name	Students
University of Leicester	1
The University of Liverpool	1
Loughborough University	1
The University of Manchester	3
University of Newcastle upon Tyne	1
The University of Nottingham	2
Oxford Brookes University	2
University of Portsmouth	2
Queen Mary, University of London	3
The University of Reading	2
Roehampton University of Surrey	4
Royal Holloway, University of London	5
The University of Sheffield	2
University of Southampton	6
St George's, University of London (St George's Hospital Medical School)	1
St Mary's College	1
University of Surrey	3
University of Sussex	6
University of Wales Swansea	2
University College London (University of London)	1
The University of Warwick	1
University of Westminster	1
The University of York	2
Kassel School of Medicine	1
Medical University of Plovdiv	1
Warsaw University of Life Sciences (SGGW)	1

Coloma Convent Girls' School

Year 11 GCSE Results Academic Year 2015 - 2016

Subject	A*	A	B	C	D	E	F	G	U	Total A* - C	Total Award
Art	12	8	10	8	1	0	0	0	0	38	39
Biology	18	40	26	16	6	1	0	0	0	100	107
Business Communication	16	4	3	1	0	0	0	0	0	24	24
Business Studies	8	12	9	9	1	0	0	0	0	38	39
Chemistry	13	36	26	20	11	1	0	0	0	95	107
Computing	4	4	2	0	0	0	0	0	0	10	10
D&T: Food	1	11	8	4	4	0	0	0	0	24	28
D&T: Product Design	0	3	6	4	0	0	0	0	0	13	13
D&T: Textiles	0	4	6	1	1	1	0	0	0	11	13
Drama	0	4	11	10	7	0	0	0	0	25	32
Economics	0	2	0	2	0	0	0	0	0	4	4
English	12	36	49	48	6	1	0	0	0	145	152
English Literature	15	39	67	29	2	0	0	0	0	150	152
French	11	25	22	19	17	3	2	0	0	77	99
Geography	10	23	14	21	9	8	0	0	0	68	85
German	7	10	24	15	8	2	0	0	0	56	66
Health & Social Care	0	8	3	6	8	10	5	1	0	17	41
History	18	23	20	13	7	3	0	0	0	74	84
Italian	4	0	0	0	0	0	0	0	0	4	4
Mathematics	19	37	33	45	13	1	2	2	0	134	152
Music	4	14	9	6	0	0	0	0	0	33	33
PE	1	8	7	4	0	0	0	0	0	20	20
Performing Arts	4	3	2	2	0	0	0	0	0	11	11
Physics	13	25	29	25	14	1	0	0	0	92	107
Polish	3	3	0	0	0	0	0	0	0	6	6
Religious Studies	44	40	37	20	11	0	0	0	0	141	152
Science	0	1	12	23	5	3	1	0	0	36	45
Science - Additional	0	1	6	20	14	3	1	0	0	27	45
Spanish	5	4	3	3	0	0	0	0	0	15	15
Total Grades	<i>242</i>	<i>428</i>	<i>444</i>	<i>374</i>	<i>145</i>	<i>38</i>	<i>11</i>	<i>3</i>	<i>0</i>	<i>1488</i>	<i>1685</i>
%	<i>14.36</i>	<i>25.40</i>	<i>26.35</i>	<i>22.20</i>	<i>8.61</i>	<i>2.26</i>	<i>0.65</i>	<i>0.18</i>	<i>0.00</i>		
Cumulative %	<i>14.36</i>	<i>39.76</i>	<i>66.11</i>	<i>88.31</i>	<i>96.91</i>	<i>99.17</i>	<i>99.82</i>	<i>100.0</i>	<i>100.0</i>		

Average Points per Award 46.3

Total number of Students 152

Total Students with 5 A*-C 142

Total Students with 5 A*-C(Eng. Maths) 130

Average Points per Student 532.1

Percent Students with 5 A*-C 93.4%

Percent Students with 5 A*-C(Eng. Maths) 85.5%

Coloma Convent Girls' School

Year 13 GCE A Level Results

Academic Year 2015 - 2016

Subject	A*	A	B	C	D	E	U	X	Total Entries	UCAS APS
Art	0	7	3	2	0	1	0	0	13	103.08
Biology	7	11	17	17	2	0	0	0	54	101.48
Business Studies	3	7	4	3	2	0	0	0	19	106.32
Chemistry	2	6	8	9	5	0	0	0	30	94.00
D&T: Food	0	1	0	2	1	0	0	0	4	85.00
Economics	2	2	4	5	1	0	0	0	14	98.57
English	4	8	20	10	1	0	0	0	43	101.86
French	1	3	1	4	2	0	0	0	11	94.55
Geography	0	3	5	3	0	1	0	0	12	95.00
German	1	0	2	0	0	0	0	0	3	113.33
Government & Politics	0	2	4	1	0	1	0	0	8	95.00
Health & Social Care	0	0	1	4	3	0	0	0	8	75.00
History	2	8	12	3	3	0	0	0	28	102.14
ICT	1	1	2	1	1	0	0	0	6	100.00
Law	0	2	4	0	1	0	0	0	7	100.00
Mathematics	1	2	11	7	7	0	0	0	28	87.86
Media Studies	2	6	7	4	0	0	0	0	19	106.32
Music	0	1	2	2	0	0	0	0	5	96.00
PE	0	3	1	0	1	0	0	0	5	104.00
Physics	0	0	2	2	0	0	0	0	4	90.00
Psychology	4	8	16	5	2	0	0	0	35	104.00
Religious Studies	0	2	3	2	0	0	0	0	7	100.00
Sociology	1	8	5	7	0	0	0	0	21	102.86
Spanish	0	4	0	1	0	0	0	0	5	112.00
Theatre Studies	0	3	3	2	0	0	0	0	8	102.50
Turkish	1	0	0	0	0	0	0	0	1	140.00
Total Grades	32	98	137	96	32	3	0	0	398	99.65
% Grades	8.04	24.62	34.42	24.12	8.04	0.75	0.00	0.00		
Cumulative %	8.04	32.66	67.09	91.21	99.25	100.00	100.00	100.00		

Total Students 130

Average Points Per Student 349

Average Number of A*-B Passes 2.27

Average Number of A-E Passes 3.59

Personal Notes

The information given in this Prospectus was correct at the time of printing. It cannot be assumed that there will be no changes during the year, or in subsequent years.

For a hundred and forty seven years the Daughters of Mary and Joseph, following in the footsteps of their founder, Canon William Van Crombrugghe, have tried to be aware of the educational needs of young people. The vision of 2016, no less than that of 1869, is one of growth. Advances in knowledge demand that our pupils be equipped to lead balanced lives in the complex world of today.

Growth in knowledge and growth in Christ still have to be seen in the one vision. Yet as our culture changes, as old methods are discarded and new ones take their place, we can still look forward confidently to the future. Coloma, amid educational change, has one constant –

'And taking a child...putting his arms around the child, He said to them, 'Whoever receives this child in my name receives me, and whoever receives me, receives not only me, but Him who sent me'.

Mark 9:36-37