



A message from the Chair of Governors – 2020/21

On behalf of the governors and staff welcome to The Highfield School

We take great pride in our commitment to maintaining Highfield as a comprehensive school catering for the abilities and needs of all children. The Highfield School prides itself on the strength of its work with young people to help them become the best version of themselves. Each child is unique and staff work hard to develop their skills and help them grow into well-rounded members of the community. Some will excel academically, others maybe budding sports stars and some may take time to discover their potential. All will be supported and encouraged.

We are a Co-operative Trust and the values - Equality & Equity, Responsibility, Democracy, Solidarity and Self Help - underpin our work. The co-operative values are embedded in our approach to behaviour and learning and your child will soon become familiar with them.

To help us help your child we actively seek your support and co-operation to work in partnership.

The virtual tour of the school will show you our outstanding building and resources. This includes our staff and our teachers who are inspirational and make learning stimulating and rewarding.

2020 has been a challenging year where staff and students have need to adapt to covid19 closure and cancellation of public examinations. However, the hard work of the students and staff has seen another excellent set of results across GCSEs and A levels. The majority of our students are attending their first choice universities. Others have successfully moved into employment or apprenticeships.

On a positive note we were delighted to appoint a permanent Headteacher, Lucy Miles. Lucy is a Hertfordshire resident. She brings with her a wealth of experience and has a clear vision and ambition for Highfield.

Ofsted confirmed that the school continues to be good with outstanding Leadership and Management. We are particularly proud of the lead inspector's assessment that "clear vision, astute leadership and relentless pursuit of improvement have rightly ensured that there is an established culture of high aspirations for all." You can read the report by visiting www.highfield.herts.sch.uk/Ofsted-Inspection-Report.

I hope that the prospectus gives a flavour of life at Highfield and helps in assisting your decision to apply.

I look forward to welcoming you and your child to The Highfield School community.

Natalie Rotherham
Chair of Governors

September 2020



Governors – 2020/21

The Governing Body represents sections of the community which have an interest in the well-being and development of the school. The Governors who serve The Highfield School are listed below:

The Chair

Natalie Rotherham 2017 – 2021

Natalie's daughter attended the Sixth Form at Highfield. Natalie is Head of Scrutiny where she has developed extensive experience of governance and holding decision makers to account. In her role as Chair, she ensures that students at the school are well supported and staff are equipped to do their jobs well. Giving all children the opportunity to develop to their full potential guides the decisions she makes as a governor.

LEA appointees

Susan Ebanyat

Parents (elected)

Anna Beresford 2018 – 2022

Chair of Curriculum Advisory Group (CAG)

Anna is Deputy Head of a local Junior school and has two children at The Highfield School. Prior to teaching she worked in the publishing industry. She has a deep knowledge of the KS2 curriculum and working practices within the Primary sector. She believes in promoting the chances of all students, regardless of background, to ensure they reach their full potential.

Adam Nichols 2018 – 2022

Adam is the Founder and CEO of Schole, a group of 11 schools educating over 4,000 students across East Africa. Previously, he ran youth leadership charity Changemakers, founded one of England's first free schools, served as a council member of the General Teaching Council for England and advised Prime Ministers Gordon Brown and David Cameron on education and youth policy. Adam's daughter is having a great time at Highfield.

Duncan Painter 2018 – 2022

Chair of Student Care & Support Advisory Group (SCSAG)

Duncan has two children who attend The Highfield School. He has worked in corporate organisations throughout his career across legal, commercial and leadership roles. As a governor Duncan is focused on supporting the school as a safe, friendly and successful place for young local people to get the best education to develop their personal abilities and without bias or prejudice.

Naomi Hart 2020 – 2024

Naomi has a daughter who attends the Highfield School. Naomi grew up in Hertfordshire and returned here after having her family. She works as a GP partner at a practice in north Hertfordshire where she is also the finance lead. She is involved in the education of newly qualified doctors and trainee GPs at the surgery. She is keen to help the school give every child an enjoyable educational experience which will enable them to achieve their full potential.

Co-opted Governors

Andrew Fennemore 2019 – 2023

Chair of Personal Advisory Group (PAG)

Andrew grew up in Essex now lives locally and is a father of two young children. Andrew is passionate about learning & education and is also a Parent Governor at a primary school in Hitchin. He works locally as a People Development Manager in HR and has experience in both the public sector and the media.

Liz Fergus 2020 – 2024

Liz was born and grew up in Hertfordshire. She is passionate about learning and education and the opportunities it can give children and adults to add richness to their lives and progress in their chosen careers. Liz works as a Project Manager in local government and has worked in the Civil Service and housing sector.

Susan Ebanyat 2020 – 2024

Susan believes that creating an excellent learning environment that caters for the needs of all learners is best built through a partnership with parents, governors and the school/student body. Susan has extensive experience working with parents including BAME community members and is a registered child protection and safeguarding trainer.

Derin Ovonlen 2020-2024

There is an adage that says "it takes a whole village to raise a child" and this motivates her. As a governor Derin believes that this gives her an opportunity to give back and support the community in raising world class citizens.

Trust Governors

Marc Lewis 2018 – 2022

Deputy Chair of Governors

Marc is the Finance Director for a small, two school Multi-Academy Trust in North London, and as such has experience of a wide variety of Educational issues. In addition he is a Specialist Leader in Education (SLE) for the West Hertfordshire Teaching Schools Alliance. He lives locally and has one daughter.

Chris Wood 2018 – 2022

Chair of Resources & Strategy Advisory Group (RSAG)

Chris is a qualified accountant and internal auditor, working as the Head of Assurance at Hertfordshire County Council. He passionately promotes robust governance, risk management and control as a sound basis for effective service delivery. He lives locally and has one son attending primary school.

Staff Governors

Philip Hobbs 2019 – 2021

Michele Wilson 2019 – 2021

The Headteacher, Lucy Miles, also serves on the Governing Body

Associate Governors (non-voting)

Simran Chahal

Ellie-Jade Glasgow

Emily Leach

Finlay Manning

Clerk to Governors

Vacancy



The Highfield School

The Highfield School is a non-selective LEA, co-educational 11-18 school. There were 978 students at the beginning of the Autumn Term 2020; 129 of these were in the Sixth Form. The nominal roll at Year 7 is 180.

School Dates 2020 – 2021

Autumn Term 2020

Wednesday 2 September – Friday 18 December

Autumn Half Term: Monday 26 October – Friday 30 October

Christmas Break: Monday 21 December – Friday 1 January

Spring Term 2021

Wednesday 6 January – Thursday 25 March

Spring Half Term: Monday 15 – Friday 19 February

Easter Break: Friday 26 March – Friday 9 April

Summer Term 2021

Monday 12 April – Wednesday 21 July

Summer Half Term: Tuesday 1 – Friday 4 June

Bank Holidays

Good Friday 2 April

Easter Monday 5 April

May Bank Holidays: Friday 3 May

Monday 31 May

Inset Days

Tuesday 1 September

Monday 4 January

Tuesday 5 January

Occasional Day

Friday 4 December

Destinations for Year 11 students 2019 – 2020

Remaining at The Highfield School or undertaking a course of further education	92.9%
Work/modern apprenticeships	7.1%

The School Day

The structure of our start to the school day will help support our protective measures and are outlined below. All measures are of course subject to government guidance and will be reviewed as appropriate

Timings of the school day:

Year 7 and Year 8 start at 8:15am and will depart at 2:45pm

Year 9 and Year 10 start at 8:25am and will depart at 2:55pm

Year 11 start at 8:35am with lessons finishing at 3.15pm
(to be followed by intervention for targeted students)

Year 12 and Year 13 start at 8:35am and depart at 3:15pm

Monday – Friday

8.25 Registration/Assembly

8.50 Lesson 1

10.05 Lesson 2

11.20 Lesson 3

12.35 Lesson 4

2.05 Lesson 5

Staggered break and lunch times are during Lesson 2 and Lesson 4.



Our curriculum offer is designed to promote learning that is appropriate to individual students' abilities and interests, and to prepare students for their next steps beyond school.

Key Stage 3

In Year 7, students have a core curriculum of mathematics, English and science. They also study history, geography, religious and personal studies, design and technology, art, music, modern languages, ICT, drama and physical education. These are all taught in mixed ability groups at the start of the year. The mathematics department place the students in groups according to their ability early in the year. We therefore use both setting and mixed ability grouping to best advantage. The Year 7 students are reorganised into their Year 8 groups towards the end of Year 7, based on Highfield data and progress reports.

At Key Stage 3 students study one of two languages: French or German. Students follow this language throughout the Key Stage and have the option to continue into Years 10 and 11.

In Year 8 and 9 the mathematics department continues to group students into sets according to ability from the start of Year 8, with other subject areas continuing to group students independently. Students in Years 8 and 9 therefore continue to have a curriculum tailored to meet their needs. In religious and personal studies, citizenship education, information and communication technology (ICT), music, art, history, geography, drama and design and technology, students are taught in mixed ability groups throughout Years 7 to 9. The emphasis in the whole of Key Stage 3 is on recognising and supporting individual achievement and progress.

In preparation for Years 10 and 11, students are provided with information about GCSE and Technical Awards. They are given guidance by staff to help them make decisions about the optional subjects to take alongside the compulsory subjects. Parents are invited to an information and consultation evening where they can discuss choices with subject staff.

Computers and other technological equipment are used routinely by students in many of their lessons and they become skilled in word processing, control, computer graphics, databases, spreadsheets, using the Internet and simple programming. Students have access to a fully equipped library which is staffed to support them.

Key Stage 4

As students move into Key Stage 4 they start courses which, in most cases, lead to the General Certificate of Secondary Education (GCSE) or Technical Awards.

Our aim is to offer a broad and balanced curriculum to meet the needs, abilities and interests of all students. This ensures that all choices beyond Year 11 remain open. We provide core skills and opportunities for new educational experiences.

All students:

- follow subjects to meet the requirements of the National Curriculum
- have choice in a range of other GCSE subjects

Most students have the opportunity to achieve passes in at least 8 GCSE examinations. Core subjects are English, maths, science, religious and personal studies (non-exam) and physical education (non-exam).

Other subjects are currently chosen from: art, business studies, catering, design and technology, dance, drama, textiles, French, geography, graphic products, sociology, history, media, music, physical education, philosophy and ethics, German, computer science and IT. In some subjects courses are available with a more practical approach which lead to a GCSE or Technical Award.

Religious and personal studies explores a range of beliefs and moral issues. The course is designed to help students understand themselves and their relationships with others. It also includes issues surrounding health, careers education and choices, along with questions about risk and sex education. Parents of students (from any Key Stage) have the right to remove their child from sex education, religious education and collective worship.

Youth Connexions provides a counselling and information service to all students through structured interviews and a rolling rotation programme of mentoring. Careers information and guidance is provided by members of the Youth Connexions team and by school staff.

Key Stage 5 (Sixth Form)

The Key Stage 5 curriculum is a broad balanced curriculum giving students opportunities to develop their interests, knowledge and skills through studying 3 or 4 A Levels. To follow an A Level programme students need to achieve a minimum average GCSE point score of 4. To study maths, English or Science the student needs a 6 in that subject and if pursuing psychology at A Level a 6 in English is required. Sixth Formers follow a two-year A Level course which could lead to university or college entrance, specialist training, apprenticeship or a job.

We are a member of the Consortium of Letchworth Schools with Fearnhill which enables students to follow one of their courses at another school, thus widening their choice of subjects, if their timetable does not fit at their host school.

All students are fully supported academically through regular progress reports, tutor mentoring, subject intervention, programme of self-evaluation and structured target reports where appropriate. To support the students'

career exploration there is a balanced programme of support which include: outside agencies providing the knowledge and information on applying for universities, employment and apprenticeships; an enrichment programme which includes support and advice on the UCAS application programme and interview technique; and regular timetabled individual intervention through the application process for each form of career exploration.

All students take part in an enrichment programme which includes preparation for work and higher education and non-curriculum topics which have included resilience, mental health support, discussion on the monarchy, exam wellbeing, music appreciation and first aid. Year 12 students undertake the Extended Project Qualification in addition to their chosen courses which provides an important valuable qualification to support their application for further education or employment. Other opportunities have included The Duke of Edinburgh Award, a Debating Society, being a subject ambassador, running the school newspaper, working on the ball committee and supporting younger students with mental health.

Rewarding students' achievements

We believe in rewarding students' achievements in a variety of ways inside and outside the classroom.

Our rewards ladder is based on the school values of Self Help, Self-responsibility, Solidarity, Equality and Equity and Democracy. House achievement points are issued by all school staff and this includes; good behaviour and effort, positive calls home, student of the lesson, student of half term, good attendance and punctuality to lessons and school, supporting the school values, oral contribution in tutor and lessons, regular attendance at school clubs, attendance at the school council and representing the school in inter school matches.

Students collect achievement points onto their school Sims record and this is shared by their tutor as part of Celebration Friday. The system is cumulative and students are awarded a certificate when they achieve the required number of House Points.

Our annual Celebration and Awards Evening is a special event acknowledging that achievement comes in many forms. It recognises student effort in all subjects across the three Key Stages, for academic achievement in each of the year groups and for outstanding progress across the curriculum. Awards include Sports Person of the Year, Contribution to the School Community, Outstanding Personal Achievement and Scientist of the Year. The evening is also an occasion to celebrate the achievements of our students in music, drama and dance. The



Headteacher Award recognises effort, achievement and outstanding contribution to the school community.

Recognising individual attainment and progress in this way encourages students to achieve high standards of work. It reflects the school's mission to ensure that each student fulfils their full potential.

Learning Development

At Highfield, responsibility for identifying, assessing and making appropriate provision for students with special educational needs lies with the SENCO in accordance with government guidance [SEN Code of Practice, 0–25 years May 2015] as well as national and local policy for special educational needs and disability. The Learning Development team gather information, provide support to identified need and disseminate consistent advice to staff.

Learning Development works alongside the Pastoral team to help students who are new to the school or who have Special Educational Needs to settle quickly. The Learning Development team's focus is to assist students with special needs and disabilities towards achieving both learning, independence and their full potential. Interventions may be short or long term and reflect the extent to which additional support is required using an assess, plan, do and review approach. Ultimately, our aim is for our students to be aware of what adjustments support their individual learning style.

We ensure that all teachers and support staff are aware of the needs of the students they teach or work with. We provide some support within the classroom and deliver tailored interventions in the most appropriate location. We work closely with external agencies to secure advice based on best practice and current research. As part of the Graduated Response we liaise regularly with parents, ensuring their views are recognised when reviewing provision and support. A copy of our special educational needs policy is available for parents on request.

Provision for more able students

Provision for our most able students is a key focus at The Highfield School to ensure that all students achieve their potential. Our most able students are identified when they join the school and are overseen by our Most Able Coordinator. Throughout their time with us staff and departments deliver a range of enrichment activities, provide opportunities for extension tasks and ensure that the most able are stretched and challenged in all lessons. These activities can range from extra-curricular clubs, visits or special coaching days. There are also a range of student leadership opportunities available within the school designed to further extend these students' skills and experiences.

At The Highfield School we have also designed our curriculum to ensure that we provide additional stretch and challenge opportunities for our most able students. We offer the opportunity for all Sixth Form students to complete a Level 3 Extended Project qualification. This strengthens students' skills and sets them apart from others applying for work, university or apprenticeship placements. These timetabled curriculum opportunities enable students to complete an extended project of their own choice, encouraging them to develop their research, critical thinking, writing and project management skills. In addition, we also offer 'Challenge' opportunities beyond the classroom. These are designed to develop critical thinking skills, begin considering Higher Education pathways and develop the skills needed to achieve the best examination results. Last academic year this included a samba day, workshops with the University of Hertfordshire and Cambridge University, a masterclass with the University of Oxford, a creativity and marketing project with a local ice-cream business, workshops with Sky Television and a series of workshops and mentoring with a large London media agency.

We have close connections with the Universities of Cambridge, Bedfordshire and Hertfordshire and regularly use these links to stretch our more able. This includes visits to the universities, open days, workshops, master classes and visiting speakers.

Our newest initiative for the more able is the Challenge Passport. This is designed to encourage and foster independent learning and to allow students to take control of their own intellectual development by following a super-curriculum. This is completed by students in their own time and monitored by our More Able Coordinator.

We are extremely proud of the achievements of our Most Able students. Their excellent results and diverse contributions help to make The Highfield School the very special place it is.

Pastoral Care

Our aim is to make the move from primary school to secondary school as smooth as possible. We take care to help students adjust to Highfield school life. We take advice from primary teachers who know the children well and take it into consideration when going forward.

The tutor group meets for registration first thing every day. Your child's tutor is your first point of contact for concerns you have about any matter, or information you need to give us. It is part of the tutor's role to help your child settle in, and he or she is happy to answer any questions, however small you might think they are. Your child will be in a tutor group with students of the same year group. Students usually stay with that group until the end of Year 11.

Each tutor group works with the appropriate Head of Year and is attached to one of our four Houses. A tutor programme has been designed for each year group and the focus is on developing the students and equipping them with the skills required for school and life. The Pastoral Care Co-ordinators and the Leader of Pastoral Care support students and tutors in matters of welfare and discipline, helping your child to succeed.

At The Highfield School the safety of all children is of paramount importance. We understand that you send your children to our school with the expectation that we provide a safe and secure environment where they can flourish. We have a statutory duty to safeguard and promote the welfare of children and are therefore required to comply with both national and local legislation and guidance if we are worried about a child. These policies and guidance exist and are available on our school website or upon request, to ensure that this expectation becomes reality.

Assessment

Continuous assessment takes place in every subject area from Year 7 onwards and annual examinations take place in most subjects. From Year 10, students will take part in examinations under the same formal conditions as those required by public examination boards. As a school we adhere to the principles of Assessment for Learning. As well as teacher assessed tasks, our students are encouraged to peer and self-assess their work and they are given access to clear success criteria for key assessment tasks.

Parents receive three types of reports across the year – an Attitude to Learning report, Tutor report and a Progress report. Each report aims to feedback important aspects of your child's development throughout the year. The focus is on transition and positive learning attitudes in the first half of the year and academic progress towards the end of the year. The reports will also indicate the number of House points and Behaviour points that have been earned as well as attendance and late figures. At Key Stage 4 and 5 this report also includes a working-at grade, a target grade and a predicted grade for each subject. During the course of the academic year there is a parents' evening for every year group. In addition, parents are encouraged to contact the school if they have any concerns about their child's progress.



Summary GCSE results summer 2020

In 2020 there were 169 students on roll at Highfield in Year 11.

98% achieved 5 or more GCSE or equivalent passes at grade 9 – 1. 66% achieved 5 or more GCSE or equivalent passes at grade 9 – 4.

57% achieved 5 or more GCSE passes at grade 9 – 4 including English and Maths. 100% will receive a GCSE certificate.

Year	Attainment 8	EBacc Progress 8	% 4+ English & Maths	% 4+ in at least 2 sciences
2018	43.51	+0.01	60%	62%
2019	45.19	+0.13	53%	63%
2020	47.27	+0.53 [#]	57%	66%

A grade 4 is considered a Standard Pass and is similar to a grade C on the old grading system.

Attainment 8 (A8) is the overall point score of the best 8 subjects following certain criteria. Two are English and maths, 3 are EBacc subjects (history, geography, sciences, languages and computer science) and 3 are open subjects (anything else including BTECs and technical awards).

EBacc Progress 8 is a measure of students progress from KS2-KS4 across the EBacc subjects (history, geography, sciences, languages and computer science) The national average is 0.

[#] estimated figure

Summary of Year 13 results for 2020

In 2020 there were 62 students on role at Highfield in Year 13 aged 17 or 18 sitting 2 or more A Levels or equivalent.

Number of female students: 30 Number of male students: 32

A pass rate of 99% was achieved and the percentage of A* to B results was 45%

		2019	2020
APS per A Level	Grade	C+	C+
	Points	33.59	34.42
	L3VA	-0.22	0.15 [#]
APS per Academic	Grade	C+	C+
	Points	33.7	34.04
	L3VA	-0.24	0.08 [#]
APS per Applied	Grade	Dist+	Merit+
	Points	40	29
	L3VA	0.63	0.16 [#]
AAB		9%	15%
APS Best 3	Grade	C+	C+
	Points	33.76	33.49

L3VA - Level 3 Value added (L3 is the level of the qualification which includes A Levels)

VA score reflects the progress of students from KS4 – KS5. The national average is 0.

A Level = at least 1 GCE A Level/Applied GCE A Level

Academic = includes A Levels and EPQ and some other qualifications

Applied = includes high Level 3 vocational qualifications (BTEC)

Each grade is awarded a number of points as follows:

A* – 60 A – 50 B – 40 C – 30 D – 20 E – 10



Summary of Vocational results 2020

Year 11

BTEC Subject Title	Level	No. of Students	%				
			Distinction*	Distinction	L2 Merit	*L2 Pass	L1 Merit
Performing Arts – Dance	L1/L2 Tech Award	10	20%	10%	30%	20%	20%
Creative Media	L1/L2 Tech Award	8	13%		25%	63%	

Vocational Certificate	Level	No. of Students	%					
			Distinction*	L2 Distinction	L2 Merit	*L2 Pass	L1 Pass	U
Hospitality & Catering	Certificate	22	5%	9%	23%	45%	14%	5%

OCR Cambridge National	Level	No. of Students	%					
			L2 Distinction	L2 Merit	*L2 Pass	L1 Distinction	L1 Merit	L1 Pass
Sport Studies	L1/L2 Certificate	33	12%	27%	33%	18%	3%	6%

Year 13

BTEC Subject Title	Level	GCE level 3 equivalence	No of Students	%			
				Distinction*	Distinction	Merit	Pass
Health and Social Care	Extended Certificate	1 x A Level	5		40%	60%	

* L2 (Level 2) Pass is equivalent to a grade 4 at GCSE



GCSE results by subject 2020

9 to 1 GCSE results

Subject	Total Entries	7+		4+		1+	
		No.	%	No.	%	No.	%
Art & Design (Fine Art)	76	16	21%	71	93%	76	100%
Art & Design (Graphics)	21	6	29%	18	86%	21	100%
Art & Design (Textiles)	14	2	14%	10	71%	13	93%
Biology	39	20	51%	39	100%	39	100%
Business	57	12	21%	40	70%	57	100%
Chemistry	38	19	50%	38	100%	38	100%
Combined Science - Trilogy	128	10	8%	87	68%	127	99%
Computer Science	19	6	32%	13	68%	19	100%
D&T Resistant Materials	40	4	10%	25	63%	40	100%
Drama	16	7	44%	14	88%	16	100%
English Language	168	39	23%	118	70%	167	99%
English Literature	165	24	15%	106	64%	163	99%
French	23	6	26%	22	96%	23	100%
Geography	83	21	25%	51	61%	81	98%
History	93	17	18%	45	48%	89	96%
Mathematics	169	33	20%	112	66%	165	98%
Media Studies	42	9	21%	28	67%	42	100%
Music	17	5	29%	11	65%	17	100%
Physics	38	21	55%	38	100%	38	100%
Physical Education	29	6	21%	21	72%	29	100%
Religious Studies (Philosophy & Ethics)	17	7	41%	12	71%	17	100%
Sociology	36	11	31%	26	72%	36	100%
Spanish	9	4	44%	8	89%	9	100%



GCE results by subject 2020

Subject	Total	A* – B		A* – E	
	Entries	No.	%	No.	%
Art & Design (Fine Art)	9	5	56%	9	100%
Art & Design (Graphics)	3	1	33%	3	100%
Art & Design (Photography)	10	4	40%	10	100%
Biology	15	6	40%	15	100%
Business Studies	24	9	38%	24	100%
Chemistry	8	4	50%	8	100%
Computer Science	5	1	20%	5	100%
Drama	6	5	83%	6	100%
English Literature	10	4	40%	10	100%
Geography	10	2	20%	10	100%
French	1	1	100%	1	100%
History	10	6	60%	10	100%
Mathematics	11	6	55%	11	100%
Further Mathematics	4	3	75%	4	100%
Music	2	1	50%	2	100%
Physical Education	6	2	33%	6	100%
Physics	4	4	100%	4	100%
Politics	6	2	33%	6	100%
Psychology	19	11	58%	19	100%
Religious Studies (Philosophy & Ethics)	7	1	14%	6	86%
Sociology	11	7	64%	11	100%

Project Qualification

Extended Project (EPQ)	56	20	36%	55	98%
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It is the school's policy to give as many of our students as possible the opportunity of entry to external examinations.



University destinations for Year 13 students 2020

University	Course
University of Hertfordshire	Law, Computing, Economics, Business Studies
Royal Holloway University of London	Economics
Brunel University London	Computing
De Montford University	Game Art, Law and Criminal Justice, Biomedical Science
University of Birmingham	Sport, Exercise and Health Sciences
University of Nottingham	Mathematics, Microbiology, Politics and International Relations
University of Bristol	Biochemistry
University of Southampton	Physics with Astronomy
Bath Spa University	Fine Art
University of Arts, London	Fashion Marketing
University of Leeds	Geography
University of Lincoln	Accountancy and Finance, Criminology and Sociology
University of Sussex	Neuroscience
University of Edinburgh	French and Politics
University of Warwick	Engineering
University of Exeter	Exercise and Sports Sciences, Biochemistry, Medical Studies
University of Gloucestershire	Journalism
University of Essex	Creative Writing, Philosophy and Law, Business Management
University of Westminster	Psychology
University of Bournemouth	Sociology and Criminology, Mechanical Engineering
Nottingham Trent University	Law, Animation, Chemistry, Fine Art
York St John	Educational Studies
Canterbury Christ Church University	Games Design
University of Glasgow	Law
University of Kent	Music Technology and Audio Production
University of Winchester	Popular Music: Production and Performance
University of York	Sociology
Leeds Beckett University	Business Management with Marketing
Anglia Ruskin University	Psychology