

Outstanding exam performance in new A level environment

RESULTS

2017 exam results at Brampton College once again saw very high percentages of the top grades at A level and many outstanding individual performances. 49% of A level entries received A* or A grades, compared to a national average of 26%, while 81% of entries gained a B grade or above. The figures put Brampton in third position in the whole country in the Department for Education's performance table of independent sixth form colleges and – for the 17th consecutive year – at the top of the London sixth form college table.

Best in the borough for student progress

What is the real test of a school's effectiveness? Many people would say that it's not the sheer number of A* and A grades produced by a school, but the positive difference a school makes to a student's life during the time they are there – and afterwards.

Brampton invests a lot of time and effort into getting things right for the individual student, and giving them the confidence to succeed both as people and as students. One measure of the College's success we take great pride in is the comments we get from students and their parents about how much they feel they've developed while they've been with us. Another is the Government's own measure of the progress students make – the Progress Score published on the gov.uk website. Brampton regularly ranks amongst the best schools in the whole country in this measure. This year, we're within the top 5% – "well above average", according to the website. What's more, we are easily the best school in the London Borough of Barnet for student progress, ahead of schools such as Henrietta Barnett, Queen Elizabeth Boys, Mill Hill and Hasmore. ■



Brampton's educational model of highly experienced staff and teaching programmes tailored to the individual academic and pastoral needs of each student appears to have stood up well to the transition from modular to linear A levels, which will be concluded in 2019 (see article on the new A levels below). Amongst the 28 students who gained three A grades or above, Rika Miyake achieved A* grades in four subjects, Hari Asokan achieved three A*s and two As, while Isobel Harley, Meera Devlia and Simrat Aujla all achieved two A*s and an A.

The College's success at A level secured places at Russell Group universities for 69% of applicants in 2017 (against an independent school average of 38%), including nine at UCL and nine at King's, while Nottingham, Leeds, Bristol, Warwick and Liverpool were the most popular destinations outside London. 86% of students applying from Brampton were placed at either their first or second choice university. Working alongside teaching staff, Brampton's expert careers advisers ensure students receive very high quality application guidance – support that has yielded a bumper crop of offers for competitive degree courses in 2018 (see page 2 article, "Record numbers..."). ■

A LEVELS

Reformed A levels – will they raise academic standards?

The new reformed A levels, (commonly called linear A levels) are now in place across most subjects at Brampton – and they have certainly brought in some important changes.

- AS no longer contributes to the A level, and all exams are taken at the end of the course, covering the whole two years' material.
- Papers are longer than before – typically 2 hours or more.
- Students receive just one grade for the whole A level.
- In Science, a pass-or-fail 'Practical Endorsement', separate from the A level mark, replaces the old practical exams.
- In Mathematics, students have to study both statistics and mechanics.

Above all, there is a much greater emphasis on understanding and application of knowledge rather than straightforward recall. In Science subjects for example, the 'Practical Endorsement' involves at least 12 set experiments covering all the core practical skills, and the Science A level papers include numerous questions where students have to plan, analyse and evaluate experiments – which means

London's No.1 Independent Sixth Form College for 17 years!

Average point score per examination entry 2017
50=A 40=B 30=C

BRAMPTON	42.54
B GRADE	
ASHBOURNE INDEPENDENT SCHOOL	39.83
MPW (LONDON)	38.29
DLD COLLEGE	36.85
CAMBRIDGE TUTORS COLLEGE	35.46
WENTWORTH TUTORIAL COLLEGE	35.41
COLLINGHAM	33.75
ENGLAND AVERAGE	32.39
CHELSEA INDEPENDENT COLLEGE	31.72
CATS COLLEGE LONDON	31.58
C GRADE	
FINE ARTS COLLEGE	29.65
DAVID GAME COLLEGE	29.05
BALES COLLEGE	25.83
REGENT COLLEGE	24.88
ACORN HOUSE COLLEGE	22.17
DUFF MILLER COLLEGE	closed
LANSDOWNE COLLEGE	closed

that they truly need to understand the experiments. Other questions place far more emphasis on analysis and evaluation than before – of data in Biology, of practical problem-solving in Maths, and interrogation of sources in History and Classical Civilisation, for example.

Will these new reformed A levels raise academic standards? From the first year of results, the Government has ensured that the students have not been disadvantaged by being in the year group in which the qualification has changed. Therefore, approximately the same percentage of students have achieved grades A and A* as before (for example), but we have noticed that the grade boundaries have been lower – and this tends to suggest that students have so far found the exam papers more demanding. Clearly, there is a debate to be had about whether this makes A level a little more exclusive and less accessible – something the old AS/A2 system was in part designed to counter. Others might say it makes them more interesting and thought-provoking, a challenge to be relished. Certainly, many would agree that a more holistic and analytical approach to the content is a refreshing and stimulating change. ■

A community of learners with Google Classroom

During this academic year, both the Computing and Chemistry departments have been trialling the e-learning platform, Google Classroom (GC). Students have responded incredibly positively to the trial, and so from September 2018 all teachers will be using GC to communicate even more efficiently and effectively with their teaching groups. GC can be accessed by students on a range of devices, such as an iPad or smartphone. It gives students immediate access to course materials, stimulus packages and assignments no matter where they are in the world!

Importantly GC allows students to collaborate online and hence may be viewed as a great preparation for life both as an undergraduate and in the workplace. Teachers are able to give speedy feedback on homework and tests to students, who are then able to comment on feedback and start a “learning conversation”. Of course, this would be an addition to the hugely important one-to-one conversations that teachers have on a daily basis here at Brampton. One of the big advantages is that much less paper is being consumed, since GC is effectively a digital photocopier! Additionally students and teachers can never lose their work.



Generally GC helps with organisation and the management of workflow. Teachers are able to “flip” the classroom by sharing videos, Ted Talks, PowerPoints and so on before each lesson, allowing students to be a “step ahead” and hence less overwhelmed by lots of new material being delivered in lessons. GC is constantly evolving with upgrades and improvements being issued almost on a daily basis. This means that we teachers will also have to continue to learn as we use GC and that is a welcome challenge for us all! Clearly, part of the role of the teacher today is to develop students into digitally literate, lifelong learners, ready to face up to a rapidly changing world. ■

Success at Brampton’s art exhibition on Brick Lane

For the first time, Brampton’s Art and Photography department exhibited students’ work in an off-site exhibition – ‘The Interim Show’. The personal projects of A level Art and Photography students were exhibited at 5th Base Gallery, Brick Lane, and the exhibition was open to the public for several days, following a very successful private viewing.

It was an opportunity for students to experience being an artist outside the classroom, working as a curatorial team and leading the installation process. Student Amanda Akwivu, whose photography was selected for the exhibition’s invitation card says, “Being part of the Interim Show was a unique experience. As a group of young artists, we got to collectively work together to decide how and where each piece should be displayed. I had an incredible experience putting the show together and I found that it has helped me to develop my ideas in a way that I could have only achieved through doing the show.”

Hannah Hewetson, Head of Art, explains, “The idea of an interim art exhibition in a gallery beyond the College environment was a project that I have been keen to pursue for several years, so it was brilliant to see this initiative come to life in March. We were thrilled to see our A2 students take on the challenge of exhibiting their projects with such enthusiasm and excitement, and it’s something that we hope to continue every year in the department. For the students as developing artists, it is a great experience to put an exhibition together as a team, and a great motivation for them to be presenting their work in a public art gallery.” ■



Record number of students holding offers for Medicine, Dentistry and Veterinary Science

At Brampton, our students have been taking their A level exams secure in the knowledge that they have excellent university offers on highly competitive courses.

For example, more students than ever are holding offers for Medicine at a range of universities including UCL, St George’s, King’s, Leicester, Liverpool, East Anglia and Plymouth as well as Dentistry offers at Birmingham and Bristol. Veterinary Science has seen a surge amongst our students this year and we have students holding offers at Surrey and Nottingham. As always, universities like Imperial are popular amongst our students with offers including Design Engineering, Aeronautical Engineering as well as Biosciences. LSE is popular too with conditional firm offers to study courses like History and Sociology as well as Accountancy and Finance. The University of Oxford is also the selected university for one of our students who will be studying Philosophy, Politics and Economics (PPE).

Brampton’s exceptional provision to ensure student wellbeing

We are hearing more and more about the national mental health crisis amongst adolescents. Brampton’s teachers and senior management have put a lot of time and energy, particularly in recent years, into ensuring there is comprehensive support available for those students facing the psychological and emotional challenges of adolescence.

Teachers maintain an increasingly vigilant sensitivity to the needs of individual students, which has helped to promote increased levels of resilience and self-confidence. The informal and supportive atmosphere of the College and opportunities for one-to-one help enhance rapport with students and create open lines of communication. Their work has been bolstered by the specialist input of educational psychologist, Viv Osrin, College Counsellor, Barbara Hynes, and by workshops on managing stress and dealing with change run by Kate Houghton, Director of Wellbeing at Pacesetter.

This year there was also a new set of Wellbeing talks for parents from Mandy Saligari, expert in parenting, relationship and addiction, Director of Charter in Harley Street and a longstanding adviser to the College; and from Ian Williamson, Child and Adolescent Analyst, and author of the highly acclaimed book, “We Need to Talk: A Straight Talking Guide to Raising Resilient Teens”. Now Brampton is very excited to announce that Emil Jackson, Head of Child Psychotherapy at the Tavistock Institute’s Adolescent and Young Adult Department, has become an adviser to the College, helping us strengthen our provision, enhance our expertise and ways of working with students in need of help. Emil is a hugely experienced and knowledgeable practitioner, whose advice and breadth of contacts we believe will enable the College to respond robustly to the problems that today’s students may encounter. ■

Every year, we are very impressed by the range of degrees that our students apply for. This year is no exception with many students holding offers at UCL in quite a wide range of subjects including Natural Sciences, Chemistry, Management Science, Ancient History, Classics, Comparative Literature and Anthropology amongst others.

The outstanding help, support and guidance that students receive at Brampton is due to the tireless work of our two dedicated Higher Education advisors as well as the Vice Principals and Personal Tutors. Students have one-to-one appointments with staff and interview practice as well as a vibrant UCAS preparation period in June which includes many external speakers. All Brampton students have worked hard for their exams and we wish them all every success in their future endeavours. ■

STORY by Gemma Adamis

“It was impossible to slip through the gaps”

I came to Brampton College from JFS, a much larger school, where I often found I got lost in the crowd, receiving little individual attention. With the focus at JFS being on the highest and lowest achievers I didn't feel that I received the support I needed to help me achieve my potential, leaving me disappointed with my AS grades (ABB).

I knew that moving to Brampton College, with their smaller class sizes, would provide me with significantly more personal attention and support to help me achieve my goals. The small class sizes and weekly tests also meant that my progress was constantly monitored so it was impossible to slip through the gaps.

The relaxed atmosphere and close relationship I formed with each of my teachers allowed me to feel confident in approaching them for help or to ask questions. The teachers at Brampton genuinely want you to do well and they were always willing to give up their free time to help me, whether it was for a one-to-one tutorial or revision lessons before or after College.

I really valued the guidance from the Careers Department who were extremely helpful when applying to university, offering me advice in the many individual sessions that were available in the run up to the UCAS deadline.

I achieved A*AA, securing my place at the University of Leeds, my first-choice university, where I am now studying Geography. I've really enjoyed all the opportunities that university has provided me with and I am looking forward to going on field trips in my second year around Europe and Latin America. ■



STORY by Sana Karim

“Brampton restored my self-belief”

I remember first walking into Brampton's interview, scared as to what the future may hold for me. Year 12 results had not gone the way I had hoped, and, despite all my hard work throughout the year, I doubted I would be accepted into any Russell Group university. I was disappointed in myself and started to believe that perhaps I was only worthy of lower grades. Only two years on, I can say that I have now finished my first year at the University of Birmingham, studying a BSc in Economics. No ifs or buts, this wouldn't have been made possible if it weren't for the incredible support system that is Brampton College.



I was greeted by the world's friendliest Principal, Mr Bernard Canetti, who reassured me about my AS grades. He listened to all my concerns and made it his own mission to help me in any way possible to achieve the grades I wanted. Throughout the year he scheduled to see me several times to keep track of my progress. I have never felt so cared for and important.

The teachers at Brampton are, in my opinion, what make the College so outstanding. Unlike other schools, the teachers here develop a friendship with their students and genuinely want them to do well in their

subjects; they will do everything in their power to make this happen.

Another important aspect of Brampton is the weekly tests that take place for each of your subjects. This was beneficial in so many ways as it not only meant I was revising the material simultaneously to it being taught, but it also meant that exam practice was emphasised from day one. By the end of the year I had done so many timed practice questions that the final exam felt like another one of the weekly tests!

Teachers at Brampton host weekly tutorials where students can visit them and seek help. However, some teachers invite their students to use this time to practise more past paper questions or revise previous topics that are no longer being taught in class. This is another way to help keep on top of revision. Compared to my previous school where I was starting my revision from scratch when exam season came, at Brampton all of the content was already imbedded in my head - therefore, I could instead focus on nailing practice questions and exam structure. This made the exam period so much less stressful.

Brampton restored the self-belief that I had completely lost. The teachers constantly giving feedback on tests and homework, and having confidence that you can achieve the grades you want is the most incredible feeling. Although you become self-motivated to achieve the grades to get into your first choice university, you also end up wanting to do well for your teachers - to make them proud too. ■

STORY by Rika Miyake

“I could not have achieved these results without Brampton”

At my old school I struggled to keep up with lessons as I'm a non-native speaker. But, here at Brampton, teachers are so approachable, and I truly believe that the support they provided helped me to reach my full potential.

The teaching focusses a lot on old exam papers, regular testing and exam preparation so I felt much more at ease when it came to the real exams. I particularly appreciated the atmosphere at the College, which is very relaxed and friendly. It helped make my two years here stress-free and enjoyable.

I finally achieved four A*s in Chemistry, Mathematics, Geography and Japanese. I could not have achieved these results without Brampton! Now I major in Politics at Keio University in Japan. Although I'm still pursuing my dream, I'm so thankful for my time at Brampton, what they taught me and the confidence they gave me. ■

Special achievers 2017

Rika Miyake	A*A*A*A*
Hari Asokan	A*A*A*AA
Meera Devlia	A*A*AA
Simrat Aujla	A*A*A
Dhru Devalia	A*A*A
Isobel Harley	A*A*A
Gemma Adamis	A*AA
Michael Gabai	A*AA
Matthew Herrmann	A*AA
Sana Karim	A*AA
Yuchen Niu	A*AA
Premal Pattani	A*AA
Jeevika Purewal	A*AA
Pranav Sangani	A*AA
Palin Shah	A*AA
Hasini Sudusinghe	A*AA
Yuen Yuen Chin	AAAB
Daniel Mindel	AAAB
Bogdan Babenko	AAA
James Benson	AAA
Shanay Bhimani	AAA
Saif-Abbas Chatoo	AAA
Karissa Kotecha	AAA
Ella Levy	AAA
Asveny Rajananthanan	AAA
Nikita Tank	AAA

Brampton staff goes from strength to strength

Brampton College is very pleased to announce the addition of six exceptional new teaching talents to the departments of Computing, English, Biology and Maths. Drew Buddie will bring huge experience and energy to the role of Director of IT



Drew Buddie

Systems and Head of Computing. Drew was Head of Computing at the Royal Masonic School for Girls for over 20 years, chair of NAACE, the subject association for teachers of ICT and Computing, and one of only two teacher members of the Royal Society's Computer Education Project Advisory Group. As a prize-winning UK eTwinning Ambassador, Drew helps motivate others to see the benefits of using educational technology. He has been a judge for the annual TES school awards, and was recently the recipient of the prestigious Winston Churchill Memorial Trust Travelling Fellowship, enabling him to travel around the world learning how computers are used to promote lifelong learning. A keen music lover, he has two children and a massive collection of board games.

Sarah Bailey brings a similar wealth of expertise to Brampton's Maths Department. As an A level examiner and an experienced trainer of maths teachers for the UCL Institute of Education, with a First in Maths and Sports Science and a Masters in Mathematics by research, Sarah comes to us after over twenty years' teaching at William Morris Sixth Form in Hammersmith. Sarah takes as much pleasure in supporting students to pass GCSE Mathematics as in challenging A Level Mathematicians to master the most complex concepts. In her minimal spare time she enjoys running, cycling and spending time with her three children.

To Brampton's English Department we welcome David Dowson, who graduated from Loughborough University, before taking a Master's degree in Film Studies at Nottingham. A sixth-form education specialist, he has worked in London schools and colleges for 15 years, teaching a diverse range of students of different backgrounds and abilities as a classroom teacher, a head of department, and as a senior "innovation leader" involved in training teachers and creating new ways of providing interesting and thought-provoking lessons for students.



Sarah Bailey

Our booming Biology department sees the arrival of new talent: Claire Jenkins, Rachel Davies and Anjana Vishnuram. Claire has been teaching since 2004, working as Head of Department at St Helen's School for the past seven years and before that Merchant Taylors' School. She undertook her PGCE at Cambridge University where she also completed a Master's Degree in Education. Claire is an experienced teacher of A level, IB and other international qualifications and has helped many students go on to read Medicine, Dentistry and other

Biological courses. She has been Head of Biology for a number of years, run numerous clubs and societies in her passion for education and Biology and keeps an open door to students in her determination to help them succeed. When not working, Claire enjoys travelling with her family, camping and reading.



Rachel Davies

Rachel has previously worked at Graveney, an outstanding comprehensive school in Tooting, before moving to William Morris Sixth Form, teaching all the GCSE Sciences and Biology A level for 11 years. She ran a very successful Duke of Edinburgh Award Scheme, which saw many students achieving their silver and gold awards, based on a successful National Lottery bid for nearly £10,000. Anjana Vishnuram completed her BSc in Biology at UCL, and began her career as a teacher in 2007. She taught Biology and Chemistry for nine years at the school where she had been a pupil herself, including serving as Head of Year, followed by two years in Bangkok as Key Stage 4 Manager and Safeguarding Officer. While she loved her experience in Thailand, especially learning how to scuba dive, she is now ready to embark on a new challenge at Brampton College. ■

AND FINALLY... A PARENT'S PERSPECTIVE

Brampton's first student enrolls his son 29 years later

Salim Juma was one of Brampton's very first students – back when Brampton College was known as the Mathematics Tuition Centre. Bernard Canetti, Principal, taught Salim Maths 29 years ago. Salim has just enrolled his son at the College, and tells us what he remembers of the early days of Brampton.

My cousin and I were some of his very first students. Maths at my previous school didn't make sense to me, they couldn't find out what my needs were. However, Bernard was really passionate about Maths. I remember so clearly, he used to talk to me about Maths and explain the sine and cosine principle - he would say, 'Isn't that beautiful?'. He just made me love

Maths. I was also studying Biology and Chemistry at the same time, and I would always do my work for those subjects first because I knew I would have the passion to do my Maths at the end. I liked it before, but Bernard made me love Maths and studying. You never forget a good teacher, and he was a great one.

When my son decided he wanted to leave his school, my first thought was, I need to go and see Bernard. I had already had a whole string of cousins that I had recommended to the College, maybe 10 or 15 people. My son really needs to be engaged. If he engages in something, he gets it. So I brought him into Brampton, and he enrolled and has just completed his first year. ■

Salim, owner of Eye Emporium, a group of independent opticians

