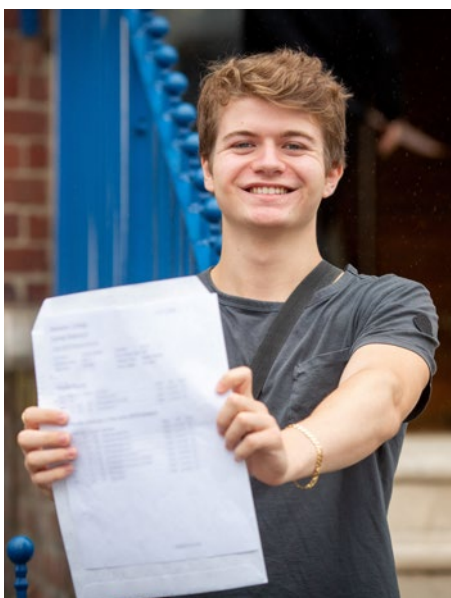


Individual support the key to continued success as Brampton tops London table for 18th year running

2018 A level exam results at Brampton maintained the College's longstanding edge over its competitors, with 47% of A level entries gaining grades of A* or A. The results put the College yet again at the top of the Department for Education's table of sixth form colleges in London and in third place nationally. The percentage of top grades achieved by our students compared very favourably to the national average of 26%. At least as significant were the "value added" figures illustrating the academic progress of Brampton students between GCSE and A level, which again showed the college in the top 5% in the country. Alongside the College's traditional features of expert teaching, small groups, individual tutorials and plenty of exam practice, Brampton has also developed a highly responsive system for supporting students (and parents) through the difficulties and pressures of young adulthood.

"As well as being a testament to the hard work of our teachers and students, this achievement shows that Brampton's approach, which places emphasis on academic attainment and individual student wellbeing, is effective", commented Principal Bernard Canetti. "It's profoundly important that we create an environment where students feel that their teachers are concerned about them as individuals and believe in them, so they are supported and develop into confident and resilient young adults."



There were some outstanding individual performances amongst these results. Six students achieved at least A*A*A grades, including Conrad Swanston (pictured below), who achieved a place at the University of Warwick to study Economics. "Brampton turned things around for me", Conrad said. "I didn't think I was going to university, but coming here changed everything. I'm massively grateful." Dipen Patel, whose grades meant a place to read Medicine at East Anglia - one of twelve Brampton students to gain a place for Medicine in 2018, agreed: "I found Brampton so supportive and a positive contrast to other schools."

Overall, 67% of Brampton students achieved their first choice university place. ■

12 students achieve a place to study Medicine

Brampton students received some outstanding results across the board in 2018, but there was exceptional success with many of our science students who achieved places on some of the most competitive medical courses at universities such as Kings College London, Liverpool and Nottingham. This includes 12 students for Medicine as well as students placed for Veterinary Medicine and Dentistry.

Applying for university courses such as Medicine, Dentistry and Veterinary Medicine is a time-intensive and challenging process and Brampton offers a highly supportive programme of expert help for our prospective medical students. Students take part in the weekly Medical Forum which includes activities such as interview practice, discussing medical ethics and Medicine in the news. We have a dedicated Google Classroom for the Medical Forum students, where they are encouraged to regularly read the posts and updates.

Throughout the year, we have many events to support students. Examples from this academic

Department for Education Performance Table of Independent Sixth Form Colleges 2019

Average point score per examination entry 2018
50=A 40=B 30=C

| | |
|-----------------------------|--------------|
| BRAMPTON | 42.56 |
| ASHBOURNE INDEPENDENT | 41.31 |
| CAMBRIDGE TUTORS COLLEGE | 40.72 |
| B GRADE | |
| MPW (LONDON) | 38.42 |
| WENTWORTH TUTORIAL COLLEGE | 36.18 |
| COLLINGHAM | 35.49 |
| DLD COLLEGE | 34.64 |
| CHELSEA INDEPENDENT COLLEGE | 33.99 |
| ENGLAND AVERAGE | 33.33 |
| FINE ARTS COLLEGE | 32.78 |
| CATS COLLEGE LONDON | 32.75 |
| C GRADE | |
| REGENT COLLEGE | 29.78 |
| DAVID GAME COLLEGE | 29.16 |
| ACORN HOUSE COLLEGE | 25.79 |
| BALES COLLEGE | 21.38 |

year include the UKCAT preparation day, BMAT essay writing support, interview guidance from an Imperial College Medicine interviewer, Lancaster University interview practice, insights from a third year UCL Medical student as well as Queen Mary's presentation on 'Alternatives to Medicine' and a talk from a practising Pharmacist. Brampton students are supported through the whole application procedure by our highly experienced staff, including members of the UCL Medicine interview panel.

Dipen Patel, who started at the University of East Anglia to read Medicine this September, explains, "What makes Brampton different is the level of support you receive. I was used to teachers who weren't proactive or collaborative, but here you can ask teachers anything and they're always at hand. This time last year I didn't think any of this was possible - it's always been my dream to study Medicine." ■

Wellbeing experts support parents with the challenges of adolescence

As part of the College's continued focus on student wellbeing, this year we hosted an extensive programme of talks for parents from leading figures in childhood and adolescent psychology on how to support their child cope with the difficulties of teenage years.

The College welcomed back Ian Williamson who is a Child and Adolescent Analyst and an occasional lecturer in Jungian Studies at the University of Essex. Author of the highly acclaimed book, *We Need to Talk: A Straight Talking Guide to Raising Resilient Teens*, Ian stressed the need for parents to do, what he calls, 'the deal' with their children – as long as they "put in a shift", then parents should give them some freedom in other areas.

Mandy Saligari, who we have worked with for many years, is a parenting, relationship and addiction expert, and the founder and clinical director of Charter, Harley Street. She gave a brilliant and often hilarious analysis of some all-too-recognisable scenarios between parents and their teenage children. At another event, Emil Jackson, Consultant Child and Adolescent Psychotherapist and Head of Psychotherapy in the Adolescent and Young Adult

Service at the Tavistock Clinic, addressed how to differentiate between an ordinarily challenging phase of adolescent development and behaviour that might indicate a deeper problem.

This year we were also delighted to host a new speaker and parent at the College, Dr Raj Persaud, a consultant psychiatrist and broadcaster, well-known for raising public awareness of psychiatric and mental health issues in the media. He was for some time the resident psychiatrist on the well-known daytime television programme *This Morning with Richard and Judy*. Raj is also the author of several books, including *The Motivated Mind*, which explores the needs we all have and how 'success' and 'achievement' fit in with our overall fulfilment. It was on this topic of 'Motivation' that Raj came in to talk to parents.

The series of talks, which bolsters the College's exceptional provision to support student wellbeing, was incredibly well received by parents, and details of the 2019/2020 programme will be available early in the next academic year. ■

Inspiring students with new perspectives

Life at Brompton isn't all about study. We want to encourage our students to develop into well-rounded young people by enriching their time here with new ideas and perspectives. The Inspire Programme, which invites interesting people from all walks of life to speak to our students, was launched last year to achieve exactly this.

Topics of the talks are diverse. Jo Roberts, CEO of the Wilderness Foundation, spoke to students about the power of nature for boosting positive mental wellbeing and the opportunity to get involved in the charity's leadership programmes or fundraising activities; whilst Holocaust survivor, Susan Pollock, captivated students once again with her story of surviving Auschwitz and her belief that education is the antidote to hatred and injustice.

Having met him on a walking tour, Principal Bernard Canetti invited David Whyte (pictured above) – renowned poet, philosopher, highly acclaimed public speaker, TED Talk host and author – to give a talk to both staff and students. To students, he spoke about the importance of developing 'wholeheartedness' in relation to their studies and lives as well as addressing ways to find meaningful work. David spoke of the event, "It is an absolute pleasure to speak at Brompton College and to address staff and students on what I firmly believe is an essential topic for young adults. As technology increasingly alters the way we work and study, preparing students for their future careers and inspiring them to be passionate about the subjects that interest them is crucial. It is great to see a college with such a positive attitude towards developing their students as well-rounded individuals". ■



Outstanding provision from our Careers department

Our Careers Department is a critical part of the support we offer our students. There's an immense amount of activity intended to help guide students through the decision-making process and university application. Certainly, the key to every successful university application is making sure that the right degree has been chosen. Our two careers advisers, Sarah and Bina, see every student in Year 12 for a one-to-one appointment to help them research their university choices thoroughly. Students are then given another individual careers appointment when they return in the autumn term, prior to completing their UCAS application. The benefit of making well informed decisions cannot be underestimated, and Sarah and Bina will continue to give advice until decisions have been made.

The collaborative approach from the teaching staff and other UCAS referees is an essential part of the university application process, ensuring that

A day in the woods



Wilderness Day in late June, organised by Lucy Wood, was a chance for students to get away from their "devices" (connotations of medieval torture), and the urban madness of people in close physical proximity cut off from one another by their aptly named screens. For a few hours pinging alerts, selfies, ten-second vids of performing pets, influencers, and populist ranters were quietly put aside and the students were invited to open their senses to their surroundings.

I think everyone was gently taken aback by the beauty of the woods – a mixture of younger and older tall trees, spaced a few feet apart so the eye was led off into the distance; fallen twigs, leaves and soft earth beneath our trainers, bird calls, and a sense of water nearby. With a winning sincerity and sense of purpose, the Wilderness Foundation staff coaxed our urban teenagers into casting off their protective layers of cool and playing together – making bivouacs, exploring the woods in games of hide and seek, and consecrating mandalas made from sticks, stones and flowers in gratitude for their luck in being alive. It was great for us teachers to see some individuals take the lead in a way they might not in the classroom, to co-operate with evident pleasure in something new and to enjoy themselves in quite innocent fun between their end of year exams and thinking about university. Yes, there was the odd moment of cynicism or impatience (they wouldn't be teachers – sorry – students, otherwise), but on Wilderness Day, by some distance, a more natural connection was the winner. ■

personal statements are well-written and degree choices are thoroughly researched.

Several career talks from different guest speakers help guide the Year 12 students' decisions. This year, QMUL came to talk about alternatives to Medicine as well as Engineering pathways; City University came to talk about Business, Accounting and Finance degrees; SOAS came in to discuss Humanities and Languages degrees; and the University of the Creative Arts came in to talk about creative careers. In addition, Ben Ezekiel, a former Brompton College student, spoke to students about his Higher Apprenticeship route into BDO Financial Services.

In addition, Year 12 students attended one of three workshops focussed on careers in Sciences, Humanities and Social Sciences. An extensive programme of careers activity is already planned for next year, launching with a series of talks for all early applicants for Medicine, Dentistry and Veterinary as well as Oxbridge. ■

“More independence and a tailored, personal educational programme”

“I’ve found the whole experience very different from my previous school. First of all, you’re given more independence and a tailored, personal educational programme. It’s a lot more relaxed than other schools, so you can work the way you want to. It really feels like a stepping stone to university.

Secondly, Brampton provides a really positive environment where you feel extremely supported and motivated. There’s an amazing social cohesion – everyone, including the students and teachers, wants to help each other. As a result, Brampton ensures you get to where you want to be as long as you put the work in too!”

“Brampton gave me a second chance to achieve my dream”

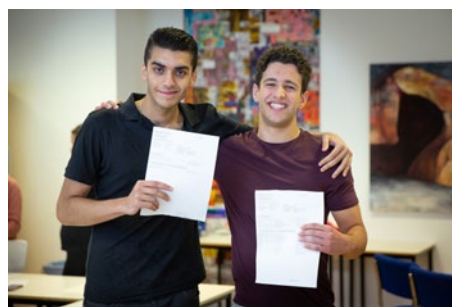
“I came to Brampton to achieve these results and a place at the university of my dreams. Last year I went through clearing and was offered a place to study Pharmacy. I knew it was a compromise and I felt massive disappointment and uncertainty about what I should do. I decided to explore re-sits and, though I visited a few colleges, Brampton stood out and I joined.

I have no regrets! Brampton supported me both academically and emotionally. They provided positive motivation and gave me self-belief. The teachers were so positive and supportive, they genuinely care, take an interest and want to see you do well and achieve your best. This year has allowed me to re-assess my priorities, and I’m leaving a very different person. I’m going on to read Medicine at Kings.”

*Anu Fasanya (pictured below) achieved A*AA, improving her grades from ABC, and a place at King’s College London to read Medicine.* ■



Jonathan Raize (pictured below right) achieved AAAA and a place at the University of Warwick to study Computer Science. ■



“The best year of school that I’ve ever had”

“At my previous school there was really poor teaching. Brampton was a very different experience. I’ve never had as much encouragement and so much care shown to me. They made me feel very welcome and it turned out to be the best year of school that I’ve had!

The weekly tests make Brampton completely different from other sixth forms – they really help you prepare for your exams and develop your exam technique. At my old school I had a tendency to ignore what I found hard, but the tests here force you to face your challenges. They gave me a lot more confidence and helped me so much. The tutorials are also so helpful. All the extra help you get makes you want to be there early and do your very best.

Brampton is one of the most supportive and friendly places that I’ve ever been to. You get all the support that you need from the teachers, but you’re also encouraged to find your independence. The atmosphere is so friendly, and that really helps you to settle in. Everyone from teachers to the staff in reception to the students – you feel constant support. I wouldn’t be able to describe a better sixth form!”

Tamar Onnie achieved ABB and has been enjoying a gap year while applying to university to study Psychology. ■

Special achievers 2019

| | |
|--------------------|----------|
| Krishna Kadiwar | A*A*A*AA |
| Xin Yue Cui | A*A*A |
| Daniel Janowski | A*A*A |
| Dipen Patel | A*A*A |
| Natasha Patel | A*A*A |
| Conrad Swanston | A*A*A |
| Tej Thakkar | A*A*A |
| Joseph Tunney | A*A*A |
| Amanda Akwiwu | A*A*B |
| Izaiah Romain | A*AAAA |
| Yasmin Asher | A*AA |
| Ethan Djanogly | A*AA |
| Natasha Elek | A*AA |
| Anuoluwapo Fasanya | A*AA |
| Hashim Khan | A*AA |
| Tarun Malhotra | A*AA |
| Leora Marcus | A*AA |
| Anoushka Meller | A*AA |
| Nikil Patel | A*AA |
| Sunayana Patel | A*AA |
| Jonathan Raize | AAAA |
| Payo-timi Alabi | AAA |
| Archie Allen | AAA |
| Talia Goldstein | AAA |
| James Labovitch | AAA |
| Anjali Shah | AAA |
| Zinnia Silver | AAA |
| Maya Tuv | AAA |
| Shari Vockrodt | AAA |

Record GCSE results

Our GCSE students’ results have been no less impressive – a record 74% of entries gained grades of 9-7 (A*-A in the old grading system) as compared with only 20% nationally, and of these 47% were at grades 8/9 (equivalent to A*).

Again, students typically attributed their success to the level of individual care available at the college. Lucy Abrahams, who like many others, has stayed on to study A level at Brampton commented, “The teachers genuinely care and are passionate about you succeeding. They are always on hand if you need extra support and ensure you understand what’s being taught. Unlike other schools where you’re just a number, here you’re a person.”

2018 was the first year in which GCSEs at Brampton have been graded from 9-1 as opposed to the traditional A*-G measurement. This was designed to give more differentiation at the top end, where 9 and 8 correspond to the old A* and 7 to the A. While students performed very well in all subjects, the College excelled in subjects such as English Literature (80% 9-7 grades), Mathematics (79% 9-7) and Chemistry (79% A*/A).

Delighted by the results, Susan Young, Head of GCSE, was clear as to the reasons: “I’m so proud of all our students. These results reflect a year of hard work and sheer determination from students and staff alike. The students have benefited from small classes, experienced and caring teachers and individual attention, academically and personally.” ■

Fond farewells and exciting staff appointments

This year we say a fond farewell to Director of Studies, Tim Mills, a man for whom the word “indefatigable” could have been coined. Tim is well-known in the College for his amazing energy and diligence in organising the College’s complex set of academic arrangements, as well as running the Physics Department, overseeing a team of personal tutors, and teaching his subject to the very highest standards. Tim has given much wise counsel to senior colleagues in his role on the Senior Leadership Team in the last few years. Like the character from Harry Potter who has the ability to be in two different lessons at the same time, Tim seems to have brought the same daunting level of precision and completeness to several different complex operations at once.

The College also bids goodbye this year to Susan Young, Head of GCSE and Chemistry, who is retiring from the College after eleven highly successful years. Formidably competent, energetic and well organised, and a great communicator in the classroom, Susan has been a great source of security and guidance to her GCSE charges over the years. She has presided over some truly outstanding academic results from this year group, most of whom have stayed on at Brampton for A levels and have continued to look to her first if they needed to talk.

Susan and Tim have been here for a long time and will both be very much missed, but no teacher has given more years’ service to the College than Eileen McKniff, formerly as Head of English and of GCSE, and as a mainstay of Learning Support in the College. Eileen’s insistence on high standards and her sensitivity towards individual student needs have exemplified Brampton’s best values since its earliest days. Eileen is admired not only for these qualities but for the care and faultless clarity of her English expression, a regrettable loss to our student body and a gain for those she will be educating in future in the area of Morecambe Bay.

A warm Brampton welcome to Gerry Monaghan, who takes over from Tim as Head of Physics: Gerry worked in engineering, mostly on structural steel projects

and bridges, before retraining as a teacher in 2005. Following posts as Head of Physics at grammar and independent schools, Gerry became part of the A level Physics qualification reform team at OCR in 2015, then returned to teach as Head of Physics at Bedford School. He is also an author, reviser and examiner for Cambridge International A level Physics.

Brampton is also very pleased to welcome Dan Graham, an extremely experienced teacher of Politics and History and Senior School Manager. Dan spent 22 years at a highly successful inner-city comprehensive school in London, including roles as Head of History & Politics, Head of Sixth Form and on the Leadership Team as an Assistant Headteacher. He also holds a considerable array of qualifications. When not planning, marking or writing, he enjoys reading, gardening, and quality time spent with his family.

Ramsey Curtis comes to us as Head of Chemistry after a period as Head of Chemistry at North London Collegiate School Jeju in South Korea. A committed teacher whose motivation is to enthuse learners about Chemistry and help them achieve excellent academic results, he has supported Chemistry-related applications to Oxbridge and other prestigious institutions. Ramsey has a BSc in Chemistry from Kings College London and a PGCE from the Institute of Education. In his spare time he greatly enjoys brewing craft beer, cooking and cycling.



Our new Head of Computing and ICT, Imran Khan, has been Head of Department in a successful secondary school in Buckinghamshire and an A level coursework moderator for OCR for five years. Imran holds degrees in Software Engineering and in Mathematics & Physics alongside many industry recognised professional qualifications. In his spare time, he enjoys reading fiction and learning new technology tools for

web design and graphic design. He is a father of three young children and loves playing badminton.

Boosting our strengths in Maths this year, Tressan MacCarthy taught at Channing for 11 years, where she was also Head of Upper School and Deputy Head of Mathematics. Tressan read Engineering at Edinburgh University, then worked in Medical Physics for the NHS and as an investment banker in the City before becoming a teacher. She has an outstanding track record in helping her students to achieve academic success at A level. ■

Head of Learning Support



The College is delighted to announce the appointment from January 2020 of a Head of Learning Support, Claire Morley. Principal Bernard Canetti feels this is a very important step forward. “Claire will be working closely with teachers and students to address challenges to learning”, said Bernard. “By co-ordinating the work of our existing specialists, the appointment will give an even bigger boost to the already highly individualised approach learning at Brampton.” Highly qualified in all aspects of the role, and with Masters degrees in Psychology (specialising in mental health and well-being) and SLD, Claire comes to us after six years at the Dover Court International School in Singapore, where she leads staff training and supports teachers and students to take more reflective and self-evaluative approaches to their work. While Claire will start with us in January, we are also very pleased to say that the role will be filled on an interim basis by Bola Macarthy, an extremely well qualified and experienced school manager, SENCO, and English teacher. Bola joins us for the autumn term from the Oasis Academy in Enfield, where she was Assistant Principal for Inclusion and Safeguarding. ■

AND FINALLY... A PARENT’S PERSPECTIVE

“Impressive academic results, but never at the expense of student wellbeing”

It was a very easy decision to enrol our daughter, Kelsey-Leigh (pictured right), at Brampton College. Our son, Danny studied at Brampton back in 2003, achieving AAA and a place to study Law (and from there was employed by a top law firm) so we knew first hand of its exceptional teaching. We were once again delighted when Kelsey-Leigh left Brampton last year with A*AB and a place to read English at King’s College London.

Both of their achievements are without doubt down to the quality of the teaching and support at the College. From their first interviews, their capabilities were recognised and nurtured. The academic framework

which focuses on close monitoring of progress and regular tests meant that they both felt incredibly supported in a way that they’d never experienced before. The warmth and encouragement of their teachers meant that Danny and Kelsey-Leigh never felt over-pressurised, but enthused and inspired to learn.

This outstanding standard of teaching cultivates impressive academic results, but never at the expense of pastoral care or student wellbeing – and this is why Brampton is number one.

Mr Vanner. ■

