

Dear all

Results day this year saw the familiar excitement and celebrations that we have become used to. Students going off to university and those about to start their apprenticeships were busy making plans whilst the parents were looking for discount codes for IKEA to buy all those pots and pans! We bucked the national trend and actually saw a rise in the percentage of A/A* grades achieved; a clear indicator of the academic progress made by the students here. University destinations went far and wide, from Liverpool to Leeds, from Aberystwyth to Cambridge and from Portsmouth to Warwick. A full list of destinations can be found on the back page of this news letter.

A special mention should go to Kristina Calver who added an additional two A*s in Chemistry and Maths to the A*A*A she achieved last year. She has secured her place to study Natural Sciences at Cambridge University. Other notable achievements include Max Davies who achieved A*A*B and Katie Johnson who achieved A*AA.

Many congratulations to all of the students and their wonderful achievements and to the staff that helped and supported them through the turbulent waters that are two years of 'A' Levels. Once again the extraordinary feedback we have received from students and parents emphasises the balance achieved between the pressure to achieve the highest grades and the care and support they have received at crucial times during their journey. The cycle begins again this year with lots of new ideas and processes in place to ensure the continued success of The Cottesloe Sixth Form. **Mr Youngs, Head of Sixth Form**

Year 12 Parental Transition Evening

Head of Sixth Form invited parents of the incoming Year 12s to attend an evening which provided advice on how they can support their son or daughter both academically, emotionally as well as planning a future career. Studying 'A' Levels is an extraordinarily stressful and difficult process. It is important for parents to understand the level of work demanded of the students and how to recognise when they are struggling to cope with the demands. Hopefully the evening provided some important information and ideas on how parents can play an active role in the next two years of their child's education. It should also have provided clear pathways for those seeking help with any aspect of Sixth Form study, UCAS or careers. If anyone missed this presentation and would like to access this information, the 'Year 12 Transition 2019' slides can be found at www.cottesloe.bucks.sch.uk/sixth-form/sixth-form-advice

Extended Project Qualification

Many students have opted to study for an Extended Project Qualification (EPQ). This is a very highly regarded AS Level qualification accepted by a number of universities and employers as an A2 Level qualification. It involves the independent study of a chosen subject which produces either a written piece or an 'artifact' at the end. Students will have a supervisor who will guide them through the process but it is designed to be a very independent piece of work.

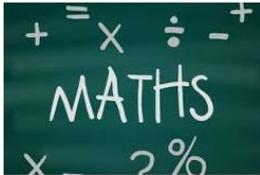
They are assessed on three elements. Firstly a 'progress log' which records all of the planning and research carried out. Secondly a written piece of approximately 4000 words or an 'artifact' along with a 1000 word supporting document. Finally they will have to do a presentation to staff and peers explaining the process and the findings of their research. Recent examples include; 'A Play to outline the plight of refugees from Syria', 'to build an energy saving computer' and 'how the media has influenced the perception of 'thrash metal''.

This is one of the best ways to evidence your interest in a subject that you wish to take further along with the ability to work independently outside of the classroom.

Maths In the Sixth Form

We are keen to provide as many opportunities for students to further enhance their skills and qualifications in Maths. We have a long-standing record of success in both 'A' Level and GCSE resit Maths but have sought to enhance this provision to widen the scope to include more students. We do this in the belief that it will aid the study of other 'A' Level subjects such as Psychology and Geography where there is greater element of Maths within the specification. We also believe that a Maths qualification will improve recruitment chances when they leave Sixth Form and Progress into Higher Education or an Apprenticeship. Below is an outline of what we currently provide

GCSE Resit Maths – This is compulsory for all those who did not achieve a Level 4 at GCSE. We also recommend that any students who did achieve a grade 4 attempt to improve their grade to a 5 in order to avoid missing out on the universities or apprenticeships that do not accept a grade 4. This is currently taught in two timetabled lessons each week by Mrs Peck and students will have their first chance to resit in November.



'A' Level Maths – A two year programme provided by AQA and delivered by Mrs Evans and Mrs Axtell-Powell

Further Maths AS Level – This is provided for all students studying the full 'A' Level and is designed to enhance their overall all performance in the final exam.

Further Maths A Level – This is a stand alone course for those wanting to study Maths or Sciences at University

Core Maths AS Level – This is provided for all those who have achieved a minimum of a grade 5 at GCSE and are not studying the 'A' Level Maths



The Subject Champions

Another idea I must reluctantly credit to the students rather than myself, the subject Champion programme, which has been extended and enhanced this year. Nominated by the Head of Subject, an individual student takes responsibility for promoting the subject throughout the school and beyond. They also have a vital role as a point of contact for all other students studying that subject. This includes a bi-weekly subject surgery where all Year 12 students are able to discuss issues and ideas with their champion. They can also discuss with them any matters on a more informal basis either face to face or via email. I hope that this will enable the sharing of good practice and provide another source of support for learning.

Welcome to the Quiet Study Room

Following discussions with students last year we have created an enhanced private study area within the Sixth Form Centre. Known to me as 'The Silent Study Room (SSR), named by the students The Ultimate Silent Study Room (USSR), we have eventually settled on The Quiet Study Room (QSR). It has a seating capacity for approximately 40 students and includes both desk top access to internet as well as wireless access for those with Laptops. All students will have a minimum of two timetabled periods in there although it can be used at other times if anyone needs absolute silence to concentrate. Whilst it will be staffed the vast majority of the time, the glass wall separating it from the Sixth Form Office allows the Sixth Form Leadership Team to keep a beady eye on what is going on in there.

The Study Room remains but provides a more formal work environment and a centre for reprographics and other resources. The kitchen and toilet facilities have also been enhanced to further improve the Sixth Form environment.



Study and Life Coaching

Once a week the students will have an hour session where a broad range of topics will be addressed. These include a focused study and exam skills programme designed specifically to meet the needs of sixth form. There will also be sessions to address a number of social aspects such as personal health and safety, careers and personal finance. A number of these sessions will be delivered by outside agencies with specialist knowledge and understanding of the field.

Work Shadowing

Students in Year 12 are required to gain employability skills in the workplace. The students already have plenty of information on this from the induction day at the start of term and they should already be thinking about finding some potential venues for this which should be closely linked to their career aspirations. In order to get the most out of these placements they must be very specific and are more about watching and learning as actually doing. Students can complete one or more placements of between 1 and 5 days at any point during the year as long as it does not clash with formal assessments. This experience is absolutely invaluable when completing job and UCAS applications.

Mind UK

On the 2nd October we began a new support programme, in conjunction with Mind UK, that involved 19 volunteers from Years 12 and 13. Mind UK came to The Cottesloe School and delivered a full day of training to 20 of our student volunteers in order to initiate Mind UK's 'Peer to Peer' Mentor scheme within school.

The Mind UK initiative, along with our newly refurbished student support centre, TEAM Hub, adds an extra layer of support to our students. Students now have the opportunity to speak to our Sixth Form 'Wellbeing Ambassadors' in addition to staff at school. Mind UK introduced this programme as it has been proven that some students feel more comfortable discussing concerns and problems with someone nearer their own age. I will be the scheme Co-ordinator offering support and advice to the Ambassadors whenever they need, especially for referrals and Safeguarding issues. I would like to personally thank all the newly trained Wellbeing Ambassadors. Their enthusiasm and knowledge shone through on the training day, Mind UK were very impressed by the calibre of our volunteers and their passion for Mental Health. I look forward to working with a fantastic group of students. **Mrs Brimmell (Student Wellbeing Officer).**



Important Dates

GCSE Maths Resit Hall Thursday 7th November & Monday 11th November 2019
Sixth Form Open Evening (Hall, 7.00pm—8.30pm) – Monday 11th November 2019
Year 12 Safe Drive Stay Alive – Milton Keynes– Friday 15th November 2019
Year 12 & 13 Mock Exams –Monday 13th January to Friday 17th January 2020



Head Students (L-R Joe, Annie, Ruby, Emily, Oliver)



My name is Joe McNicholas and I will be one of the school's head students this year. I am currently taking Maths, Further Maths and Physics with the hope of going on to study Mathematical Science at university, before joining the RAF as a fast jet pilot. I look forward to my time in the role, supporting other students and being a representative for The Cottesloe School.

My name is Annie Taylor and I have currently become appointed as one of the head students at The Cottesloe School. I am currently taking Maths, Art and French for my A-levels and I hope to go on to study innovative engineering at university after I finish. I hope that during my time as head student I can make

(some really positive changes, including making the school more eco-friendly.

I'm Ruby Haynes, and I am delighted to have been given the position as one of the head students. I am currently studying 3 A levels which are English Literature, Psychology and History. As head student I am really invested in making the sixth form and the school more environmentally friendly and making it a positive environment to learn in. After Sixth Form I wish to go onto study English literature at university, however, I would like to defer my place for a year to travel with a charity working on helping to maintain the environment, and perhaps go into an internship to gain more experience.

I'm Emily and I have recently been appointed as head student, and am eager to leave a legacy to be proud of. I am currently studying English Literature, Sociology and Law with an EPQ discussing the relevance of eye witness testimonies. I aspire to go onto university to study Law and ultimately become a barrister. As head student, I will work towards encouraging an environment where students can work with one another to flaunt strengths and improve weaknesses.

My name is Oliver Ryan I am currently studying Geography, Psychology, Design and Technology and Core maths at A level at the Cottesloe School. After sixth form I aspire to go into higher level apprenticeships or university if the course is right for me as I want pursue a career in Design and Technology. As head student I want to be valued within the school and be someone who is very approachable for both students and teachers.

The Art trip to Tate Britain

As an art student, going to museums to see art in real life is incredibly beneficial to not only our grades but to our general understanding of the art world. Tate Britain features a wide variety of work from the late 16th century to modern day, so being able to see how art has evolved was really interesting and showed me that art truly doesn't have any boundaries. The trip was available for year 11s, 12s and 13s to go find pieces linked to work they're currently doing, even if they can't find anything that directly relates to their work, for example I'm looking at Japanese art, gallery visits are virtually essential, especially in A-levels, so even if you only find one picture that links, it will still enhance your grade. Those who went felt that this trip was exceptionally helpful and were all inspired by the wide range of art that was on display. (*Annie Taylor, Head Student*)

NSPCC Milton Keynes Half Marathon and 10k



On 28th September, some Year 12 and 13 students volunteered to help at the Milton Keynes local charity half marathon and 10K run for the NSPCC. A huge well done to all those that help to support the NSPCC at the Milton Keynes Half Marathon. There is no better cause and one I feel proud that we have supported for the third-successive year.

University Destinations 2019

Aberystwyth University, Physics
Bournemouth University, Psychology with Forensic Investigation
Buckinghamshire New University, Acting (2 years intensive)
De Montfort University, Law LLB
Lancaster University, French Studies and Geography
Liverpool Hope University, Sport Psychology
Liverpool John Moores University, Public Health
Nottingham Trent University, Psychology with Criminology
Nottingham Trent University, Electronic Engineering
Nottingham Trent University, Business Management and Entrepreneurship
Nottingham Trent University, Geography
Nottingham Trent University, Psychology
Nottingham Trent University, Youth Justice
Nottingham Trent University, Law with Business
Oxford Brookes University, Geography
Oxford Brookes University, Nursing (Children's)
Oxford Brookes University, Criminology
Oxford Brookes University, Biological Sciences (Human Biosciences)
Oxford Brookes University, Equine Science
The University of Essex, Business Management (including Foundation Year)
The University of Gloucestershire, Sports Therapy
The University of Liverpool, Mathematics
The University of Nottingham, Management
University of Cambridge, Natural Sciences
University of East Anglia, Philosophy, Politics and Economics
University of East Anglia, Culture, Literature and Politics
University of Greenwich, Criminology and Criminal Psychology
University of Hertfordshire, Initial Year for Extended Degree in Science
University of Hertfordshire, Initial Year for Extended Degree in Science
University of Leeds, Sustainability and Environmental Management
University of Leeds, Sociology
University of Lincoln, Creative Writing
University of Northampton, Psychology
University of Northampton, Criminology
University of Portsmouth, History
University of Portsmouth, Mathematics
University of Reading, Geography (Physical)
University of Reading, Art and Psychology
University of Surrey, Nursing Studies (Registered Nurse Adult Nursing) with Foundation Year
University of Sussex, Social Sciences (with a foundation year)
University of Winchester, Education Studies and History
University of Winchester, Sport and Exercise Science
University of Wolverhampton, Chemistry

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