

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 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;

Particular strengths of the school are:

- Real buy in from all staff and students to being rights respecting.
- Excellent relationships between 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 take action for their own rights and those of others locally and globally

The school regularly works with UNICEF on national and global projects and last year was chosen to be filmed for the Soccer Aid for UNICEF Playground Challenge. This involved one Year 9 student flying to Lesotho to make a documentary to show where the money raised for the charity goes.

Students who are interested in leading our Rights Respecting work have the opportunity to become Rights Respecting Ambassadors. You can follow our Rights Respecting Work on twitter @regisschoolrrs

Student Expected Standards

We expect the highest standards at all times 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 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 and not used or seen inside the school building at any time
- Used sensibly and appropriately outside the building at break times only – any student found using a mobile device to abuse another student may receive a total ban

If headphones are worn, they must be returned to bags or pockets and not be 'on show' at any time inside the building.

Students who are seen with such devices inside the school building 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. A green slip detention will also be given. 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

- Years 7-9 -White shirt (long or short sleeve)
- Years 10-11 – Blue 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. 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 7 inch hem)
- Plain black school shoes* (plain black or plain white socks)

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 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 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 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 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.

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/skirt
- Plain black swimwear and towel
- Trainers

Boys

- Games jersey
- Socks

Girls

- Fleece (unisex)

Optional items

- Nike rain trousers
- Black Leggings (optional for girls only)
- 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

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 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 expected to attend a number of parent meetings 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 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 Head of Year who coordinates 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 be invited to attend Parental Engagements Day with his or her tutor twice a year to set targets for the future. 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 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 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 credited 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. The habit of undertaking work independently is essential if students are to achieve high standards in their examinations.

At TRS we set most homework using Knowledge Organisers which we hope students will find beneficial to their learning in class; all students are set homework and expected to complete it according to the programme which is published on our website www.theregischool.co.uk.

Most parents find that homework is not a problem if a child acquires this habit right at the start of Year 7. Parents are able to access their son/daughter's homework by visiting the which contains a web link to the website where homework is recorded for all subjects.

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 Year 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.

Additional year group assemblies are taken by Raising Standard Leads with a focus in academia.

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.

Special Educational Needs and Disabilities SEND

"Rights Respecting School principles also underpin the outstanding inclusion and support for all students' 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.

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 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 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.

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 Faculty/Head of Year 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 PA to 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 2020-21

Autumn Term 2020

Term commences on Thursday 3 September 2020 to Friday 18 December 2020
Half term is Monday 26 to Friday 30 October inclusive

Spring Term 2021

Term commences on Monday 4 January 2021 to Thursday 1 April 2021
Half term is Monday 15 to Friday 19 February inclusive

Summer Term 2021

Term commences on Monday 19 April to Friday 23 July 2021
Half term is Tuesday 1 to Friday 4 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 Faculty 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 in Key Stages 3 and 4 are taught in ability sets and in mixed ability groups to provide challenge, stretch and support.

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-needed for the new GCSE specifications. We keep students and parents/carers informed of progress and attainment and provide intervention strategies where necessary. Pupils are supported in Key Stage 3 by a dedicated HLTA, and the English Department works closely with the Inclusion Department to provide specialized support for targeted groups of pupils. 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 support them with reading.

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 pupils 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. We ask that you support your child with their reading by ensuring that they have time to read at home.

In Years 10 and 11 nearly all students will follow the AQA GCSE English Language and English Literature course 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. One homework task is set weekly for these students and this supports exam preparation in the form of research and/or a focus on developing reading and other independent learning skills.

In the Sixth Form, we offer A Levels in 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 support younger students in lessons 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. This year, students have visited the theatre to watch a production of 'Hamlet' and have also attended 'LitFest' at Chichester University.

Gifted and Talented 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 gifted and talented students.

Revision and booster sessions are offered for students in all key stages, particularly in the run up to major assessment points.

Mathematics

The Department of Mathematics 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 Key Stage 2. In Key Stage 3 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 and Statistics. 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

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.

We use the online resource *HegartyMaths* to boost student skills and there are prizes for the most diligent and successful students in Years 7 and 8.

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.

Science

The Science Faculty 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. With our blackout laboratory and 60 seat, double laboratory we are fully equipped to deliver innovative 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 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 7 units. These topics will have either a Biology, Chemistry or Physics theme. All of the units place an important emphasis on practical investigative work. 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 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 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 4 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.

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.

A Level Economics is also offered and currently has a class in both Year 12 and Year 13. In this subject a student will study the mechanics of our society incorporating Government intervention and policy as well as specific industry mechanics and policy. The course is split into micro and macro Economics with three exams at the end of Year 13.

Computing

Computing 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.

Computing 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

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.

Student 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 and 8 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 will begin Year 7 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 get experience 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. We will also cover some drawing skills and maths in Technology.

In Year 8: Food Preparation and Nutrition: Students will plan, cook and prepare a number 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 number of staple foods from around the world such as bread, rice and pasta.

Textiles: We will build on skills learnt in Year 7 by developing machine skills and learning to manipulate fabric in more textural ways. Students will be inspired by an art movement to integrate electro-textiles into a speaker pillow.

Product Design: 3D drawing skills will be introduced and developed in order to communicate design ideas. Students will develop some of the practical skills introduced in Year 7 and be introduced to more complex and challenging techniques make a toy truck out of timber and design and build an additional part of it. We will also cover more applied maths in Technology in line with the KS3 maths curriculum.

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'.

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: Materials

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.

Opportunities to design and make new products and learn through practical experimentation are central to students enjoying and becoming successful in the Textiles and Product Design courses. Core course theory considers materials and techniques from design and technology as a whole, whilst there will also be specialised knowledge learnt in the history, current uses and new technologies of specialist textile materials and techniques.

Year 9 is a skills-based year aimed to introduce students in all disciplines to a range of new tools, equipment and techniques. Students will develop a high standard of drawing and communication work, be able to use a range of different workshop machinery to manufacture good quality products and be able to utilise CAD and CAM facilities.

Year 10 will encourage students to apply these 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 produce quality computer aided manufactured goods as they do in industry; including laser cutting, transfer printing and high-quality computer aided embroidery.

All of 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 related 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. We have had students successfully gaining the opportunity to complete engineering and Textile apprenticeships at Rolls Royce and Dometic.

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.

In GCSE Edexcel 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.

In the Sixth Form, Edexcel 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.

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

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.

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

In the Sixth Form OCR 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 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

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 from Year 9, pupils can participate in trips to countries where the target language is spoken.

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 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 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', charity performances and the Performing Arts Showcase. 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

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, cricket, rugby and rounders and try new activities such as trampolining, climbing, handball and softball. In addition, you will be able to have the opportunity to develop leadership skills through programmes and qualifications that run throughout all key stages at the school.

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. 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 pupils, 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, leader or official.

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

Performance Studies

Dance

In Years 7 and 8, Dance features as part of Performance Studies, where students study drama but have at least half a term's worth of

Dance lessons (in each year) which are taught in the fully equipped dance studio.

Pupils study a range of dance genres and topics in Years 7 and 8, such as 'Capoeira and Hip Hop' as well as 'Shaolin Monks and Swan Song.' We use the dance curriculum to address aspects of creativity, respect and independent learning, and pupils are encouraged to share and discuss their performance work. In Year 9, students who have opted for Dance, develop their technical skills and study a range of topics and works.

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.

Pupils may also opt to continue their dance studies by taking dance as part of the BTEC Performing Arts course in the sixth form. This is a vocational course with a focus on rehearsal and performance techniques and includes regular performance opportunities.

We provide regular opportunities for pupils to perform and share their achievements in dance, including the GCSE and sixth form showcases, KS3 dance clubs, Inter-house dance competitions and local performances. Pupils 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 skills.

In Years 7 and 8, Drama lessons make up the majority what is called 'Performance Studies' and this also includes a half a term's worth of Dance lessons in our fantastic dance studio facility. In Performance Studies (Drama and Dance), students work together in groups to understand drama and dance/movement skills, using performance strategies to create

their own characters, scenes and pieces whilst studying different styles and genres. In Years 7 and 8, students study a series of topics, including: 'Darkwood Manor', 'South African Theatre', 'Storytelling', 'Improvisation', 'Mime, Melodrama and Silent Movie', 'Kabuki – Japanese Theatre', 'Capoeira and Hip Hop', 'Shaolin Monks and Swan Song.' Drama and Dance techniques are also used to explore play-texts and themes such as peer pressure and other social issues. In Years 7 and 8, students also have the chance to explore extracts from Shakespeare texts ('The Tempest' and 'Romeo and Juliet') in a practical way, transforming the text extracts from the page to the stage. In Year 9, students who have opted to Drama start to learn about key drama practitioners and styles as well as strengthening their devising skills and performance skills.

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 – 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 qualities required for the world of work. Some students complete the practical components as performers, whilst others complete the components as technical performance support candidates which involves working with 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

In the Sixth Form 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 8. Over the course of your time at The Regis School you will explore the beliefs and practices of four major world religions: Hinduism, Judaism, Christianity and Islam, and 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 8062

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 7062

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

Students have the option to study Sociology at GCSE. AQA 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.

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 run as a central theme through each topic ensuring students are aware of how to support their arguments with evidence. This is with AQA.

At Key Stage 3

All subjects were assessed using Key Performance Indicators (KPIs) in conjunction with end of year assessments. Student outcomes were strong across the majority of subjects.

- **At the end of Year 7**, Teacher Assessed Age Related Expectations were: 80% English, 70% Maths and 54% Science. Across all subjects, the average Age Related Expectations was 78%.
- **At the end of Year 8**, Teacher Assessed Age Related Expectations were: 85% English, 66% Maths and 59% Science. Across all subjects, the average Age Related Expectations was 77%.
- **At By the end of Year 9**, Teacher Assessed Age Related Expectations were: 71% English, 68% Maths and 48% Science. Across all subjects, the average Age Related Expectations was 76%.

At Key Stage 4

The Regis School celebrated continued success in 2019 with some 'Best Ever' results!*

The Basics measure, which uses GCSE results from English and Maths, showed best-ever performance at grade 4+ with 62% of students achieving this accolade. 35% of students achieved a grade 5 or higher in both subjects.

The percentage of students achieving 5 or more good GCSE passes (at 4+) increased in double figures to 59%, the best in the school's history!

Maths achieved some best-ever results, with 70% achieving grade 4+, 52% at 5+ and 17% at 7+. In English, 71% of students achieved a 4+, 45% at 5+ and 9% at 7+.

Science results were also strong with 62% gaining 2 grade 4+s, a rise of 10% and again best-ever outcomes.

Top grades were celebrated, with 312 grades 7-9 (equivalent to the old A-A*) with 21 grades at the coveted top grade 9. It was particularly pleasing to see an increase in the number of students achieving the top grade of a nine in a range of subjects, which puts them within the top 4% nationally for that subject.

Pupil Premium students made improved overall progress compared to 2018, and specifically in Maths with gains at 4+, 5+ and 7+. There was also improved progress for PP students, compared to the previous year, who studied the EBACC, which includes Science, a Humanity and a Language.

We also enjoyed celebrating the diversity of our students' talents in 2019 where students continued to do well in a wide range of practical and creative subjects resulting in our highest number of 6th form entries in recent years.

**Figures in this report include disapplied students*

At Key Stage 5

Our Year 13 results showed continued success in almost all subjects. Overall, 37% achieved A*-A, 62% were awarded A*-B and 80% awarded A*-C grades including A Level and BTECs.

- Results at A-level showed some of the highest achieved; 12% A*-A 44% A*-B and 69% A*-C grades with an overall 98% pass rate
- Vocational outcomes remained very strong with 81% of students achieving Distinction*/Distinction grades and 95% achieving Distinction*-Merit with an overall 100% pass rate
- Our highest achieving student achieved 3 grade A*s putting him in the top 1% of any school in the country. This is the second year in succession that a student has achieved this accolade and shows the school's ability to teach to the very highest level.

We are proud of all our student examination results which show continued progress and some being the best in the school's history. The hard work and determination of students, staff and parents has ensured that The Regis School has continued to achieve well across all key stages. We will now continue to improve the attainment and progress for our students focusing on the highest expectations, highest standards and ever-improving teaching for all.

At A-Level and BTEC Level 3

	2016	2017	2018	2019
A Level A*-B	34	48	36	44
A Level A*-C	58	71	58	69
A Level A*-E	96	96	96	98
A Level Average Points per Entry	30.48	32.47	29.71	31.49
BTEC D*-D	85	84	49	80
BTEC D*-M	99	94	83	95
BTEC D*-P	99	100	100	100
BTEC Average Points per Entry	44.04	42.44	29.39	34.7

At GCSE

	2016	2017	2018	2019
Basics (4+/C+ in English and Maths)	47	61	58	62
Basics (5+ in English and Maths)	n/a	42	38	35
Attainment 8	42.74	42.49	43.51	44.65
9-7 or A*/A	10.4	14	15	16
5 9-4 or A*-C Including English and Maths (C+/4+)	44	57	50	58
5 9-1 or A*-G	94	96	98	96
English 4+/C+	59	74	73	71
Maths 4+/C+	52	65	63	69
% of students achieving EBACC	7	8	14	17
Two Sciences at 4+/C+	35	43	52	62

Data correct at 23th August 2019.

Subject at GCE A2	A* %	A %	B %	C %	D %	E %	A*-E %
Art	0	0	20	80	0	0	100
Biology	0	0	18	9	45	18	91
Business Studies	0	0	22	33	33	11	100
Chemistry	0	20	20	0	40	20	100
English Literature	0	0	64	27	9	0	100
Geography	0	33	44	11	11	0	100
Government and Politics	0	20	20	10	40	10	100
History	0	6	31	31	19	13	100
Maths	30	10	20	20	10	0	90
Maths Further	67	0	0	33	0	0	100
Photography	0	0	100	0	0	0	100
Physics	9	9	18	9	27	18	91
Product Design	0	0	0	60	20	20	100
Psychology	0	0	38	25	13	25	100
RE	0	25	25	25	0	25	100
Sociology	5	5	47	26	11	5	100
Textiles	0	0	0	75	25	0	100

Subject at GCSE	A* %	A %	B %	C %	D %	E %	F %	G %	A*-C %	A*-G %
Portuguese	0	0	100	0	0	0	0	0	100	100

Subject at GCSE	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	9-4	9-1
Arabic	100	0	0	0	0	0	0	0	0	100	100
Art	3	6	9	21	6	12	24	18	0	58	100
Computer Science	0	0	4	7	22	7	7	22	19	41	89
Dance	0	0	13	4	25	17	21	8	13	58	100
Drama	0	3	3	5	29	21	26	13	0	61	100
English Language	2	2	4	10	19	21	29	9	4	58	99
English Literature	0	2	6	20	16	25	15	9	4	70	99
Food Technology	0	0	3	12	24	15	27	12	6	55	100
French	0	0	5	11	8	11	46	16	3	35	100
Geography	0	3	8	10	16	12	27	11	10	49	98
German	0	0	5	7	16	32	16	18	4	61	98
History	1	6	8	17	7	16	25	8	9	56	98
Maths	2	5	10	12	16	25	14	11	3	69	98
Photography	0	3	6	6	21	18	30	15	0	55	100
Polish	9	36	36	0	9	9	0	0	0	100	100
Product Design	0	8	10	22	18	6	27	6	0	65	98
Russian	0	100	0	0	0	0	0	0	0	100	100
Science Biology	0	3	11	22	33	17	14	0	0	86	100
Science Chemistry	3	8	19	14	25	19	11	0	0	89	100
Science Physics	0	8	17	17	25	19	14	0	0	86	100
Sociology	0	3	10	14	17	21	21	14	0	66	100
Spanish	0	100	0	0	0	0	0	0	0	100	100
Textiles	4	14	11	11	14	11	7	21	7	64	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	0	1	2	1	3	3	7	5	8	11	14	13	10	7	4	3	3

Subject at BTEC Award Level 1/2	D* %	D %	M %	P %	L1P %
Business Studies	20	8	23	29	8
Music	40	13	40	7	0
Sport	21	28	31	14	5

Subject at BTEC Tech Level 1/2	D* %	D %	M %	P %	L1D %	L1M %	L1P %
Health and Social Care	3	43	22	5	8	0	11

Subject at BTEC Level 3 Extended Certificate	D* %	D %	M %	P %
Drama	0	0	100	0
Media	29	43	29	0
Sport	0	36	27	36

Subject at BTEC Level 3 Foundation Diploma	D*%	D%	M%	P%
Drama	29	43	29	0
Health and Social Care	0	50	50	0

Subject at BTEC Level 3 Diploma	D*D*%	D*D%	DD%	DM%	MM%	MP%	PP%
Music	25	75	0	0	0	0	0
Sport	0	0	100	0	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	33	33	33	0	0	0	0	0
Music	33	67	0	0	0	0	0	0	0	0
Sport	14	0	43	43	0	0	0	0	0	0