

SUPPORTING YOUR CHILD IN REACHING HIS OR HER POTENTIAL

The Transition from Primary School

Everyone working at The Regis School (TRS) is committed to providing the best and most appropriate opportunities for each child. TRS staff work closely with colleagues in the partner primary schools to ensure the transition to TRS is as smooth as possible. Your child's time with TRS will usually start with a Learning Activity Day in the summer term followed by Family Evening and Transition Day in July when you are invited with your child to meet key members of staff. You will be given information about the new school and have the opportunity to ask any questions you or your child might have about their time at TRS. Jointly with our partner schools, we offer a range of opportunities for entrants prior to Year 7. The wide range of sporting and leadership developments already evident in partner schools is extended on transfer to TRS.

Student Expected Standards

We always expect the highest standards from our students. These expectations include:

- Attendance of at least 96% over the year
- Consistent punctuality to school and to lessons
- Perfect uniform at all times
- Correct equipment and PE kit at all times
- Respect of all others at all times
- Consistent high levels of effort
- Consistent high standards of learning
- Consistent completion of homework
- Highest level of care for others
- Never discriminate or be unkind to others

Uniform

At The Regis School students are expected to wear the school uniform outlined below. We believe that this creates a sense of identity and belonging and helps to remove the pressure and expense from parents/carers of passing teenage fashions. It also supports the notion that a uniform or dress code is representative of high expectations and standards and a professional environment, thus helping to create an effective learning environment. If a student fails to attend in full school uniform, contact will be made with home in order that the situation can be rectified. In some circumstances a student may be sent home to change or may be expected to complete their learning in the isolation room.

The Regis School Uniform

- Years 7-9 - White shirt (long or short sleeve)
- Years 10-11 - Blue shirt (long or short sleeve)
- The Regis School tie (different for each year group)
- Knitted v neck long sleeved jumper with sky blue stripe in the neck OR knitted v neck sleeveless jumper with sky blue stripe in the neck. No other sweatshirt or hoodie is allowed
- Black business jacket with school logo
- Tailored black trousers that are not stretch material and are loose at the ankles (at least 6 inch hem)
- Plain black school shoes (plain black or grey socks only)

Optional for girls - Bespoke school skirt (available from our supplier)

Footwear

Students are expected to wear plain black leather or similar school shoes. We are aware that some shoe retailers such as Clarks have brought out footwear which looks like a trainer. This type of footwear is permitted as long as it is totally

plain black (excluding any type of coloured logo). Students are not permitted to wear footwear such as, trainers of any colour (including black); plimsolls/canvas shoes; shoes with high heels; platforms; flip flops/sandals; boots of any kind; and any footwear that offers no protection from a health and safety point of view. Students are expected to wear plain black or plain grey ankle socks, students are not permitted to wear patterned or coloured socks.

If you are unclear of which footwear is suitable please contact us at the school to avoid unnecessary expenditure.

Jewellery

The school follows DfE guidance with regards to jewellery on the grounds of health and safety. Consequently, students are only permitted to wear one pair of earrings, one watch and one ring. Students are not permitted to wear multiple piercings or ear stretchers/bars. No facial (or other) piercings are allowed (including any form of nose piecing).

Hairstyles

A wide variety of hairstyles are permissible, but those which border upon (or cross) the bizarre are not, on the grounds that they represent an unacceptable image of the school. Unacceptable styles include skinhead, punk, mohican and whole or partial colouring of an unnatural shade, e.g.: blue and bleached hair. Razor cuts or shaved heads forming patterns to the scalp also come into this category.

Make-up and Nails

A light, non-offensive make up is permitted. Excessive make up is not permissible, including heavy black eye make-up. Nail varnish/false nails are not permitted.

The Regis School PE kit

Compulsory

- PE polo shirt
- Rain jacket
- PE shorts/skirt
- Plain black/Navy Blue swimwear and towel
- Trainers

Boys

- Games jersey (Rugby Top)
- Socks (Black and red football length)

Girls

- Fleece (unisex)

Optional items

- Nike rain trousers
- Black Leggings (optional for girls only)
- Socks (optional for girls only)
- Fleece (optional for boys only)
- Studded footwear, gumshields and shin pads
- TRS PE jumper/sweatshirt
- Towel

A thick polythene bag is useful for wet or muddy kit. A sports bag, shoulder bag or large drawstring bag to contain PE kit is essential.

Current School Uniform and PE kit suppliers:

JW Sports
55 High Street
Bognor Regis
West Sussex

Telephone: 01243 860266

Whilst the above guidance on school uniform and our expectations is not an exhaustive list, it is intended to give enough guidance to ensure our students are dressed appropriately for school and we thank our parents/carers for supporting us in this. Should you require any further guidance regarding the school uniform and our expectations please do not hesitate to contact us at the school.

ALL CLOTHING AND EQUIPMENT SHOULD BE MARKED CLEARLY WITH THE STUDENT'S NAME

Mobile Phones and Electronic Devices

Students are permitted to keep mobile phones in their possession, but they must always be switched off and kept in their bags. Any phone seen at any time on the school site will be confiscated.

Student use of mobile phones and personal electronic devices is prohibited throughout the school.

Responsibility for the safekeeping of the phone or headphones belongs to the student. It is their choice whether to bring a phone to school or not.

Phones / personal headphones will be confiscated if seen and the following sanctions imposed.

Infringements will be counted across the period of a school year.

- Infringement 1 – Green slip detention where the student will collect their phone at the end of the school day.
- Infringement 2 – as above.
- Infringement 3 – Green slip detention and parents contacted who will need to collect the phone from school.

Failure to give over a phone when asked will result in the student being placed in the study room all day and an after-school detention given.

Confiscated devices will be taken to the respective year office. HoY / DoY will bring phones to the green slip detention for collection (Infringement 1 and 2).

A Rights Respecting School

“Education must develop every child's personality, talents and abilities to the full” (UNCRC Article 29)

A Rights Respecting School is a school that puts the United Nations Convention on the Rights of the Child (UNCRC) at the heart of the

school's planning, policies, practice and ethos.

The UNCRC ensures young people have the right to be protected from harm, to be educated, to be healthy, to be treated fairly and to be heard. The Gold Award is the highest given by UNICEF UK and shows a deep and thorough commitment to children's rights at all levels of school life. The Regis School secured this award in 2015 one of very few secondary schools to do so and was accredited for a second time in January 2018.

UNICEF UK RRSA Programme Director, Frances Bestley, said: 'It was clear from discussions with students and staff members during class visits and in the focus groups that there is a genuine sense of pride in belonging to The Regis School. There is a shared understanding of the importance of respect for each other's rights, and how the Regis 10 helps to promote positive relationships and behaviours'.

The team from UNICEF were particularly impressed with the mutually respectful relationships between staff and students, the extensive charity and campaign work of the students and the links made across all subject areas to deepen understanding of children's rights. Below is a summary of their findings;

- Buy in from all staff and students to being rights respecting.
- Excellent relationships between students and students and students and staff.
- Students are listened to and their views are taken very seriously.
- Effective systems to ensure all pupils feel included and respected.
- Promoting a very wide range of opportunities for students to act for their own rights and those of others locally and globally

The school regularly works with UNICEF on national and global projects and was chosen to be filmed for the Soccer Aid for UNICEF Playground Challenge.

Students who are interested in leading our Rights Respecting work can become Rights Respecting Ambassadors.

You can follow our Rights Respecting Work on twitter @regisschoolrrs

Home/School Partnership

Students are most successful when staff and a child's family work closely together with the mutual aim of maximum progress and enrichment through the seven years that each young person spends at TRS. The tutor will be your normal first point of contact throughout the year. Please do not hesitate to contact your child's tutor or the Head of Year if you have an issue or require information. Heads of Department are also available to answer any queries you may have within their curriculum areas. Staff emails are available on our website.

You will be expected to attend a number of parent meetings every year and will receive detailed reports about your child's achievements and attitude to learning. Staff will contact you if they have concerns about your child's performance in their subject, or to report excellent effort or achievement. We accept contact via phone, in person or via email with all staff emails available on our school website. We regularly send home information and letters via email, the students or in the post and copies of most of these letters can be viewed on the school website.

Parents are also encouraged to provide additional support for TRS by supporting a wide range of school activities. Many parents work at the school as either teachers or support staff and this

helps to strengthen the community spirit evident to all visitors.

The Tutor and Year System

A secondary school is always much bigger than a primary school, but the tutor group system is designed to offer maximum support to new students through a horizontal structure. This structure allows targeted support of students in preparation for their exams and future career choices, as well as year specific themes.

Students spend time with their tutor every day. The tutors have been specially selected for the qualities they possess to help your child make a smooth transition to TRS. The school has a tradition of creating a warm and caring environment which nurtures all children. Leading the team of tutors will be a Director of Year and a Head of Year who coordinate a wide range of activities for the 300 students who make up the Year group – effectively a school within a school.

Subject staff regularly discuss a child's progress with him or her and provide each individual with action points to work on. Your child's progress will be regularly reviewed, and you will have the opportunity to talk to staff at parents' evenings. In this way, every child will be encouraged and helped to work to his or her potential. We aim to bring out the best in everyone.

Organisation of Groups

The maximum number of students that can be admitted in any one Year group is 300, students are then organised in up to 10 teaching groups. Heads of Department arrange teaching classes in the most appropriate manner to support learning. Setting, single sex grouping and mixed ability teaching will all be used to meet the needs of different subjects and topics.

More Able and Talented

At The Regis School, we expect the very best for, and from, our more able students. All students are stretched and challenged to ensure that they achieve their best possible academic outcomes; this is our ethos and it is reflected in the attitudes of many of our students. Our drive for academic excellence is supported by a range of high quality and inspirational extension opportunities which are chosen for our students to develop their analytical and critical thinking. We give young people the tools and confidence to develop their independence, going the 'extra mile' to achieve high quality academic outcomes.

We provide high quality opportunities for our more able students to be supported in their academic studies and through a stimulating enrichment programme. The allocation of a member of the senior leadership team to oversee the progress of this group has ensured that as a school, we are able to quickly identify and address the needs of our most able students – based on a clear understanding of what the students need. More able students can meet as a group for assemblies and the emphasis is placed on achieving academic excellence and being proud to be part of a group who will achieve outstanding GCSE and A level results.

Our enrichment programme for more able students is exciting and engaging. Students have opportunities to attend conferences and workshops to experience STEM (Engineering) based opportunities as part of our Memorable Moments programme. Students who are identified as being talented in a specific subject area are also given opportunities to extend subject knowledge and understanding beyond the curriculum, for example, by attending subject conferences at universities and engaging in accredited programmes such as

Sports Leadership and Arts Award. We strive to broaden the minds of students and help them realise their potential, working with the Brilliant Club to inspire Key Stage 3 students, and help them understand the potential they have to study at university level in the future. We work closely with our most able students through Key Stage 4, offering specific mentoring opportunities and ensuring that there are strong links between home and school to best support students through exam periods.

We continue our support for our most able students in the Sixth Form, as students have the opportunity to complete the Extended Project Qualification, which requires research and writing at undergraduate standard. This helps to prepare students for degree standard academic study, as well as public speaking and presenting and thus supports applications to prestigious Russell group universities and opens many doors for successful higher education opportunities.

Homework and Independent Learning

Homework plays an important role in supporting, extending, and enriching the learning our students do in school. Forming positive habits and routines around learning at home and developing the skills required to work independently are both essential if students are to achieve their full potential in their examinations.

At TRS we set homework as follows; In Years 7 and 8 homework is set in English, Maths and Science, and this will be mainly using a web-based platform. In Year 9 homework will be set in English, Maths, Science, History, Geography and French or Spanish. Other subjects in key stage 3 will set occasional homework as and when pupils are required to revise for an end of unit assessment.

In years 10, 11, 12 and 13 homework will be set in all subjects being studied.

All students are set homework and expected to complete it. Most parents find that homework is not a problem if a child acquires this habit right at the start of Year 7. The school offers an extra-curricular homework club in the Academic Hub to provide additional support if needed. This is accessed by a wide range of students for a variety of reasons.

Parents can access their son/daughter's homework by visiting the school website which contains a web link to the website where homework is recorded for all subjects.

Assemblies and Collective Worship

Students and staff come from varied backgrounds with differing beliefs and approaches to religious practice. Assembling together is an important part of creating a sense of community and provides a time to reflect on issues within and beyond the school.

Assemblies are led by the Director of Year and Head of Year to ensure content focuses on both academia and wider character education. We aim to focus on values and themes which will stimulate moral, spiritual, and ethical reflection and develop a sense of communal responsibility.

The assembly programme is closely aligned to our personal, social, health and citizenship education (PSHCE) curriculum.

Medical Conditions, Sickness or Injury during the School Day

The school has a number of qualified personnel, overseen by our Health Manager, who can administer first aid in the event of an accident or emergency. A student who becomes ill and cannot continue in lessons but does not require first aid should only be

collected after the school has made contact with a named adult.

Parents are asked not to send children to school if it is known that they are very unwell, with sickness for example.

It is important that we have an up-to-date record of contact telephone numbers. Parents are asked to advise the school in writing of any changes.

Accidents that occur during the school day must be reported to the duty teacher. Skilled first aid is provided and any student, where appropriate, will be referred to hospital to which a parent should accompany their son/daughter.

It is the responsibility of the parent/carer to keep the school advised and up to date with any medical information relating to their child/ward.

Prescribed medication can be administered in school providing a Medication Authorisation Form has been completed and returned to The Regis School Medical department.

All prescribed medicine must be presented in its original container clearly displaying the prescribed dosage and the name of the student.

Special Educational Needs and Disabilities SEND

“Rights Respecting School principles also underpin the outstanding inclusion and support for all pupils’ and students’ well-being and happiness. Whatever their vulnerabilities, learning or health needs, the right care and practical help are put in place and make a difference.” Ofsted October 2018

The inclusion of students and helping them to develop their full potential is a priority for all staff at The Regis School. Independence is crucial to a developing young

person, we actively support and encourage students to develop their independent skills when learning. We are committed to meeting the diverse individual needs of all students by working closely with parents, promoting successful learning opportunities and working creatively to remove any barriers to learning through a graduated approach to support.

Further details can be found in the SEND Local Offer and Policy on the school website.

Child Protection

The school has a legal duty to report any concerns regarding the safety and welfare of the students in its care. Where such concerns arise, the school will, through the designated member of staff responsible for child protection, inform the appropriate agencies. It is the duty of these agencies to investigate the circumstances and to take any necessary action. Any information received where a student is deemed to be at risk cannot be kept confidential and must be referred on.

Access for disabled Students

The school is compliant with all requirements of the DDA. Hence there is total access to students, parents, staff and adult learners.

Drugs Education Policy

The Governing Body has approved a Drugs Education policy which outlines the school's stance on drugs in school, describes the programme of drugs education through the Personal, Social and Health Education syllabus, and sets out the school's response to a critical incident. A copy of the full policy is available to parents upon request

Charging Policy

TRS has adopted the guidelines laid down by United Learning regarding a charges policy.

Charges to students may occur where an activity is undertaken by the school, e.g. a school trip, musical instrumental lessons, when the cost of such an activity cannot be met from school funds.

When an activity takes place wholly in school time, which is additional to normal provision, we write to parents to request a 'voluntary contribution' to enable the activity to take place.

Sex and Relationship Education Policy

All students have a right to access a programme of sex education provided as part of the Personal, Social and Health Education syllabus. Our teaching aims to support the development of students and prepare them for adult life and the responsibilities of parenthood.

Information is provided to help students to develop an understanding of key issues such as sexual development and behaviour, contraception and STDs. The centrality of integrity and moral values are emphasised, and students are helped to recognise the negative consequences of sexual activity. A copy of the full policy is available to parents upon request.

Damage/Insurance

Students are liable for the cost of non-accidental breakages in the school.

The School has no insurance for items lost or stolen, including bikes and phones. Parents are strongly advised to insure any such items under their household policy.

Complaints Procedure

Parents/carers who have a complaint are encouraged to discuss the matter with the Head of Department, Tutor or Director/Head of Year in the first instance. There is an escalation

procedure from there through SLT up to the Principal. Any unresolved matters may be referred to the Local Governing Body. A full copy of our complaints policy is available on our website or from the school office.

Provisional Term Dates

2022-23

Autumn Term 2022

Term commences on 1 September 2022 to Thursday 2 September 2021 to 16 December 2022

Half term is 24 to 28 October inclusive

Spring Term 2023

Term commences on 3 January to 31 March 2023

Half term is 13 to 27 February inclusive

Summer Term 2023

Term commences on 17 April to 21 July 2023

Half term is 29 May to 2 June inclusive

The above dates are recommended WSCC Term and Holiday dates for the standard school year. **These dates have not been approved by the Local Governing Body and may be subject to alteration.**

On specified days within the term dates, schools will be closed for students.

At such times members of staff will be required to undertake professional development (in-service training) or other approved, educational activities.

SUBJECT INFORMATION

English

The English Department is located on the second floor where the spacious classrooms enable us to use new technology effectively in all lessons and to work in smaller groups using a dedicated intervention room.

In English, pupils in all year groups across Key Stages 3 and 4 are taught in ability sets to provide challenge, stretch and support. We believe in providing pupils with an engaging, varied, and enriching curriculum. We aim to give pupils a profound appreciation of the spoken and written word and equip them with the skills to express themselves confidently in a variety of situations, both in and outside of the classroom. Skills acquired in English have a positive influence on all other curriculum subjects and are vital in any walk of life.

Key Stage 3

Throughout Key Stage 3, students are regularly assessed and their progress towards their targets is closely monitored. We have updated our schemes of work to support students to develop the skills-reading, writing, and speaking and listening to help them to become skilful and effective communicators in the world we live in. These skills then form the foundations for success in GCSE and A level examinations. We keep students and parents/carers informed of progress and attainment and provide intervention strategies where necessary. The English Department works closely with the Inclusion Department to provide specialized support for targeted groups of pupils.

Key stage 3 students will be set homework through an interactive programme called 'Bedrock.' This platform supports students with their reading and improves their

vocabulary. They will be expected to complete two lessons a week.

Across Key Stage 3, we place great emphasis on ensuring that students enjoy their lessons and undertake work that is relevant and meaningful to them in their own lives. We work closely with the school library and during the school year students will have regular opportunities to visit the library. Independent reading is an integral part of success in English. We ask that you support your child with their reading by ensuring that they regularly have time to read at home.

Key Stage 4

In Years 10 and 11 almost all students will follow the AQA GCSE English Language and AQA GCSE English Literature courses which will lead to two GCSE awards. Both courses are assessed solely through examination: English Language consists of two exams, each of 1 hour and 45 minutes and the English Literature course is assessed through one exam of 1 hour and 45 minutes and one exam of 2 hours and 15 minutes. In addition to this, students will need to prepare and present a spoken presentation on a topic of their choice. Throughout the two years of this Key Stage, students study a variety of literary and non-fiction texts and develop their own reading, writing and speaking skills.

Students in Years 10 and 11 build on their learning in Key Stage 3. In Year 10, students will use an interactive programme called 'Bedrock.' This platform supports students with their reading and improves their vocabulary. The programme supports progression throughout Year 10. Students should complete two lessons of Bedrock per week.

In Year 11 students will be provided with targeted and meaningful revision to support their final exams. This preparation begins early to ensure that students feel prepared for the GCSE exams.

Key Stage 5

In the Sixth Form, we offer an A Level in English Literature. As part of the A Level, we look at a broad range of texts across the literary canon. We explore many of Shakespeare's plays across key stage 3 and key stage 4 and end this tradition with a closer look at King Lear as our A Level Shakespeare texts. We explore Romanticism as well as modern poems and consider the impact of Mary Shelley's work on the world. Our Ks5 curriculum is inclusive and broad to ensure we cover as many key moments in literary history as possible. Our aim is to fully equip students to study English and other subjects at university and into their further education. Our aim is to encourage pupils to read widely and develop a lifelong love of English and reading. To provide students with a variety of learning experiences, theatre trips and visits are organised as and when opportunities occur, and we can conduct these trips safely and securely.

Mathematics

The Maths department is full of enthusiastic teachers, many of whom have degrees in mathematics and all of whom have incredibly high aspirations for all their students.

Our main priority is to develop students' fluency across the broad range of topics and skills in the maths curriculum. Every lesson starts with a 'starter grid' which consists of 6 questions to assess and improve students' ability in pre-requisite, current, and previously taught skills. Our scheme of work ensures that students revisit topics at increasing levels of complexity each year. The spaced retrieval practice of our starters prepares students with a firm grasp of each topic before they deepen and extend their knowledge and understanding.

New skills are carefully modelled with a scaffolded approach to

provide students with the opportunity to understand each component of a topic before needing to pull the whole process together or combine these skills with other topics. We also assess students at the end of each topic so that they can demonstrate their progress and attainment, as well as allowing us to identify the right skills to develop in their starter grids.

Each year we have had an increasing number of students achieving the highest possible grades at GCSE and staying on with us to take A level maths. We are also one a smaller number of schools to provide A level Further Maths, and we consistently achieve outstanding results in both qualifications.

Extra-Curricular Activities

We successfully run the national Maths Challenge programme annually at Junior, Intermediate and Senior levels and consistently have students progressing to more advanced phases of the programme.

Our maths teachers run regular revision sessions after school across both Key Stage 4 and Key Stage 5 throughout the year. They also run homework clubs after school to ensure that all students can access the support they need to complete their homework to the required standard.

Homework

Students at The Regis School are set approximately 1 hour of 'Compulsory' homework per week. Year 7, 8 and 9 students use an online learning platform called Sparx which provides each student with a personalised learning experience that is both challenging and achievable. Students also have access to 'Exp Boost' and 'Target' homework each week, which gives students additional practice on topics that they have previously found challenging while working on the platform. Our year 7 cohort

from last year are our first year group to use Sparx – they have consistently ranked in the top 10 nationally for 'Compulsory' homework completion rates and have ranked 1st for completing their 'Target' homework.

In years 10 and 11 students will be set homework on HegartyMaths. The Regis School students, as of June 2021, are 4th in United Learning and 12th nationally for the number of tasks completed well. This year we have consistently had many students, typically 10, appearing on the leader board for the top 20 students across United Learning academies. These students have completed additional independent work to embed newly taught topics or fill gaps in their learning, which we actively encourage all our students to do.

The commitment and dedication of The Regis School students to complete their weekly maths homework develops their ability to work independently, supports their learning and understanding and directly impacts on their progress. The determination and resilience of our students has been a key factor in seeing a year-on-year improvement in GCSE results.

Science

The Science Department at The Regis School believes very strongly that science should stimulate and excite pupils' curiosity about phenomena in the world around them. It should also satisfy this curiosity with embedded knowledge that has the flexibility to be applied in multiple contexts.

Because Science links direct practical experience with ideas, it can engage on many levels. The scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to creative thought. Through Science, pupils understand how ideas contribute to technological change – impacting business,

industry, medicine and improving the quality of life. Pupils recognise the cultural significance of science and trace its worldwide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world. We are lucky enough to have state of the art laboratories to support our students journey towards scientific excellence.

The Key Stage 3 Science curriculum is based on the updated National Curriculum. Units of subject material are taught and then assessed using a mastery approach. The mastery curriculum aims to ensure students are strong in key foundation ideas before moving onto ones that are more complex. By rigorously tracking these ideas, teachers over time can effectively ensure that no student moves onto the next stage of their science education without the building blocks needed to be successful from the previous year. It is intended that the work carried out in Years 7, 8 and 9 will compliment and build on all the excellent science work carried out in Key Stage 2. Furthermore, it will also prepare students well for the demands of GCSE.

In Year 7 and Year 8 students will study six units each year. In Year 9 students will study seven units. These topics will have either a Biology, Chemistry or Physics theme. All the units place an important emphasis on developing specific practical skills as well as developing a student's knowledge and understanding. The United Learning mastery curriculum is a cross-chain assessment framework, which tracks and supports students to ensure they have achieved all the appropriate understanding for 'age related expectations'. By focusing on the threshold concepts, we hope to ensure steady progression through Key Stage 3 and a solid foundation for GCSE. We use twice yearly assessments to identify a student's attainment in science.

These tests assess an aggregation of all the curriculum taught so far. This enables us to encourage the regular review of material and ensure we know what students have secured in their long-term memory.

Students in Year 10 will be following the AQA syllabus. We will be offering a Combined (trilogy) route for the majority of the cohort with an optional triple course of the separate sciences. In Year 11 students will complete these linear courses. For those students who wish to pursue their studies of Science into the Sixth Form, we offer A level courses in Biology, Chemistry and Physics. We also now offer a BTEC Level 3 in Applied Sciences as an A-level equivalent course. These courses will allow you to develop your understanding of the scientific world to a much greater degree. They will also prepare you for a wide range of higher education courses or employment opportunities.

The Science department is committed to developing students as resilient and reflective learners. We support students through regular self-reflection and teach the strategies needed for them to improve on their weaknesses. We are passionate about the applications of cognitive science to education and as such we will model the most effective learning strategies to all students to ensure they understand how best to learn and revise.

There are plenty of things going on after school in the Science Department to help you with your studies. In Year 7 and 8 there is a Science (STEM) Club, where you can explore the wider aspects of Science and its applications. We have recently taken part in CREST award projects and our recent science fair winners have been able to enter national competitions. The main activity in KS4 is on-going targeted interventions based on assessment data. This way students can have areas of weakness

addressed throughout the year instead of waiting until the revision period.

Science lessons at The Regis School are fun and exciting and we are sure that you will think the same too. We look forward to discovering the next great scientists of our time!

Art

Art and Photography are thriving subjects in our school; our state-of-the-art facilities encourage students to explore creative ways of working with a wide range of media and software. In Key Stage 3 we are central to the core value of creativity. We strongly believe in giving students the chance to explore and enjoy a whole range of techniques using both traditional and new media. Content is underpinned with a critical and cultural understanding to encourage a life-time appreciation of Art in our local area and the world around us, both past and present. Working individually and in groups we aim to provide a broad curriculum then ensures students work in a wide variety of ways, encouraging them to become individual and confident in their approach and for them to have their own ideas.

Art and Photography are popular options at Key Stage 4. Your child may choose to work in a range of artistic styles and in the photography option we teach both dark room practice as well as digital processes. At GCSE level in both Art and Photography students take even more responsibility for their learning and embrace the opportunity of expressing their ideas through many different approaches.

Display is important and integral to the department, inspiring students to aim high and see many different ideas and ways of working. Students enjoy seeing the excellent standard of art and photography both within the department and around the school.

Sixth Form Art and Photography students are encouraged to work in the art areas throughout the day, meaning that students see work that is ambitious and inspiring, as well as the creative process. Emphasis is on personal development at A Level and therefore a wide variety of content and skill is seen.

We value the importance of seeing Art for real and trips are organised, as well as inviting practising artists in to work with pupils as and when opportunities arise. We welcome every pupil who wants to utilise the art and photography facilities at breaks and every day after school and specific sessions for both KS3 and KS4 are run by teachers each week.

Business Studies

Business Studies is introduced as an option at Key Stage 4. The courses offered, combine favourably with many other subjects and make a significant contribution to helping students in their chosen career pathways. The course offered is the BTEC Tech Enterprise where currently, the students do 3 components that cover wide-ranging topics from the requirements needed to start your own business to successfully running your own business as well as looking at how businesses cope with the changes to external environment. As it is a vocational course the subject is topical, and we use everyday examples to help the students understand the world of commerce.

There is a natural progression into post 16 education with an opportunity for accelerated learning.

Business Studies in the Sixth Form is an area of strength at The Regis School. Students have the opportunity to study A' Level Business Studies which build on the knowledge gained at GCSE. Although the course is also designed for students who have not

studied Business Studies prior to the Sixth Form. The mechanics of Human Resources, Marketing, Operations Management and Finance feature heavily in this subject. This knowledge is then developed into giving the students the tools to be able to make decisions regarding the whole company and not just individual functions.

Computer Science

Computer Science at The Regis School equips pupils for a life in a digital age, it enables pupils to understand and change the world through logical thinking and creativity, and involves making links with mathematics, science, and design and technology. The core of computing is computer science, in which pupils are taught the principles of information and computation, and how digital systems work. Computing equips pupils to use information technology to create programs, systems and a range of interactive digital media. It also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Computer Science at The Regis School aims to ensure that all pupils are able to:

- understand and apply the fundamental principles and concepts of computing
- analyse problems in computational terms, and have repeated practical experience of writing computer programs
- become responsible, competent, confident and creative users of information and communication technology
- use basic office software to complete a work-based activity.

At Key Stage 4 we have two options available to students

GCSE in Computer Science

Computing is a course that looks at the basic underlying concepts that helps our computers run today. How do they work? How do they communicate?

Students will be able to work with the equipment and look at all aspects from how the hardware operates to programming applications.

Students who complete this course will be well suited to go on to engineering, computing or science related courses at a higher level.

BTEC Technical Award in Digital Information Technology

The BTEC gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data

Students will learn processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.

They will develop knowledge that underpins effective use of skills, process and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Students who complete this course will be well suited to go on to study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Creative Technologies

Technology is part of the core curriculum at Key Stage 3. In Years 7, 8 and 9 our students experience an introduction into 3 materials areas engaging in a variety of workshop and kitchen experiences.

In Year 7

Food Preparation and Nutrition: Students learn the principles of health and safety in relation to food preparation. They revisit the Eatwell Guide and consider the importance of healthy eating. They explore nutritional and functional properties of food, food choice and provenance and sustainability issues. They research, develop, make and evaluate design ideas to a range of design briefs.

Textiles: Students begin Year 7 learning in Textiles by exploring methods of applying colour to fabric. They will use the sewing machine for both decorative and functional purposes. They will learn how to use inspirational imagery to create and decorate a soft sculpture.

Product Design: Students will learn basic electronics and gain experience in using hand tools and some machines to build a Microbot. They will be introduced to a range of different tools and techniques in a workshop environment to produce a working remote-control robot that they can compete against other students in a mini game of football. Students will be able to work on a design and make environmental project at home.

In Year 8

Food Preparation and Nutrition: Students will plan, cook and prepare a range of predominately savoury dishes from British and international cuisine. They will study factors affecting food choice and research food provenance, looking at environmental impact and sustainability issues surrounding food. They will evaluate the benefits

of a balanced diet and understanding the link between diet and well-being. They will design and develop a selection of staple foods from around the World such as bread, rice and pasta.

Textiles: Students will develop skills learnt in Year 7 by developing machine skills and learning to manipulate fabric in more textural ways. They will take inspiration from an art movement to design a pillow that meets the needs and interests of a specific client that they will identify.

Product Design: 3D drawing skills will be introduced and developed to allow students to communicate design ideas more effectively. Students will develop the practical skills introduced in Year 7 to design and make a phone holder from timber and acrylic using our laser cutter. Students will be introduced to the world of professional 3D design and experiment with 3D printing.

In Year 9

Food Preparation and Nutrition: Students will explore technical skills in baking, with a focus on sweet products and work towards developing a 'show stopping' presentation of their culminated skills.

Textiles: Students will learn professional standards of construction and finishing and apply these techniques by producing a container or bag. Students will be able to make more individual decisions about decorative themes and methods of production using year 7 and 8 knowledge to help them.

Product Design: Students will develop drawing, design and making skills with a variety of materials and projects, including jewellery making, and continue to practise using computer aided design software to further challenge and inspire their ideas.

We run many after school clubs for all year groups. There are Master Classes for students from Year 7 onwards for all students to develop their skills and vocational interests and gain a wider experience in all areas of the Creative Technologies. Regional and national competitions include the 'Young Chef of the Year Rotary Competition' and 'Greenpower F24'. We run a STEM club for Y7 to give students a wide range of experiences and skills in technology.

In KS4 we offer a suite of qualifications to build on the skills and interests nurtured during KS3:

- GCSE Food Preparation and Nutrition
- GCSE D&T: Textiles
- GCSE D&T: Product Design

The Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills and will ensure students develop greater understanding of nutrition, food provenance and the working characteristics of food materials. Students will also learn about British and international culinary traditions, food security and food safety. At the heart of the qualification is a focus on developing practical cookery skills and a strong understanding of nutrition.

The GCSE in Design and Technology is an opportunity for students to demonstrate their innovation by designing and making new products whilst learning through practical experimentation; this is central to students enjoying and becoming successful in the Textiles and Product Design courses. Core course theory considers materials and techniques from a broad range of design and technology materials areas, and there is also specialised knowledge learnt in the history, current uses and new technologies of specialist textile and resistant materials and techniques.

Year 10 will encourage students to apply skills more independently in their own design challenges. Understanding the role of the designer in improving the world around us is an important element of this course. The context for a Non-Examined Assessment will be set by the exam board during the summer term of Year 10 and the completion of this will be the focus of the early part of Year 11. Students will be able to guide their work to areas that interest them and could create products with any number of potential uses.

There are two dedicated textiles workshops and product design studios with two dedicated computer areas. We have the facilities to make quality products through computer aided manufacture as they do in industry, including laser cutting, transfer printing and high-quality computer aided embroidery. All these facilities, and more, allow students to explore what is available in industry and helps them make some very high quality, professional products.

The work of all students, and especially final examination creations from Years 11 and 13, is celebrated as part of our Fashion Show and Technology Showcase.

In KS5 students can study:

- A-Level Design and Technology: Fashion and Textiles
- A-Level Design and Technology: Product Design

Many of our Sixth Formers go on to university to study Fashion and Textiles design and business courses as well as Product Design courses with options for car design and computer game design at universities such as Herriot Watt, De Montfort, Portsmouth, Epsom and Swansea. Students are also well prepared for engineering and textile apprenticeships at local companies such as Rolls Royce and Dometic.

Criminology

KS5 – WJEC

This is a new and exciting subject that delves into the complex and multi-layered world of crime. Criminology has elements of psychology, law and sociology and complements studies in humanities. The course covers all aspects of crime, from what kind of people commit crimes to punishments and prisons. Students will analyse the different types of crime, consider revolutionary criminological theories and study the process of criminal justice from crime scene to court room through a range of case studies.

English as an Additional Language

The Regis School prides itself on a very welcoming approach to the EAL (English as an Additional Language) students. Since approximately 19% of our students use English as an additional language, it is crucial for the school community that the language acquisition is encouraged and promoted across the curriculum.

TRS utilises a significant number of strategies to foster English acquisition and to make sure the linguistic development follows its natural patterns.

We have put robust systems in place to make sure that our EAL community's needs are met. Our EAL students' achievement and progress are monitored on a regular basis, and additional provision and support are available where necessary. Students for whom English is an additional language can rely on experienced staff members to provide comprehensive and curriculum-related linguistic support.

Geography

Geography is the study of place and the relationship between people and their environment. In

Geography students study the physical features of the earth such as rivers and plate tectonics as well as the human features for example the built environment and population. Geography plays a central role in all our lives on a daily basis and it is vital to learn and understand how our world operates and our place in this system.

KS3

Geography in Key Stage 3 is taught through a range of modules where students will develop key knowledge of people, place and the environment. In addition, each module will cover a range of basic geographical skills such as map reading, interpreting graphs and evaluation.

KS4 Geography – Edexcel Geography B

In GCSE Geography students further develop their geographical knowledge of place and their geographical enquiry skills. The course has 3 key themes of global geographical issues, UK geographical issues and people and environmental issues. Students will learn to apply their knowledge from the classroom to their lives outside of school and have the opportunity to carry out research.

KS5 Geography – Edexcel

In the Sixth Form, Geography has been a popular and successful subject, with many students going on to higher education. Geography (and its related subjects like Geology and Environmental Science) opens a variety of career opportunities in industry, commerce, local and central government and education.

Fieldwork is compulsory as part of the course and the students will investigate both physical and human geography over 4 days which will provide an introduction to the nature and process of a high-quality geographical enquiry

Health and Social Care

Health and Social Care is introduced as an option at Key Stage 4. It is concerned with the health and well-being of all individuals at all ages. The courses offered combine favourably with all other subjects and make a significant contribution to helping students in chosen career pathways. We currently run the BTEC Level 2 in KS4

BTEC is a vocational option, suitable for students wishing to follow a work-related learning qualification suitable for a range of industry sectors.

There is a natural progression into post 16 education with an opportunity for accelerated learning.

At Sixth Form level Health and Social Care is also offered as a Level 3 triple BTEC Diploma and is a real strength in the school. Results are consistently high with students consistently outperforming their target grades. Students who have studied this have gone on to have successful careers in the Health and Social Care industry as well as the Nursing and Child Care industries.

History

KS3

At Key Stage 3 students study a broad range of historical events and develop a variety of historical skills. During your time in history you will study history in mixed ability groups with 3 lessons per fortnight. Students study the history of Britain and the wider world from 1066 and cover topics such as the Reformation, an evaluation of the British Empire, the abolition of slavery and World War II. Students are assessed against skills linked to progression to GCSE.

We aim to offer a range of learning experiences for students of all abilities, and use resources suited to all ability levels. Children work to develop skills as independent

learners by answering a range of enquiry questions.

KS4 – Edexcel

In GCSE History students will study 4 modules: Nazi Germany, History of Medicine, the Cold War and Elizabethan England. These are all assessed through examinations at the end of the course.

KS5 – OCR

In the Sixth Form History is a very popular subject. Student's knowledge is extended by learning about new periods in history such as the French Revolution and Napoleon, Britain 1930-97, Civil Rights in America and through an independent study. Students are pushed to think critically about evidence and to develop their own opinions about historical controversies.

Modern Foreign Languages

Bonjour! Guten Tag! Hola! Ciao! Do your future plans include travelling the world, making new friends and having unforgettable experiences? Studying a language creates opportunities and, in an ever-changing workplace, being able to communicate in another language is a highly desirable skill.

In Key Stage 3, pupils study either French or Spanish. Lessons focus on developing pupils' reading, writing, speaking and listening abilities as well as building vocabulary knowledge. There is also an emphasis on celebrating the differences in culture between the countries and in Year 9, pupils learn about festivals and traditions around the world

Focussing on one language at Key Stage 3 gives pupils the skills and knowledge to be able to continue to GCSE level in Key Stage 4. There is also the opportunity for pupils to study this language at A' level in the Sixth Form.

Music

In Music, the emphasis is on developing students' creativity as well as their understanding and enjoyment of music. Students learn a wide range of basic music skills throughout key stage 3. Pupils compose and perform their own choice of music as well as learning about the importance of music in society and different cultures. Our music rooms are extensively equipped with a vast range of music technology. Additionally, we have a recording studio and rehearsal spaces for small groups and bands. We encourage pupils to make full use of these facilities after school.

Sixth Form students take the BTEC Music Performing course; this is the National Extended Certificate in Music, which is equal to 1 A level pass. Part of the course requires students to give public performances in their own choice of musical style. Composition and technology work are also part of the course and students use our high-quality digital recording facilities.

There are a wide variety of extra-curricular clubs available to students which provide opportunities to develop and extend instrumental and vocal skills. Students are encouraged to join the choir and there are also opportunities for each year group to become part of 'The Regis Rock School'. The 'West Sussex Music Service' and 'Inclusive Music and Movement' provide a wide range of lessons on instruments, so pupils are able to continue any tuition they started in junior school, or to start lessons at any time.

We encourage pupils who are studying Music in Years 10-13 to take up lessons to support them with their Level 2 BTEC Award Music course at Key Stage 4. Various instrumental groups rehearse each week after school together, with additional sessions for BTEC students.

Musicians take part in concerts, shows and main events throughout the year, including Awards Evening, 'The Big Sing', 'Musicality', and charity performances. The Music department is also heavily involved in the school's annual large-scale musical production and we provide a range of opportunities for pupils to watch and participate in public performances.

PE

At The Regis School we are blessed with a large variety of facilities which allow for a broad range of activities and sports to be taught. You will have the chance to continue to access familiar activities such as netball, football, swimming, cricket, rugby and rounders and try new activities such as trampolining, climbing, handball and softball. In addition, you will have the opportunity to develop leadership skills through programmes and qualifications that run throughout all key stages at the school. For those who wish to apply to be a sports leader, opportunities will arise to work with students in younger year groups and from local primary schools.

At Key Stage 4 students can opt to study a BTEC Level 2 in Sport (Equivalent to one GCSE) which enables students to work both practically and in a theory setting. It also provides the baseline knowledge required to study sport and PE at key stage 5.

In the sixth form we offer a range of Level 3 BTEC courses which enable our students to study degree courses as some of the best universities in the country. Currently we offer the Extended Diploma in Sport (equivalent to three A-Levels), the Diploma in Sport (equivalent to two A Levels) and the Extended Certificate in Sport and Exercise Science (equivalent to 1 A Level). In addition to this through the sixth form provision there will be the opportunity to continue the Sports

Leadership qualification as well as other enrichment activities. One highlight of the week is the staff vs sixth form sport on a Friday.

The outstanding facilities at the school are enjoyed by all our pupils, including significant use of the Arena Sports Centre facilities and the Gym. Whole school events such as the Winter, Summer and Paralympic Sports Days are accessible to all students and give the opportunity to experience a variety of different roles such as participant, coach, leader or official.

You will have access to a varied and exciting programme of extra-curricular activities taking place on 4 out of 5 week days. We have specialist teachers and coaches who run these activities to a high standard as well as opportunities to try sports that you may never have taken part in. We encourage each of you to take part in at least one activity a week and are always looking to increase the number of activities on offer should there be the demand. Extra-curricular fixtures provide further opportunities for students to compete in a variety of sports activities locally, regionally and nationally.

Performance Studies

Dance

We provide regular opportunities for pupils to perform and share their achievements in Dance, including the GCSE Dance shows, KS3 dance clubs, and local performances. Pupils enjoy, achieve and stay healthy through the dance curriculum at The Regis School.

Pupils have the opportunity to continue their Dance studies at GCSE level in Years 10 and 11 and follow the AQA Dance syllabus which involves performing, choreography as well as learning and studying set works and set phrases.

Drama

In Drama lessons, students actively engage in an experiential and practical mode of learning that blends intellectual and emotional experience. This offers a unique means of enquiry that contributes to the students being able to develop a strong sense of self and understanding of the world.

Across all key stages acting, staging, design and presentation skills are taught through the study of a range of texts and topics which enable students to devise, interpret, analyse and evaluate dramatic forms and style. This inevitably develops confidence and self-esteem and also provides students with a range of skills and understanding transferable to a wide variety of pathways - not just within the performing arts but all professions that require, interpersonal skills, teamwork, leadership, creativity, problem solving and the ability to present idea.

In Year 7, the students' first project is based around the theme of 'science fiction', helping to frame their understanding of Drama as a highly imaginative subject, which encourages us to be curious about the world and what it means to be human. Following this, other first year topics include a historical murder mystery, exploring life as 'Evacuees' and 'African Theatre'. In Year 8, students continue to develop confidence, creativity and collaboration skills whilst exploring genres such as melodrama and silent film, visiting an abandoned manor house and developing the story of its inhabitants, as well as practically exploring Shakespeare's *Romeo and Juliet* and other key texts. With a firm understanding of how to create work, students in Year 9, use their knowledge of drama to explore more serious issues and themes and learn how to present more sensitive content. More serious projects are contrasted with light-hearted topics such as exploring a comedic play

text that parodies Alfred Hitchcock's 1935 film: *The 39 Steps*.

The GCSE Drama course is a popular and highly successful option in Years 10 and 11. The course is fun and exciting and provides the opportunity for all students to further develop their confidence and communication skills. We offer the opportunity for students to be entered as both performers and designers which involves developing design skills for lighting, sound, set or costume. The syllabus we follow is Edexcel.

At Sixth Form level, we offer the Level 3 BTEC Performing Arts Foundation Diploma course for students who wish to develop their performance understanding as well as their acting skills at a high level. This course prepares students in the Sixth Form for a wide variety of higher education opportunities.

The school has two fully equipped drama studios with brilliant sound and lighting equipment. In these spaces, we present a range of students' work to audiences. Events of this nature which are put on by the department include: a large-scale production and smaller productions of GCSE and BTEC Sixth form work.

Extra-curricular clubs provide opportunities for pupils to further develop the skills learnt in lessons and develop their creativity. We also arrange opportunities for students to experience a range of performances through trips and visits from professionals, including links with the Chichester Youth Theatre and Chichester Festival Theatre. Our Sixth Form drama students are encouraged to develop their leadership skills by running extra-curricular clubs and delivering a Theatre in the Community project in the summer term. We also have links with local theatres and theatre practitioners, providing students with a range of professional experiences.

Politics

KS5 – Edexcel

Students study the political systems of the UK and USA. Issues investigated include democracy and participation, the representative process and what it entails to govern both countries. Politics also involved the study of the influence of the mass media on both the USA and UK political systems and the study of key political ideologies Socialism, Conservatism, Liberalism and Feminism.

Religious Studies

You will study RS from Year 7 to Year 9. Over the course of your time at The Regis School you will explore the beliefs and practices of six major world religions: Hinduism, Judaism, Christianity, Islam, Buddhism and Sikhism as well as tackle significant moral questions, including ‘To what extent are all people equal?’, ‘Why would an omnibenevolent God allow suffering?’, and ‘Do religious people have a responding to help the poor?’. We will also study two units exploring Philosophical questions such as ‘Why be good?’, ‘Is there a God?’, ‘Are we truly free to do as we wish?’, ‘Is there an afterlife?’ and ‘What is the meaning of my life?’.

The RS department has a strong belief that learning needs to be active and engaging as what you are studying is something which affects all areas of life. Lessons are not always sitting at desks as we use role-play, freeze frames, pictorial, card games, consensus maps and debates, to enthuse students’ creativity and independence. During the activities, circle work, group work and discussions you will become more confident at speaking and you will learn to understand others and yourself.

KS4 – AQA Religious Studies A

Students will study Christian, Islamic and non-religious attitudes towards a series of moral and

philosophical dilemmas. Topics include religious attitudes towards human rights, social injustice, war, crime, punishments, abortion, euthanasia, miracles and the existence of God.

KS5 – AQA Philosophy and Ethics There are two components Philosophy of Religion, and Ethics and Religion

In section A, Philosophy of religion, students study:

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

In section B, Ethics and Religion, students study:

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant.

Sociology

KS4 – AQA

Students have the option to study Sociology at GCSE. Sociology is the study of society which focuses on three main questions; what is happening in society? Why is this happening? And what can be done about it? As such, students will look at social research into how equal and fair our society is. They will look at various explanations offered to explain why inequality exists. They will then go on to look at government policies/laws which have been introduced to tackle inequality all the while evaluating to what extent they agree with what they have discovered.

Debate and an awareness of current affairs are at the heart of learning in sociology. Students develop analytical skills that enable them to evaluate different perspectives and think critically about social issues. They will be expected to carry out their own sociological research projects using methods such as questionnaires, interviews and observation.

KS5 – AQA

In the Sixth Form students study the role of the Family and the Education System, Beliefs in Society and Crime & Deviance in shaping individuals and the whole of contemporary UK society and the wider world. Sociological theory and methods run as a central theme through each topic ensuring students are aware of how to support their arguments with evidence. They will be introduced to topics such as Post-Modernism and Globalisation.

Examination Results 2018-2021

At A-Level and BTEC Level 3:

	2018	2019	2020	2021
A Level A*-B	36	44	60	62
A Level A*-C	58	69	89	83
A Level A*-E	96	98	100	99
A Level Average Points per Entry	29.71	31.63	38.62	39.71
BTEC D*-D	49	80	83	68
BTEC D*-M	83	95	100	93
BTEC D*-P	100	100	100	100
BTEC Average Points per Entry	28.88	33.55	35.88	36.0

At GCSE

	2018	2019	2020	2021
Basics (4+/C+ in English and Maths)	56	61	63	70
Basics (5+ in English and Maths)	37	35	39	47
Attainment 8	41.92	44.37	46.24	48.05
9-7 or A*/A	15	16	20	25
5 9-4 or A*-C Including English and Maths (C+/4+)	48	58	59	68
5 9-1 or A*-G	93	95	95	94
English 4+/C+	69	71	72	78
Maths 4+/C+	62	69	72	77
% of students achieving EBACC (4+)	14	17	13	16
Two Sciences	50	61	64	61

Awarded Grades 2021

Data correct at 31st August 2021.

Subject at GCE A2	A* %	A %	B %	C %	D %	E %	A*-E %
Biology	31	19	19	13	6	13	100
Business Studies	7	27	33	20	13	0	100
Chemistry	13	13	38	13	0	25	100
English Literature	25	25	0	50	0	0	100
Further Maths	50	25	25	0	0	0	100
Geography	17	17	0	67	0	0	100
Government and Politics	38	25	13	25	0	0	100
History	0	30	10	40	20	0	100
Maths	16	11	32	11	16	11	95
Photography	0	0	67	33	0	0	100
Physics	29	0	29	0	29	14	100
Product Design		40	40	20	0	0	100
Psychology	24	12	29	12	24	0	100
Sociology	29	14	7	43	7	0	100
Textiles	33	33	33	0	0	0	100

Subject at Extended Project Level 3	A* %	A %	B %	C %	D %	E %	A*-E %
Extended Project	17	67	17	0	0	0	100

Subject at GCSE	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	9-4	9-1
Art	4	6	6	15	30	9	15	11	4	70	100
Computer Science	17	33	25	0	8	17	0	0	0	100	100
Dance	5	20	5	10	35	20	0	5	0	95	100
Drama	7	8	16	8	11	21	8	10	5	72	95
English Language	2	4	13	18	16	21	12	9	4	74	99
English Literature	2	4	13	11	22	26	10	7	4	78	98
Food Technology		4	11	11	17	30	19	4	4	72	100
French	5	13	8	10	13	23	18	8	3	72	100
Geography	7	3	4	13	23	19	15	9	6	69	99
German	9	15		15	12	26	12	6	6	76	100
History	7	11	5	11	18	16	11	11	7	69	97
Maths	4	8	14	2	27	23	11	8	2	77	99
Photography	1	9	7	11	23	17	13	11	7	69	100
Polish 9-1	0	38	25	25	0	13	0	0	0	100	100
Portuguese	50	0	0	0	0	50	0	0	0	100	100
RE	14	14	0	24	10	14	10	14	0	76	100
Russian	50	0	50	0	0	0	0	0	0	100	100
Science Biology	37	31	3	6	6	14	0	3	0	97	100
Science Chemistry	29	14	23	9	11	6	6	3	0	91	100
Science Physics	37	20	11	9	11	9	3	0	0	97	100
Sociology	12	8	5	18	15	20	12	3	7	78	100
Textiles	5	5	9	16	14	19	17	14	2	67	100

Subject at GCSE	9-9 %	9-8 %	8-8 %	8-7 %	7-7 %	7-6 %	6-6 %	6-5 %	5-5 %	5-4 %	4-4 %	4-3 %	3-3 %	3-2 %	2-2 %	2-1 %	1-1 %
Science Combined	3	3	3	2	2	2	1	4	13	7	16	6	12	10	7	5	2

Subject at BTEC Award Level 1/2	D* %	D %	M %	P %	L1P %
Music	27	9	23	41	0
PE	27	21	24	17	6

Subject at BTEC Tech Level 1/2	D* %	D %	M %	P %	L1D %	L1M %	L1P %
Business	5	8	14	41	18	5	4
Health and Social	16	19	16	27	6	10	6

Subject at NCFE Tech Award Level 1/2	D* %	D %	M %	P %	L1D* %	L1D %	L1M %	L1P %
Health and Fitness	0	0	100	0	0	0	0	0

Subject at BTEC Level 3 Extended Certificate	D* %	D %	M %	P %
Media	29	43	29	0
Music	0	50	0	50
Sport	60	20	20	0

Subject at BTEC Level 3 Foundation Diploma	D*%	D%	M%	P%
Drama	0	67	33	0

Subject at BTEC Level 3 Diploma	D*D*%	D*D%	DD%	DM%	MM%	MP%	PP%
Sport	67	0	0	33	0	0	0

Subject at BTEC Level 3 Extended Diploma	D*D*D*% %	D*D*D% %	D*DD% %	DDD% %	DDM% %	DMM% %	MMM% %	MMP% %	MPP% %	PPP% %
Health and Social Care	0	0	0	0	0	100	0	0	0	0
Health and Social Care New	20	0	20	0	20	0	10	10	0	20
Sport	0	29	43	0	14	0	14	0	0	0