

# Benefits of Brampton's unique strengths on show in latest results

Exam results for Brampton students in 2023 demonstrated once again the hugely impressive academic and pastoral strengths of the college.

At A level, 44% of entries were awarded A\*/A grades and 74% awarded A\*-B, while at GCSE level, 73.3% of entries gained grades of 9-7 (A\*-A) compared to a national average of 22.4%. This year's Academic Report features five very different stories of students' A level success, while our Head of GCSE, Anj Vishnuram, tells us about her year group on page 3.

Amid much recent discussion of likely increases in independent school fees, these figures demonstrate the benefits of serious investment in children's

education. The small classes, expert teaching and individual pastoral and academic attention that have characterised the College since 1989 are hard to replicate elsewhere. These features also lead students to degree courses they really want to follow. In 2023, eight students went on to study degrees in Medicine, Dentistry, Law and Veterinary Science. English, Classics, Psychology, Economics and a wide variety of others made up the choices of Brampton students at an array of excellent universities, including Oxford, UCL, King's, Imperial, the LSE, Warwick, and Durham. Russell Group universities remain a popular choice with Brampton students, taking in 64% of the 2023 cohort. For more detail on how Brampton helps to get students into their chosen degree courses, see Lisa Carter's article on page 2. ■

## STUDENT STORY

### Sarah takes full advantage of Brampton life

Sarah Clif made a fantastic contribution to the college, taking on a range of responsibilities in student life as well as throwing herself into the study of English, French, Latin and Classics.

I found my experience at Brampton College to be one full of the care and support I needed to succeed in my learning.

I achieved an A\* in English Literature, along with three As in French, Latin and Classical Civilisation, all of which paved the way for me to study Comparative Literature with Film Studies at King's College London.

Coming to Brampton was a huge change for me, but one that I felt the effects of immediately: I have never had such a close relationship with my teachers, where I felt so truly cared for. The environment at the College was unparalleled; one that fostered confidence and helped students believe in themselves. Every single teacher in the college is so kind and approachable, always willing to go as far as they possibly can to support their students. This is enhanced through Brampton's one-on-one help, which allows each student to feel confident enough to reach out

for support and form a stronger connection with, and greater enjoyment of, their courses.

A key aspect of the college's educational methods is the progress monitoring via the system of regular testing. I found that these tests actively encouraged me to consolidate material covered in class, as well as cultivating both the ability and the maturity to be responsible for my own studies, a skill that has since been of great value at university. The tests were also crucial in helping me and others to acclimatise to the challenges of examination, allowing me to walk into final exams feeling comfortable, confident and prepared.

Equally, Brampton College was about more than just studying. I thoroughly enjoyed taking an active role in college life, in the student magazine and

### A level re-sits allow students to achieve ambitions

What should you do if you receive disappointing A level results? Well, your first reaction is bound to be emotional - it's a moment of great tension; you've invested a great deal of work into your A levels, and, even if you feared you might not have achieved the required grades, the reality on Results Day is still likely to be painful. You will need your parents, your best friend or favourite teacher there to help you through it - and you need to give yourself the chance to get over the upset. But what then? There is, of course, Clearing - and this can sometimes be a good option, if you're very lucky and find a great course in the right place (not easy), and it's very tempting to grasp at an instant consolation for that kick in the teeth you've just received. You should also, however, have a serious think about re-taking exams. Although you probably won't feel much like doing this on the day of the results, it is really worth the effort.

Brampton welcomes every year a cohort of students who have made that decision - excellent young people who might have just missed their target grades, perhaps because of ill-health or emotional upsets along the way, or who perhaps chose a subject that they didn't actually enjoy, and who do not want to give up their ambitions of studying for a degree they really want to do and which could be a foundation for the rest of their lives. They also want to improve their academic results - to show their real ability. As Brampton's record shows, one extra year makes all the difference, even for students aiming for places in Medicine, Dentistry, Law, Veterinary Science and other extremely competitive degrees - it's a dangerous myth that universities won't consider you if you retake your A levels. Rather, they want you to have the skills and determination to succeed, not to be in some notional year-group. There is only one correct timescale for learning, and that's the one best suited to you, not anyone else. Taking enough time to get to where you really want to be, and avoiding a path that leaves your ambitions behind is not something you will regret. ■



the student council. I am so grateful for the skills I developed in these societies: feeling not only more comfortable but valued for learning to use my voice and being assertive, qualities which also helped me in my UCAS application. Offered a place at my first-choice university, I found Brampton's UCAS advice extremely helpful, with constant guidance and support at every step of the process.

Overall, the thoroughly-organised academic programme, the dedicated teachers, and the enriching extracurricular opportunities available at Brampton College equipped me for the next phase of my education. I have never felt happier and more sure of myself than at a college where students feel so cared for and so valued, and I am certain that this is a feeling common amongst all of Brampton's students. ■

# University application: detailed planning key to Brampton's success

Brampton's success in placing students on the university courses of their choice comes from our commitment to providing all our students with a bespoke, supportive programme of Higher Education and Careers advice and guidance. One-to-one sessions alongside regular workshops and assemblies are provided for each student throughout the year. Here's what we're doing!

Lisa Carter, Head of Careers ■

HIGHER EDUCATION PROGRAMME FIRST YEAR A LEVEL	
Autumn Term	<b>Workshops and Assemblies</b> <ul style="list-style-type: none"> <li>■ Researching and making informed choices for different higher education routes, apprenticeships and careers, using Unifrog</li> </ul> <b>Enrichment Programme to inform future choices</b> <ul style="list-style-type: none"> <li>■ Medical Forums for mentoring, interview and UCAT support</li> <li>■ Young Enterprise, Green Society, LAMDA, D of E, student magazine and more</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>■ One-to-one meetings with Head of Careers to discuss interests and future pathways; bespoke written feedback with personalised action plan and wide range of super-curricular activities for students' chosen field</li> <li>■ Exploring future pathways in weekly conversations with their Personal Tutor</li> <li>■ Higher Education Evening for parents and students focused on UCAS/University and Degree Apprenticeship application</li> <li>■ Workshops – a range of tasks on Unifrog to build a strong UCAS application</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>■ Visit to University/Degree Apprenticeship Explore Fair with over 120 university and employer/degree apprenticeship representatives</li> <li>■ Two days of workshops in College including: alumni students talking about university life and applications; completing the UCAS application form; researching and recording degrees/university choices; writing the Personal Statement</li> </ul>

HIGHER EDUCATION PROGRAMME SECOND YEAR A LEVEL	
Autumn Term	<b>Workshops and Assemblies</b> <ul style="list-style-type: none"> <li>■ Researching to make informed choices using Unifrog and UCAS</li> <li>■ Writing strong, effective Personal Statements</li> <li>■ Completing the UCAS and Degree Apprenticeship applications</li> </ul> <b>Individual Help</b> <ul style="list-style-type: none"> <li>■ Regular one-to-ones with Reference Tutor, Head of Careers, and Personal Tutor until submission of UCAS/Degree Apprenticeship application(s)</li> </ul> <b>Admissions Test Support</b> <ul style="list-style-type: none"> <li>■ Oxford and Cambridge workshops</li> <li>■ Medical Forum programme which includes UCAT training</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>■ One-to-ones with Head of Careers on UCAS responses and future pathways</li> <li>■ Mock interviews and support for Oxbridge, Medics, Dentists, Vets, including mock MMIs</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>■ Assemblies on transition topics: Student Finance applications and Applying for accommodation</li> <li>■ Results Day &amp; Clearing: HE Advisors and teachers available for advice from Results Day on</li> </ul>

## STUDENT STORY

### Support and guidance help Kiana to success

Now studying Law at Birmingham University, Kiana had joined us for GCSE after a difficult time at her previous school. Her ideas of what she wanted to do changed over the time she was with us, but by following the advice and seeking the support of the staff, Kiana's educational journey became a triumph.

When I first joined Brampton, I was an anxious 16-year-old about to retake my GCSE year after the pandemic that had changed my life as it did that of many others. I felt very uneasy about having to retake: it certainly hadn't been part of my plans. I'd really wanted to start my A levels, but that was before I received the "Covid grades" handed to me, (unfairly, I thought) by my previous school. Recognising my anxiety, the Brampton staff – my academic tutors, learning support, and the school counsellor – strongly



supported me, not just academically but also emotionally and psychologically. They helped me to learn how to strive, to battle through a really difficult year and eventually achieve the grades I wanted. In the end, I was happy with my decision to retake – thanks to the support of the college.

I studied English Literature, Psychology and Religious studies for A level. Choosing your A levels can be hard, though, and it took a lot of guidance from my teachers and the VP to help me onto the right path. At last, studying A levels that played to my strengths, I achieved three As, results that saw me into a prestigious Russell Group university to study Law. My wonderful teachers became important people in my life, and I will always be thankful to them and this amazing college, because I wouldn't have achieved my dreams without them. Anyone that has the privilege to go to Brampton will not regret it. ■

## STUDENT STORY

### Brampton's academic rigour prepares Dev for demands of university

Reflecting on my time at Brampton College, I am filled with gratitude for the experiences and support that shaped my academic journey. I achieved A\*, A\*, A in Computer Science, Maths, and Chemistry, respectively, which laid a solid foundation for my current studies as a first-year Computer Science student at the University of Warwick.

One of the standout features of Brampton is the personalised attention each student receives. The

one-to-one relationships with teachers were incredibly beneficial; their friendliness and dedication ensured that I fully understood each topic before moving on. This individualised approach not only boosted my confidence but also fostered a deeper understanding of the subjects.

The fortnightly tests, although initially daunting, proved to be invaluable. They kept me on track, highlighted areas needing improvement, and instilled a disciplined study routine.

Brampton also offered a variety of extracurricular activities that enriched my educational experience. The Robotics Society, in particular, was a highlight. The Society fuelled my passion for technology provided practical experience and teamwork skills

and helped me to create a strong personal statement for my university application.

At the University of Warwick, I find that the skills and knowledge I gained at Brampton are serving me well. The rigorous academic environment at Brampton prepared me for the challenges of university-level studies, and the extracurricular activities helped develop a well-rounded skill set.

In sum, my time at Brampton College was incredibly rewarding. The supportive teachers, structured academic schedule, and engaging extracurricular activities prepared me for the next step in my educational journey. I am confident that current and future students at Brampton College will find similar success. ■



## Student coaches enhance Brampton's learning opportunities

This year the College has seen a big increase in the number and variety of initiatives to enhance student learning.

Brampton has always offered a range of activities to enhance the learning in the classroom. Field work in Biology and Geography, trips to the Globe, workshops on set texts, subject taster days at university, a Politics trip to Hamilton, a French trip to the Institut Francais: all are part of a standard Brampton academic calendar. Students can also learn new skills in Young Enterprise, Design London, the Medical Forum, become Wellbeing or Climate Ambassadors or write for the magazine @BC. Some do a MOOC (Massive Online Open Courses) or the Extended Project Qualification as well as their A levels. There's LAMDA too and a Presenting Yourself Club: both great for developing self-confidence. A team of young people from Elevate Education come in each year to boost students' organisation and revision skills, while Assistant VP Lindsay Jacobs has led initiatives to instil into both students and parents healthier approaches to academic pressures: the most effective ways to revise, and managing sensible routines of work, exercise, eating and sleep.



Artemis, one of our wonderful student coaches this year.

In addition to all this now is student-to-student coaching. Under Biology teacher, Zahra Latif's supervision, more experienced learners work with first year students who feel they'd benefit from

the advice of a peer, whether they are reaching out for A\*s or just trying to get a foothold in a subject: sometimes help comes best from people of your own age. Students share advice about how to study, explain tricky elements of their subjects, show them round a resource they might not know, even sometimes give a bit of a pep talk or reassurance that the less experienced student might need. Coaching can be great for the coaches as well as the coached. First year student Dhruti and her coach, Artemis reflected very positively on the experience: "Coaching was beneficial and inspiring as it guided me throughout the first year of college," said Dhruti. "Being coached is definitely something I recommend, as you are supported and encouraged to step out of your comfort zone. My coach also provided useful advice as she had already recently undergone the same pressures and challenges as me." Artemis concurred: "Coaching has been an immensely enjoyable experience for me! It has been truly rewarding to witness Dhruti's academic growth and her growing confidence in her medical school application journey. Coaching is an invaluable experience to use your own skills and experience to support others and I am thrilled to have been able to guide her." ■

### STUDENT STORY

## The world at his feet!

Mechel has come a long way since joining Brampton for GCSE from a very different educational background. Along the way he has broadened his interests, achieved academic success and now eagerly exploring the world before heading off to Leeds University to read Geography.

My path to Brampton College was unconventional. Growing up in an ultra-Orthodox religious community, I didn't begin my secular education until I was 14 when I joined an Orthodox school that dedicated only half the school day to secular studies. I caught up as much as possible before sitting my GCSEs at the end of year 10. The school believed that year 11 and beyond was solely for religious studies. Needless to say, my GCSE results were disappointing.

I enrolled in the GCSE programme at Brampton College, hoping that they could help me overcome my academic setbacks. Within a year, my hopes were realised; I completed seven GCSEs with strong results. Staying at Brampton College for A levels was a no-brainer. The support, attention, friendly environment, and high-quality education allowed me to reach my full potential. I achieved grades A and A\* for all my A-level

subjects: Geography, Economics, English Literature and Photography, giving me the perfect foundation for my combined Economics and Geography undergraduate degree at the University of Leeds.

Over the past academic year, I took a break from intensive studying to travel across Europe, capturing unforgettable and magnificent memories with the photography skills I learned. I was able to pay for my travels by training to become an EFL teacher. Now, I indulge in my passion for teaching and teach students from around the world to speak, read, and write in English. My background in English Literature has given me strong analytical and critical thinking skills, which I use daily in discussions with my students. I try to emulate the skills and traits I was taught at Brampton College in my own teaching, boosting my students' confidence in the same way that mine was.

Brampton College excelled in its academic teaching, but I attribute my successes more to the importance that Brampton College placed on my well-being. They helped me discover that life is a journey to enjoy and not to stress over and equipped me with an incredible platform to forge forward with confidence. I look forward to taking the next steps and starting my degree in autumn. ■



## Brampton's Head of GCSE has nothing but praise for her students

Well done to the GCSE cohort this year! This year has been challenging, but they have all taken it in their stride, demonstrating incredible resilience which has enabled them to manage this demanding course well. The GCSE students have formed positive relationships with staff and peers and have thrived in small group classes with individualised support from their teachers, tutors, learning support and the welfare team. Each student has made substantial progress since joining the College. I'm looking forward to celebrating their results in August, confident they will perform just as well as last year's cohort, who achieved some fantastic results: an amazing **73.3% of entries gained grades of 9-7 (A\*- A), compared to a national average of 22.4%, while 50% of these entries gained grades 9 or 8, compared to the national average of 12.5%**

I also look forward to seeing the development in future of those who are remaining at Brampton for their A levels.

For me, it is a pleasure being the Head of G1. Our students are some of the most thoughtful, friendly and compassionate young people I have had the privilege to work with. I look forward to meeting our new students in September and celebrating their successes in summer 2025!

Anj Vishnuram, Head of GCSE ■

## Brampton's new recruits!

We're absolutely delighted to be able to welcome some very talented new staff to Brampton this year. And while, as this year, it's sad to see teachers retire or move on, it's exciting to look forward to the fresh ideas and efforts of our newcomers. Meet them here!

### Adil Ahmed

Adil Ahmed completed an MSci in Mathematics at King's College London. Having experienced working in accounting, banking and investment management, Adil has been a passionate teacher for the past decade, specialising in A-level Maths and Further Maths and has successfully supported more than five GCSE Maths classes. His commitment to excellence in education extends beyond the classroom; Adil is actively involved in teacher training, sharing his expertise and helping to shape the next generation of educators. Adil also serves as an A-level examiner and exam writer. His professional interests include entrepreneurship, artificial intelligence, and the integration of technology in education.



### Jo Lamb Moffat

Jo Lamb Moffat will be taking over from Nicole Kypker in Sociology. "I have a BA, MA and a PGCE in post compulsory education", Jo says. "I have been teaching Sociology for twenty years, and I really love the subject. I also took an MA in social research, where my thesis was on the use of non-standard language. I developed this topic for my thesis during my PGCE, where I looked at the use of non-standard language in schools". Jo is really looking forward to teaching our students.



### Theepika Adshayan

Theepika completed her BSc (Hons) in Mathematics with Actuarial Science at City University, achieving a first-class degree. During her third year as an undergraduate, she began teaching first-year students and developed a keen interest in education. She then pursued a PGCE at UCL and subsequently taught at JCOSS for eight years, specialising in teaching A Level Mathematics and Further Mathematics. ■



## Fond farewells

A great late-career signing, having the same bracing impact on Brampton's Humanities Department in 2019 as Zlatan Ibrahimowicz had on the Manchester United forward-line the year before, Dan Graham has been an enormously impressive teacher and personal tutor here, whose passion, purpose and expertise have inspired a very lucky group of students. After stepping-down from his position as a legendary deputy head at Preston Manor, Dan has raised standards well beyond his remit as a classroom teacher of Politics and History, his natural authority enabling him to support, guide and challenge students across the college, and a great source of advice and expertise to SLT. A few months ago, a group of students were overheard talking about the merits of a new teacher at Brampton: they were obviously impressed. Then one of them ventured, "is he as good as Dan?" And the others all went, "Naaah...". Dan, enjoy your retirement; you have more than earned it.

Dr Nicole Kypker, Head of Sociology, is also moving on to fresh pastures this year after ten extremely successful years at Brampton. Supremely dedicated to her students, whose psychological and emotional health has always been absolutely at the forefront of her practice, Nicole has turned students' lives around by her own unflagging efforts on their behalf, all the while delivering year on year of stunning Sociology A level results. Many of Nicole's greatest triumphs have come from her intensive one year class - students who have discovered the subject late, grown to love it, and who often achieve their best result in it. We wish Nicole similar success in her new role as Head of Sociology in a large local school. ■

## STUDENT STORY

### College gives Zahra confidence to follow her passion

Hello, I'm Zahra. I attended Brampton College from 2021 to 2023 and am now studying Bioengineering at the University of Sheffield. This is what I've been up to since finishing college.

In my first semester, I joined the Women in STEM Outreach Project, following my own concerns about the gender imbalance within the engineering field. The project aimed to encourage children aged 9-10, especially girls, to pursue STEM as they grow up. Weekly sessions included introducing topics, such as robotics, paired with relevant activities like inflating balloons with chemical reactions and interacting with intelligent robots developed by the university. Each session concluded with an example of a woman who made remarkable advances in their field, for example, Helen Sharman, the first British person in space.

During my time at Brampton, I engaged in something similar through the Science Research Club, which

my classmate and I co-founded. We developed and delivered presentations to our peers on topics not covered by the curriculum, for example, "The causes and challenges surrounding treatment of cancer" or psychological topics such as "Why do we dream?". My co-founder and I really appreciated the college's support and encouragement while we developed and managed our club.

In semester two, I became a student ambassador for the Bioengineering department. This involves working on university open days—showing potential students around the university, showcasing facilities, and answering questions. I also joined Project Nakio as part of the Bionics Society. Nakio focuses on developing wearable prosthetics for animals, aiming to improve their quality of life. We are currently designing a prosthetic leg for Mila, a dog who was rescued from a war zone as a puppy. As part of this, I developed skills such as designing and 3D printing using CAD (computer-aided design).

Alongside this, I attended badminton training twice a week as part of the university squad and also had the opportunity to participate in a variety of active events with different societies, such as archery, boxing, and

hiking in the Peak District, which were refreshing after a long day of lectures.

I strongly believe that the environment as well as the unconditional support from the teachers and staff at Brampton College played a pivotal role in my academic journey and gave me the confidence and resources to pursue whatever I was truly passionate about, which I had never considered possible for me in the past. ■

