

## **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 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.

### **A Rights Respecting School with British Values**

*"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 Level 2 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.

UNICEF UK RRSA Programme Director, Frances Bestley, said: "We are very pleased to be awarding a Level 2 UNICEF UK Rights Respecting Schools Award to the Regis School. It is clear that everyone at the school – including staff, students, governors and parents - is deeply committed to fully embedding children's rights in the school's ethos and culture. Through its Rights Respecting work, the Regis School has created a positive learning environment where all students are empowered to become active citizens, both within and beyond the school gates. We were very impressed by the atmosphere of mutual respect and trust that pervades throughout the school. Everyone at The Regis School should be proud of how they have truly put the Convention at the heart of their school."

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.

As a Rights Respecting School, we at The Regis School take our responsibility for children's rights very seriously, not only teaching about the convention but by modelling rights, responsibility and respect in all our relationships.

### **Expected Standards**

We expect the highest standards at all times from our students. These expectations include:

- High attendance over the year with no more than 5 days of absence
- 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 highest standard of learning produced
- Consistent completion of homework
- Highest level of care for others

### **Media Devices**

We accept that mobile phones and ipods etc are an everyday part of students' lives and as such allow students to bring such items to school. This is on the strict understanding that these devices are:

- Turned off during all learning times unless directed otherwise by the teacher
- Used sensibly and appropriately at non learning times – any student found using a mobile device to abuse another student may receive a total ban

Students who use such devices without permission during learning time will have the device confiscated for a period of up to 3 days unless a parent/carer collects the device, at which point assurances will be required that the device will not be brought into school for the same period. Persistent misuse of devices will result in the student being banned from bringing the device(s) to school.

### **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, 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**

- White shirt (long or short sleeve)
- House tie
- 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
- Black business jacket with school logo
- Tailored black trousers that are not stretch material and are loose at the ankles (at least 7 inch hem)
- Plain black school shoes (plain black or plain white socks)

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

Other uniform expectations:

### **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 similar to 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 white 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 in order 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.

It is preferable that no facial piercings be worn but a single clear nose stud or clear retainer may be worn. No other piercings are acceptable.

### **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, eg: blue and bleached hair. Razor cuts or shaved heads forming patterns to the scalp also come into this category.

### **Make-up**

A light, non offensive make up is permitted. Excessive make up is not permissible.

### **Chewing Gum**

Chewing gum is not permitted at any time on the school site. Students found chewing will be disciplined under the school behaviour policy which may include a formal detention.

### **The Regis School PE kit**

#### **Compulsory**

- PE polo shirt
- Rain jacket
- PE shorts
- Plain black swimwear and towel
- Trainers

#### **Boys**

- Games jersey
- Socks

#### **Girls**

- Fleece (unisex)

#### **Optional items**

- Nike rain trousers
- Socks (optional for girls only)
- Fleece (optional for boys only)
- Football boots and shin pads

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 sufficient 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

### **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 vertical structure for Years 7-10. This system has consistently shown that the majority of students settle in very quickly. In Year 11 and the Sixth Form tutor groups are in a horizontal structure, allowing targeted support of students in preparation for their exams and future career choices.

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 Head of House who coordinates a wide range of activities for the 250 students who make up the House 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 be invited to attend a progress review with his or her tutor to set targets for the future. You are also invited to attend parents' evenings so that targets can be shared with you. 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 Faculty 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.

### **Flexible, Personalised Learning at TRS**

Over recent years we have been utilising the increased flexibility created in the new curriculum and developing new ways for our students to learn in different environments.

We use the facilities our new school has to make learning more engaging for all students. Our lecture theatre is used as a learning facility by all year groups for a variety of activities. The library, at the centre of the school, is used as a classroom by teachers, but is also available before, during and after school for independent learning. We have considerable IT resources and 'break-out areas' which mean that small groups of students can work in groups or individually in lessons.

There is also the opportunity to combine classes in our double-sized classrooms to maximise learning and have two teachers with one group of students.

### **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, Mrs Walker, 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 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 on topics such as neurosciences as well as workshops to prepare for public speaking and debating and STEM (Engineering) based opportunities such as Antweight Robot building.

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 Awards. 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.

In Years 8 and 9, our students also have the opportunity to complete the Higher Project Qualification to enable them to work at GCSE level and achieve a level 2 (GCSE equivalent) qualification. This is an exciting chance to develop independent research and academic writing skills before the start of GCSEs, and gives our most able students the opportunity to achieve an additional qualification, and feel the wholesale benefits of this achievement early on.

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. The habit of undertaking work independently is essential if students are to achieve high standards in their examinations.

At TRS we set homework which we hope your child will find challenging and beneficial; all students are set homework and expected to complete it. Most parents find that homework is not a problem if their child acquires this habit right at the start of Year 7.

Parents are able to access their son/daughter's homework by visiting the school website: [www.theregischool.co.uk](http://www.theregischool.co.uk), which contains a web link to the website where homework is recorded for all subjects.

### **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 House if you have an issue or require information. Heads of Faculty are also available to answer any queries you may have within their curriculum areas. Staff emails are available on our website.

You will be invited to a number of parents' evenings every year and will receive detailed reports about your child's achievements and progress. Staff will contact you if they have concerns about your child's performance in their subject, or to report excellent effort or achievement. We regularly send home information and letters via 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.

### **Assemblies and Collective Worship**

Students and staff at the school 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 Head of House assisted by members of the Senior Leadership Team and others, including students, as appropriate. 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 citizenship and personal, social and health education programmes, and to reflect both rights and responsibilities of every individual within our community.

### **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.

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 are 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.

### **Sex & Relationship Education Policy**

All students have a right to access a programme of sex education provided as part of the Personal, Social Health Citizenship 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. Students are also taught how to keep themselves safe including the use of social media and other technologies. A copy of the full policy is available to parents upon request.

### **Special Educational Needs and Disabilities SEND**

"Equality of opportunity and inclusion underpin the work and ethos of the school" Ofsted November 2013

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

### **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.

## 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.

## 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 Citizenship Education syllabus, and sets out the school's response to a critical incident.

A copy of the full policy is available on the school website.

## Charging Policy

TRS has adopted the guidelines laid down by United Learning with regard to a charges policy. Charges to students may occur where an activity is undertaken by the school, eg: 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.

## 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 Faculty/Head of House in the first instance. There is an escalation procedure from there through to the Principal. Any unresolved matters may be referred to the Local Governing Body.

Parents/carers should write to the Clerk of the Local Governing Body c/o The Regis School. A full copy of our complaints policy is available on our website or from the school office.

## Provisional Term Dates 2017 - 2018

### Autumn Term 2017

Term commences on Monday 4 September to Wednesday 20 December 2017

Half term is Monday 23 to Friday 27 October

### Spring Term 2018

Term commences on Thursday 4 January 2018 to Thursday 29 March 2018

Half term is Monday 12 February to Friday 16 February 2018

### Summer Term 2018

Term commences on Monday 16 April to Tuesday 24 July 2018

Half term is Monday 28 May to Friday 1 June 2018

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 Faculty is suited in rooms on the second floor where the spacious classrooms enable us to use new technology effectively in all lessons and to break out into small groups using a smaller intervention room.

In English, students in all year groups in Key Stages 3 and 4 are taught in ability sets to provide challenge, stretch and support.

Throughout Key Stage 3, students are regularly assessed and their progress towards their targets is tracked. In a time of change for English, we are working closely with our academy group and have rewritten our schemes of work to support students to develop skills in reading, writing and speaking and listening, needed for the new GCSE specifications.

We keep students and parents/carers informed of progress and attainment and provide intervention strategies where necessary. Students are supported in Key Stage 3 by a dedicated HLTA and the English Department works closely with the Inclusion Department to provide specialised support for targeted groups of students. Links are maintained with our feeder primary schools, particularly through transition projects and the FAB group. Key Stage 3 students have two homework activities every week; one is an independent reading task as we expect our students to read at home and the other will further develop learning in the classroom in a variety of ways. Students in Year 7 and Year 8 follow the Accelerated Reader programme, to improve reading and comprehension skills.

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 run clubs and trips for students as well as providing after-school drop-ins for those who need additional help.

We also work closely with the school library and all students in Key Stage 3 have a reading lesson every two weeks.

In Years 10 and 11 most students will follow the GCSE English Language and English Literature course which will lead to two GCSE awards. From this year, both courses will be assessed solely through examination. English Language consists of two exams, each of 1 hour and 45 minutes whereas the English Literature course is assessed through one exam of 1 hour and 45 minutes and one exam of 2 hours and 15 minutes. Throughout the two years of this Key Stage, students study a variety of literary and non-fiction texts and develop their own reading and writing skills

Students in Years 10 and 11 build on their learning in Key Stage 3. One homework task is set weekly for these students and this supports exam preparation in the form of research and/or focuses on developing reading and other independent learning skills. Closer to assessment points, we provide additional revision opportunities for our students.

In the Sixth Form, we offer A Levels in combined English Language & Literature and English Literature. At both AS and A2 level, students complete two units in each course which will be assessed through examination. Sixth Form students are also encouraged to work in lessons to support students in Key Stage 3 in order to develop their leadership skills. In order to provide students with a variety of learning experiences, theatre trips and visits are organised as and when opportunities occur.

More Able students are challenged through differentiation in lessons, and through extra-curricular opportunities, such as visits from authors and invited speakers.

Clubs such as the Carnegie Shadowing group, which is run in conjunction with the Library, and the 'Gifted and Talented Writers' group, are also available to stretch more able students. We select student leaders within the subject who undertake a range of extension activities and who act as ambassadors for the subject across the school.

Revision and booster sessions are offered for all Key Stages, particularly in the run up to major assessment points.

### Mathematics and Computing

The Faculty of Mathematics and Computing aims to make the transition to your new school as smooth as possible and we will be continuing to build on some of the ideas you have started in KS2. In KS3 we will be following a mastery curriculum aimed at embedding key concepts in Mathematics and which will be regularly assessed; once acquired this knowledge will then be deepened by exploring and solving tasks in both mathematical and practical contexts, looking for patterns and beginning to use mathematical language. We will develop your ability to think logically as well as your problem solving skills. The Mathematics Faculty is very well-equipped with ten classrooms and all students have access to ICT resources.

As you move into Key Stage 4 you will have further opportunity to explore new ideas; all students take GCSE Mathematics at either the Foundation or Higher tier.

In the Sixth Form you will develop a deeper understanding of the mathematical concepts that you have studied at GCSE as well as encountering new branches of Mathematics such as Mechanics. A-Level Mathematics is a popular choice and, unlike many schools, we are also able to offer the option of taking Further Mathematics; this is a very exciting course which builds upon your studies and acts as a bridge from A-level to University.

## Extra-Curricular Activities in Maths

We successfully run the national Maths Challenge programme annually at Junior, Intermediate and Senior levels. In addition, there are regular revision sessions run across both Key Stage 4 and Key Stage 5.

In Key Stage 3, there are weekly challenge questions posted in the Maths department with prizes and reward points for the best entries, and regular Master Classes for our Gifted and Talented students.

## Additional Support

We have a flexible support programme, providing support across the entire age and ability range at Key Stage 3 and Key Stage 4, targeting specific areas of maths as required. Students may have the opportunity to attend withdrawal lessons each week, in small groups, which allows plenty of opportunity for individual support.

We look forward to meeting you, and hope that you will enjoy learning Maths with us, take an active part in your learning, and become increasingly confident in your abilities.

**Computing** at The Regis School equips students for a life in a digital age, it enables students 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 students are taught the principles of information and computation, and how digital systems work. Computing equips students to use information technology to create programs, systems and a range of interactive digital media. It also ensures that students 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.

Computing at The Regis School aims to ensure that all students 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

## GCSE in Computing

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.

## Level 3 BTEC

BTEC National Diploma in Computing qualification is designed to support learners who are interested in learning about the computing sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in the computing sector.

The objective of this qualification is to provide learners with the opportunity to develop sector knowledge and practical computing skills.

Computer science covers a broad variety of roles that ensure complex systems and software applications are designed, built and maintained to appropriate standards.

## Science

The Science Faculty at The Regis School believes very strongly that science should stimulate and excite students' curiosity about phenomena in the world around them. It should also satisfy this curiosity with knowledge.

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, students understand how ideas contribute to technological change – impacting on business, industry and medicine, improving quality of life. Students 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 which have full interactive technology, recording facilities and ICT. With our blackout laboratory and 60 seat, double laboratory we are fully equipped to deliver cutting edge science lessons which really enthuse students and challenge them to achieve their best.

The Key Stage 3 Science curriculum is based on the updated National Curriculum. Units of subject material are taught and then assessed using examination questions and applied assessment for learning tasks. 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 four or five units each term. These topics will have either a biology, chemistry or physics theme.

All of the units place an important emphasis on practical investigative work. At the end of each unit students will sit a test. This will be used to let both student and teacher know the level the student is working at and how much progress they have made each term. 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 effective progression through key stage 3 and a solid foundation for GCSE

Students in Year 10 will be following the newly endorsed AQA curriculum. 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 continue to study the existing Additional and Triple science. For those students who wish to pursue their studies of Science into the Sixth Form, we offer AS and A2 courses in Biology, Chemistry, Physics and Psychology. 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

There are plenty of things going on after school in the Science Faculty 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 also run a 'rocket science' club in conjunction with the Royal Horticultural Society and the European Space Agency.

The main activity in KS4 is ongoing targeted interventions based on assessment data. This way students can have weaknesses fixed 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 children 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.

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

Your child will enjoy seeing the excellent standard of art and photography in the sixth form as students are encouraged to work in the art rooms throughout the day. The work at 'A' Level is ambitious and inspiring.

Emphasis is on personal development and therefore a wide variety of content and skill is seen.

Art is displayed around the whole school as well as in classrooms; student and teacher curators select and exhibit work in the main foyer and we display student work on the digital screens. We also have an annual major exhibition open to the whole community. Work is often requested for display within the county and for national events, for example, our students have designed the mural for display at the Bognor Regis Sainsbury's store and participated in local and national art and design competitions. We value the importance of seeing art for real and trips are organised to a range of venues as well as inviting practising artists in to work with students. We welcome every student who wants to utilise the art facilities in breaks and every day after school.

## **Business Studies**

Business Studies is introduced as an option at Key Stage 4. The course offered combines favourably with many other subjects and makes a significant contribution to helping students in their chosen career pathways. The course offered is GCSE Business Studies where currently the students do 3 units that cover a wide ranging topics from the requirements needed of starting your own business to running your own business as well as looking at how businesses cope with the changes to external environment.

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

In the Sixth Form students have the opportunity to study A' Level Business Studies which builds on the knowledge gained at GCSE. 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.

As the school moves to a 3 year Key Stage 4, Business Studies will be taught for the first time in Year 9. The curriculum for this year group will be centred on the core skills needed for the GCSE. They will be delivered through half termly project based activities.

## Dance

At The Regis School, dance is taught both as a discrete subject and as an option. Students study a range of dance genres and topics. We use the dance curriculum to address aspects of creativity, respect and independent learning, and students are encouraged to share and discuss their performance work.

Students have the opportunity to continue their dance studies at GCSE level in Years 10 and 11 via the AQA Dance syllabus.

Students may also opt to continue their dance studies by taking the BTEC Performing Arts (Dance) course in the sixth form. This is a vocational course with a focus on rehearsal and performance techniques and includes regular performance opportunities such as a dance showcase which features a wide range of individual and group performances, choreographed by students and visiting professionals.

We provide regular opportunities for students to become involved in, perform and celebrate their achievements in dance, including the GCSE and sixth form showcases, Arts Award, KS3 dance clubs, the Performing Arts Showcase, Inter house dance competitions and local school performances. Students enjoy, achieve and stay healthy through the dance curriculum at The Regis School.

## Drama

Drama lessons are fantastic for building collaboration skills, confidence and developing acting skills. Students work together in groups to understand drama skills and use dramatic strategies to create their own characters and scenes, as well as studying different styles and genres of theatre. In Years 7-9 students study a series of topics including Physical Theatre, Mask Theatre and Melodrama. Drama techniques are also used to explore play texts and themes such as peer pressure and other social issues.

The GCSE drama course is a popular and successful option in Years 10 and 11. The course is fun and exciting and can provide the opportunity for all students to further develop their confidence and communication skills – it is not just for those who wish to pursue a career in the Performing Arts as the skills gained on the course can help with developing valuable abilities required for the world of work. We also offer the BTEC Performing Arts (Acting) course for sixth formers who wish to develop their performance understanding and 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 technology, in which we are able to present a range of students' work to audiences and events of this nature put on by the department including a showcase, a large scale production and smaller productions of GCSE and A level work.

Extra-curricular clubs provide opportunities for students 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, Chichester Festival

Theatre and the Shakespeare in Schools Festival.

Students can also access an Arts Award Bronze level 1 qualification in Year 9, which can be developed to Arts Award Silver and/or Gold thereafter.

Our Sixth Form drama students are encouraged to develop their leadership skills by running extra-curricular clubs and delivering a Theatre in Education programme within local primary schools in the summer term. We also have links with local theatres and theatre practitioners, giving students a range of professional experiences.

## Economics

Economics is introduced as an option at Key Stage 4. Economics is the study of our society and how we effectively run as a country. The courses offered combine favourably with all other subjects and make a significant contribution to helping students in chosen career pathways. The GCSE option is used as a stepping stone to the 'A' Level and is most suitable for students wishing to follow a more 'traditional' academic route.

The course choice at KS4 provides a natural progression into post 16 education with an opportunity for accelerated learning.

'A' Level Economics is offered at the school and is popular with its take up as it provides students with a real insight as to why the government makes decisions based on Micro and Macro Economics. It complements Maths, English and Business Studies well.

Topics in both subjects give the students a real working understanding of our economy and how our society works. Students will study interest rates, fiscal and monetary policy, supply and demand, market failure as well as the international economy.

## 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 10% 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. 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 of our lives on a daily basis and it is vital to learn and understand how our world operates and our place in this system.

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.

The aim is to develop a clear appreciation of the importance of the environment and of the role of environmental education in schools.

### 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 environment 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 up 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

The Department has access to good ICT facilities. The new resources will allow us to develop the student's use of Geographical Information Systems (GIS) which is now a big part in decision making by Government and Commerce.

## Government and 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.

## 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 course offered combines favourably with all other subjects and makes 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.

Health and Social Care is also offered in the Sixth Form as a Level 3 triple BTEC Diploma.

## History

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 are assessed against Key Performance Indicators which are linked to GCSE skills.

We aim to offer a range of learning experiences for students of all abilities, and use resources suited to all ability levels. Children work collaboratively in groups or individually in lessons, to answer different enquiry questions. Students regularly use ICT to enhance their studies.

### KS4 – Edexcel

In GCSE History students have the opportunity to study 4 modules: Nazi Germany, History of Medicine, the American West and Elizabethan England. These are all assessed through examinations at the end of the course.

Students will also have the opportunity to go on a residential trip to Berlin.

### **KS5 – OCR**

In the Sixth Form History is a popular subject. Students' 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 the USA and the Cold War in Asia.

Students are pushed to think critically about evidence and to develop their own opinions about historical controversies.

### **Modern Foreign Languages**

Did you know that only 70% of the world's population can speak some English? Learning a Modern Language can be a pathway to success. In an ever changing work place, being able to communicate in another language is a desirable skill and often a requirement for university study.

In Key Stage 3, MFL students currently learn to develop aural and reading understanding as well as spoken and written communication in either French or German. There is also an emphasis on celebrating the differences in culture between the countries.

Students either study French or German in Years 7 and 8. They will then have the opportunity to opt to carry on with their language learning in Year 9. GCSE courses start in Year 10 and will be examined by a terminal exam in listening, speaking, reading and writing.

In Key Stage 5 students have the option of taking either A' Level French or German.

### **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.

Students 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 students to make full use of these facilities after school.

Sixth Form students take the BTEC Music Performing course; this is the National Diploma in Music, which is equal to 2 A level passes. Part of the course requires students to give public performances in their own choice of musical style. Composition and technology work is also part of the course and students use our high quality digital recording facilities.

There is 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 student led Acapella group, there are also opportunities for each year group to become part of 'The Regis Rock School'.

The West Sussex Music Service provide a wide range of lessons on instruments, so students are able to continue any tuition they started in junior school, or to start lessons at any time. We encourage students who are studying music in Years 10-13 to take up lessons to support them with their courses.

Various instrumental groups rehearse each week after school together, with additional sessions for GCSE and BTEC students. Musicians take part in concerts, shows and main events throughout the year, including Excellence Evening, The Big Sing, 'Musicality', charity performances, the Performing Arts Showcase and involvement with local music organisation Rox.

The music department is also heavily involved in the school's annual large scale musical production and we provide a range of opportunities for students to watch and participate in public performances.

### **PE**

The Regis School is a Specialist Sports College which allows us to offer a wide range of sporting opportunities. You will have the chance to continue to access familiar activities such as netball, football, swimming, rugby and rounders and try new activities such as trampolining, climbing, handball and triathlon. In addition you will be able to develop leadership and analysis skills through a variety of learning pathways.

At Key Stage 4 students study a BTEC Level 2 in Sport (Equivalent to one GCSE) which enables students to work both practically and in a theory setting. There are further opportunities to study sport related courses in the Sixth Form which include the BTEC Level 3 Extended Diploma in Sport (Equivalent to three A-Levels), as well as the Subsidiary Diploma in Sport (equivalent to one A-Level). In addition to this there are options to study Sports Leadership as well as many other enrichment activities.

The outstanding facilities at the school are enjoyed by all our students, including significant use of the Swimming pool, Arena Sports Centre facilities and the Gym. Whole school House 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 or leader.

You will have access to a varied and exciting programme of extra-curricular activities taking place on each week day evening. 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.

"Due to my Leadership experiences it has changed my career path as I now want to teach PE"

**Sixth Form student**

"PE is fun, sociable and enjoyable"

**Year 8 student**

"The amount of extra curricular activities allows me to be busy most days after school and I have really enjoyed developing my skills in the clubs as well as representing the school"

**Year 10 student**

## **Philosophy and Ethics**

Students have the option to study Philosophy and Ethics at GCSE level in Years 10 and 11.

This will encourage them to explore different beliefs, religions and morals, and reflect on fundamental questions such as 'Why are we here?', 'In what ways are we responsible for poverty in other countries?' and 'Why do bad things happen to good people?'. The course also encourages students to reflect on and develop their own values, opinions and attitudes to different religions and belief systems around the world.

### **KS5 – AQA Philosophy and Ethics**

Students will learn about Christianity and another World Religion.

## **Religious Studies**

You will study RS from Year 7 to Year 9. Over the course of your time at The Regis School you will tackle significant philosophical questions such as 'Why be good?', 'Is there a God?' and 'Are we truly free to do as we wish?'. In addition to this, you will find out about all the major world's religions and look at their own views on these big philosophical questions.

Lessons are not always sitting at desks but work in a circle where you will find that religion comes alive through music, artefacts and role play; The RS department has a strong belief that learning needs to be active and engaging as what you are studying is something which impacts on all areas of life.

During the activities, circle work and discussions you will become more confident at speaking and you will learn to better understand others and yourself. The active literacy techniques we use to help you prepare your essays for homework will help you write more easily and in greater depth.

### **KS4 – AQA**

Students will learn about Christianity and Judaism along with a module on Ethical Issues. These will include crime and punishment, religion and the family, religion and science and human rights and social justice.

## **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.

### **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. Sociological theory and method runs as a central theme through each topic ensuring students are aware of how to support their arguments with evidence.

## **Technology**

Technology is part of the core curriculum at Key Stage 3. You will follow courses in Product Design (using wood metal and plastic), Textiles and Food Preparation and Nutrition. You will work in classes of 20 to design and make individual and group projects. You will also prepare and cook various dishes over the key stage as well as researching healthy eating.

At Key Stage 4 we offer courses in Product Design, Food Preparation and Nutrition and Textiles.

The new 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 qualification brings together the most important elements of other food related courses under the umbrella of a brand new GCSE.

In Textiles we spend Year 10 developing practical skills through two design and make projects. The first will involve a decorative cushion based on an artist's work, the second a skirt which will be modelled in the fashion show. The students can then choose from a range of exam board design briefs in either fashion or furnishing, this is worth 60% of the total marks.

There is a written exam covering a whole range of topics from fibres and fabrics through to commercial manufacture. This is worth 40% of the total mark. These are very popular and successful courses allowing students to design and create individual and original products.

In the Sixth Form we offer Product Design – 3D and Textiles. Many of our Sixth Formers go on to University to study Fashion and Textiles related courses as well as Product Design courses with options for car design and computer game design at Universities such as Herriot Watt, De Montford, Portsmouth, Epsom and Swansea. We have had students successfully gaining the opportunity to complete engineering and Textile apprenticeships at Rolls Royce.

We have a warehouse style set of design studios with two dedicated computer areas. We have the facilities to produce quality computer aided manufactured goods as they do in industry. We are also able to print our own T-shirts. The range of computer aided machinery for Technology is second to none and allows students to explore what is available in industry and help them make some very high quality, professional products.

We run many after school clubs for all year groups. There are Master Classes for students from Year 7 onwards for gifted students to gain a wider experience in all areas of

Technology. There is an annual Fashion Show for students to model their own work, as well as an exhibition of work at the end of the school year.

We enter students for the Arkwright Scholarship, which gives a student sponsorship and mentoring throughout their A Level course in Product Design. We also visit local universities so that our students can experience University life first hand. Our students in Product Design also have the opportunity to take part in the F1 in schools competition.

### **Examination Results 2016**

#### **At Key Stage 3:**

Student outcomes were strong across most subjects. English and maths now follow a more challenging mastery curriculum and by the end of Year 9, 66% of students have achieved Age Related Expectations.

In all other subjects, at least 80% achieved level 5 or above with many subjects achieving 90%, providing a firm foundation to start their GCSE studies.

At the end of Year 7, students made rapid progress from their starting points. On average 64% of the year group reached Age Related Expectations by the end of year in the core subjects of English, maths and Science, from starting points of only 34% at ARE.

In all other subjects, students reached levels of over 70% ARE with many subjects seeing 80% reaching this important standard, showing our focus on high achievement immediately as students come to our school.

#### **At Key Stage 4:**

Outcomes for students are being measured nationally in a different way this year. 47% of students achieved a grade C or above in both English and maths, known as 'Basics'. Over 10% of all grades were awarded an 'A' or 'A\*', an increase on the previous year.

When using a direct comparison to the year before, students made better progress as a whole year group and Student Premium students made on average ½ grade better progress than the year before. We project to accelerate both attainment and progress this academic year due to better teaching, higher expectations and standards that have lay down the strong foundations for success.

#### **At Key Stage 5:**

Year 13 results were very strong this year with half of all grades awarded at A\*-B (or equivalent). The number of A-A\* grades awarded at A level went up by 9% on the previous year and our vocational courses provided 'outstanding' results with ¾ of grades being at the highest grades of Distinction\* and Distinction. The average performance per student increased again this year, indicating that students of all abilities are making expected progress or better.

### **Explanation of Examination Grades**

#### **GCSE**

- Pass grades A\*, A, B, C, D, E, F, G (A\* highest)
- U indicates that the result fell below the standard required for a grade G (lowest pass)
- X indicates that the student was absent for the assessment

#### **AS / A**

- A\*, A, B, C, D, E (A\* highest)
- Performances below the standard of E are unclassified

### **School Roll**

The current numbers in each year group are as follows (September 2016):

Year 7: 301  
Year 8: 269  
Year 9: 212  
Year 10: 212  
Year 11: 224  
Year 12: 106  
Year 13: 96  
Year 14: 6  
TOTAL: 1466

## Exam Results 2016

### At A-Level and BTEC Level 3:

	2015	2016
A Level A*-B	25	34
A Level A*-C	61	58
A Level A*-E	99	96
BTEC A*-B (Equiv)	42	70
BTEC A*-C (Equiv)	76	87
BTEC A*-E (Equiv)	100	99
QCA Points per student (old point scores)	603.06	638.03
QCA Points per entry (old point scores)	223.56	227.64
QCA Points per student (new point scores)		101.97
QCA Points per entry (new point scores)		36.29

### At GCSE

	2015	2016
Basics (C+ in English and Maths)	N/a	47
Attainment 8	N/A	42.74
A*/A	9.4	10.4
5A*-C Including English and Maths	48	44
5A*-G	91	94
English C+	61	59
Maths C+	56	52
English Expected Progress	68	69
English above Expected Progress	23	28
Maths Expected Progress	62	58
Maths above Expected Progress	22	16
% of students achieving EBACC	12	7
Two Sciences	57	35
Overall Value Added	986.97	994.97

Data correct at 1<sup>st</sup> September 2016.

Subject at GCE A2	A* %	A %	B %	C %	D %	E %	A*-E %
Art A2	0	0	0	33.3	50	0	83.3
Biology A2	22.2	0	11.1	22.2	22.2	22.2	100
Business Studies A2	0	0	20	0	30	20	70
Chemistry A2	0	42.9	0	0	42.9	14.3	100
Economics A2	0	0	0	33.3	33.3	33.3	100
English A2	0	0	0	55.6	33.3	11.1	100
English Lit A2	14.3	14.3	0	57.1	14.3	0	100
Further Maths A2	50	0	0	50	0	0	100
Government and Politics A2	0	0	40	20	40	0	100
History A2	0	33.3	33.3	0	33.3	0	100
Maths A2	12.5	12.5	25	25	0	12.5	87.5
Media A2	0	0	0	0	100	0	100
Philosophy A2	0	0	28.6	14.3	57.1	0	100
Photography A2	0	0	0	66.7	0	33.3	100
Physics A2	0	20	0	0	40	40	100
Product Design A2	0	0	0	100	0	0	100
Psychology A2	0	14.3	14.3	28.6	42.9	0	100
Sociology A2	12.5	12.5	12.5	25	37.5	0	100
Textiles A2	23.1	46.2	23.1	7.7	0	0	100

Subject at GCSE (Year 11)	A* %	A %	B %	C %	D %	E %	F %	G %	A*-C %	A*-G %
Art	1.9	0	15.4	30.8	36.5	9.6	5.8	0	48.1	100
Business Studies	1.2	4.8	9.5	20.2	23.8	9.5	10.7	9.5	35.7	89.2
Computer Science	0	0	11.8	11.8	5.9	11.8	11.8	23.5	23.6	76.6
Dance	12	12	24	20	20	8	4	0	68	100
Drama	0	14	18	22	26	12	6	2	54	100
English as a Second Language	0	0	40	60	0	0	0	0	100	100
English Lang	1.7	6.5	23.5	28.7	26.5	6.1	4.3	2.6	60.4	100
English Lit	0.4	9.2	18.3	27.9	25.3	10.9	4.8	2.2	55.8	99
English Only	0	0	0	0	22.2	27.8	27.8	16.7	0	94.5
Food Tech	0	5.6	11.1	33.3	22.2	11.1	5.6	11.1	50	100
French	0	9.4	15.1	28.3	15.1	7.5	18.9	5.7	52.8	100
Geography	2.6	3.5	13.2	26.3	21.9	9.6	7	10.5	45.6	94.6
German	0	0	0	12.5	50	12.5	18.8	6.3	12.5	100
History	2.9	13.7	8.8	6.9	12.7	13.7	14.7	14.7	32.3	88.1
ICT	0	0	3.8	11.5	3.8	23.1	7.7	15.4	15.3	65.3
Maths	3	5.2	11.1	32.6	20.4	9.6	10.7	6.3	51.9	98.9
Music	0	0	18.2	27.3	36.4	18.2	0	0	45.5	100
PE GCSE	0	10.5	25	26.3	19.7	13.2	1.3	3.9	61.8	100
Philosophy	6.3	12.5	25	0	18.8	18.8	12.5	0	43.8	93.9
Photography	0	5.7	31.4	25.7	28.6	5.7	2.9	0	62.8	100
Polish	37.5	25	25	12.5	0	0	0	0	100	100
Product Design	5.4	5.4	13.5	24.3	13.5	13.5	5.4	16.2	48.6	97.2
RE GCSE	6.4	18.2	18.2	17.3	10.9	4.5	5.5	3.6	60.1	84.6
Science: Additional	0	3.8	3.8	20.7	16.3	23.6	17.8	7.2	28.3	93.2
Science: Biology	3.2	16.1	29	32.3	12.9	3.2	0	3.2	80.6	100
Science: Chemistry	3.2	14.5	27.4	46.8	6.5	1.6	0	0	91.9	100
Science: Core	0	3.3	3.8	17.2	28.7	23.4	13.4	8.1	24.3	97.9
Science: Physics	3.2	22.6	21	37.1	9.7	3.2	3.2	0	83.9	100
Sociology	0	11.8	8.8	29.4	23.5	8.8	14.7	0	50	97
Spanish	50	50	0	0	0	0	0	0	100	100
Textiles	3.4	0	34.5	31	6.9	10.3	13.8	0	68.9	100

Subject at BTEC Level 1/2	D* %	D %	M %	P %	L1P%
Health and Social Care	16.7	26.2	19	26.2	11.9%

Subject at BTEC Level 3 Certificate	D*	D	M	P
Health and Social Care	0	0	0	0

Subject at BTEC Level 3 Subsidiary Diploma	D*	D	M	P
Sport	40.0	0	60.0	0

Subject at BTEC Level 3 Diploma	D*D*	D*D	DD	DM	MM	MP	PP
Health and Social Care	100.0	0	0	0	0	0	0
Music	100.0	0	0	0	0	0	0
Performing Arts	25.0	50.0	0	25.0	0	0	0

Subject at BTEC Level 3 Extended Diploma	D*D*D*	D*D*D	D*DD	DDD	DDM	DM M	MMM	MM P	MPP	PPP
Health and Social Care	83.3	16.7	0	0	0	0	0	0	0	0
Performing Arts	33.3	33.3	33.3	0	0	0	0	0	0	0
Sport	53.8	15.4	0	0	7.8	23.1	0	0	0	0

CIDA = 1 GCSE (Certificate in Digital Applications)	A* %	A %	B %	C %	A*-C %	A*-G %
CIDA	11.1	0	33.3	27.8	72.2	72.2

Subject at Cambridge National Award	A* %	A %	B %	C %	D %	E %	F %	G %	A*-C %	A*-G %
PE	0	1.7	11.7	25.5	23	19.2	0	10.5	38.9	91.6

ECDL	D* %	D %	M %	P %
ECDL	21.2	27.3	36.4	15.2