



INFORMATION BOOKLET 2023 - 2024

An *Island* School with a GLOBAL Outlook



RYDE SCHOOL
WITH UPPER CHINE

INFORMATION BOOKLET 2023 - 2024

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This booklet is for the academic year September 2023 to September 2024. All information is correct at time of going to print. Please see the School website for the most up-to-date information: rydeschool.org.uk

Ryde School is a Registered Charity (No: 307409) and a Company Limited by Guarantee (No. 432077)

Registered Office: Queen's Road, Ryde, Isle of Wight, PO33 3BE

INTRODUCTION

The purpose of this booklet is to give current and prospective parents information about the School. The reader will find:

- Our School Mission and Values
- List of the Board of Governors
- List of key members of staff
- Overview of the curriculum
- Extra-curricular activities
- How parents can become involved with the work of the School
- List of important School policies
- Information about our recent results

Further information is to be found in our curriculum booklets and the most up-to-date information can always be found on our website rydeschool.org.uk and the **Parent School Portal**.

If you wish to find an objective view about the School, you can look at our recent school inspections, one OFSTED and the others carried out by the Independent Schools Inspectorate; these can also be accessed through our website. We were delighted that these reports praised our curriculum, teaching and the high quality of our exam results and pupil achievement. The reports also highlighted many strengths including our pastoral care, our spiritual, moral, social and cultural education, our boarding provision and our links with parents and the community.

Copies of these reports are available from the School office or can be accessed online via our website.

CONTACT DETAILS

Address

Queen's Road, Ryde,
Isle of Wight, PO33 3BE

Nursery & Pre-Prep

Tel: 01983 616272
Email: preprep.office@rydeschool.net

Prep (Years 3 – 6)

Tel: 01983 612901
Email: prep.office@rydeschool.net

Senior School (Year 7 – Upper Sixth)

Tel: 01983 562229
Email: school.office@rydeschool.net

Head Master

Tel: 01983 617925
Email: hoffice@rydeschool.net

Finance Director

Tel: 01983 617936
Email: financedirector@rydeschool.net

Admissions

Tel: 01983 617970
Email: admissions@rydeschool.net

KEY DATES & TERM DATES

AUTUMN TERM 2023

Tuesday 5 September to Friday 15 December
Half-Term: Saturday 21 October to Sunday 5 November

SPRING TERM 2024

Tuesday 9 January to Thursday 28 March
Half-Term: Saturday 10 February to Sunday 18 February

SUMMER TERM 2024

Tuesday 16 April to Friday 5 July
May Bank Holiday: Monday 6 May (school closed)
Half-Term: Saturday 25 May to Sunday 2 June

AUTUMN TERM 2024

Tuesday 3 September to Friday 13 December
Half-Term: Saturday 19 October to Sunday 3 November

SPRING TERM 2025

Tuesday 7 January to Thursday 3 April
Half-Term: Saturday 15 February to Sunday 23 February

SUMMER TERM 2025

Wednesday 23 April to Friday 4 July
May Bank Holiday: Monday 5 May (school closed)
Spring Bank Holiday: Monday 26 May (school closed)
Half-Term: Saturday 24 May to Sunday 1 June

NOTES

Boarders return to the boarding houses in the afternoon/evening the day before term starts and can leave after school on the day term ends or the following morning. There are special arrangements for new boarders at the beginning of the academic year which usually take place the day before the Autumn Term commences: parents will be sent details by each section of the School.

At half-term (and at weekends) the weekly boarders should leave after the end of school on Friday and can return from late afternoon/evening of Sunday, unless prior arrangements have been made to remain in the Boarding Houses.

SCHOOL MISSION AND VALUES



We are an island school with a global outlook.

Our purpose is to provide an exceptional education on the Isle of Wight, enabling our boarding and day pupils to flourish in mind, body and soul. We nurture pupils to make a positive difference and embrace the opportunities of the wider world.

AIMS

Our four aims, derived from our Mission Statement, provide a clear sense of purpose to drive the delivery of our mission statement.

EXCEPTIONAL SCHOOL – We are an exceptional school, providing an exceptional education in an outstanding learning environment.

MIND – We develop pupils to have a love of learning, a sense of curiosity and an ability to think independently.

BODY – We recognise the importance and benefits of a healthy lifestyle, physical exercise, indoor and outdoor activities and personal challenge.

SOUL – We encourage all members of our community to develop a sense of their own wellbeing and to foster self-reflection.

VALUES

Our values underpin our community,

shaping everything we do and how we go about our daily lives.

AMBITION – We are ambitious both individually and for our School. We have high expectations and aspirations.

RESPONSIBILITY – We take responsibility for our own actions and decisions. We value integrity and self-discipline.

COURAGE – We have the courage to be adventurous and to be risk-takers. We have the tenacity to keep trying and to overcome challenges.

RESPECT – We respect ourselves, each other and our community as a whole. We expect kindness, inclusivity, empathy and open-mindedness.

SPIRITUAL DEVELOPMENT AND ETHOS

Ryde is a Church of England School. Christian values inspired and guided the founders and we were recognised as a designated church school in June 2006. The Bishop of Portsmouth is our visitor and we have a special relationship with All Saints' Church where we hold assemblies, major and where the Senior School meets regularly for a service of reflection. The All Saints' Team also provides our chaplaincy. The inculcation of Christian values is important to us, but we recognise the values of other faiths, offer opportunities for other faith leaders to speak in the School and teach world religions in RS classes. We expect all pupils to attend our assemblies and church services which reflect the broad and inclusive nature of Anglicanism. We hope that pupils who profess not to have a faith will grow spiritually in that they develop a sense of awe and wonder of the world in which they live.

BOARD OF GOVERNORS

Chairman:	Mr C Lees MB BS BSc MD The Chairman may be contacted at the following address: c/o Ryde School Queen's Road Ryde PO33 3BE Tel: (01983) 562229
Vice-Chair:	Dr M Legg
Hereditary Governor:	Mr A Mclsaac
Chair of Finance & General Purposes:	Mrs D Haig-Thomas
Chair of the Education Committee:	Mr P Hamilton (Inspection) Mr A Crawford Miss C Doerries KC Mrs M Esfandiary Mrs C Jacobs (also Safeguarding) Mrs J Wallace-Dutton Mr P Weeks (Health and Safety Committee) Mr G Whitefield
Clerk to the Governors:	Mrs S Webb, Compliance Officer

KEY MEMBERS OF STAFF

Head Master	Mr W Turner BA
Head of Senior School	Mr P R Moore MA
Finance Director	Mrs R Kennedy BSc
Deputy Head (Boarding, Staffing & Enrichment)	Mr A Daville BSc MED
Deputy Head (Pastoral)	Mrs J Harding BA
Deputy Head (Academic)	Dr G Speller PhD (Cantab)
Director of Health & Well-being	Miss C B Vince BA
Head of Prep	Mr E Marsden BSc
Head of Nursery & Pre-Prep	Mrs E Willetts BA
Head of Sixth Form	Mr M J Windsor BSc
Director of Learning	Mr D Shapland MED
Assistant Head (Academic)	Miss G Stenning BA
Estates & Operations Director	Mr B Shilton
Head of Marketing	Ms R R Hennessy BSc
Admissions Registrar and Head Master's PA	Mrs B Craik
Senior Teachers	Mr A Jackson BA
Listeners	Ms H Ramdany Mr P Dennis Rev'd V Brown

CURRICULUM AT RYDE SCHOOL

Senior School

The curriculum aims to provide our pupils with a core curriculum for all, but with enough flexibility to support the very wide range of skills and needs in the School. Our aim is to ensure all our pupils can achieve at least five GCSEs including English and Maths. In addition, we require students to have a broad range of subjects and not to specialise at too early a stage.

Years 7 and 8

Pupils follow a programme of study based on the core values of the PSB (Pre-Senior Baccalaureate). The programme develops independent, creative and resilient learners. All pupils study the following subjects: Art, Design & Technology, Drama, English, French, Geography, History, ICT & Computing, Mathematics, Music, Physical Education, PD, Religious Studies and Science. In Year 7 pupils experience five different languages: Latin, Mandarin, French, German and Spanish as part of a rotating programme. In Year 8, pupils select two of the languages from the Year 7 programme to study in both Years 8 and 9. Two hours of Games are included in curriculum time, plus one hour of skills, outdoor learning and project work known as Ryde Global.

Year 9

Most of the subjects above continue to be studied but we also ask pupils to select three subjects from Art, Computer Science, Design & Technology, Drama and Music.

Years 10 and 11

A separate booklet outlines the details of the GCSE curriculum so below is just a brief summary. All pupils study for the Ryde EBacc. This means studying a core of Mathematics, English Language & Literature, Science, History or Geography and a language: ESL, French, German, Latin, Mandarin or Spanish. Science is taught to one, two or three certificates depending on interest. In addition three options are chosen from the following: Art, Business Studies, Computer Science, Design & Technology, Drama, Geography/History (if the pupil wants to study both subjects - one is already

selected in the core), Music, Academic P.E. and an additional modern language. Pupils also select an Elective subject which is chosen from: Global Perspectives, Arts Award, Science CREST Award, Cookery BTEC or additional Maths. In addition, pupils have two hours of timetabled Sport and PD.

Sixth Form

Again, a booklet is produced with greater detail and a summary is provided here. Students choose between the IB Diploma, IB Career related Programme or 'A Level Plus'.

For students taking the IB Diploma, they must study English (or their native language), Mathematics, a Science (Biology, Chemistry, Design Technology or Physics), a Humanity (Economics, Geography, Psychology or History), a modern foreign language and one further subject, which can be Art, Music or Theatre or a second science/language/humanity. Students also study for the IB Diploma core which involves studying Theory of Knowledge (TOK) and writing a research essay.

For the IBCP, students take a core professional course plus two or three IB Diploma subjects at standard level and also study for the IBCP core which involves Approaches to Learning, Language and a Reflective Project.

At A Level students study three subjects from the following at either AL or HL IB:

Art, Biology, Chemistry, Computer Science, Design & Technology, Economics, English Literature, Geography, History, French, Spanish, Mathematics, Further Mathematics, Music, Physics, Politics, Psychology and Theatre Studies.

In addition to their A Levels, either students will be expected to complete the Extended Project Qualification (EPQ) or opt to study an elective subject which could be the IB core of TOK, certain IB courses, Arts Award, Languages, Cookery, Sports Leadership or AS English Language; students may take both the EPQ and an elective subject if they wish. This list of elective subjects is reviewed annually and is subject to uptake with five pupils necessary for a subject to be certain to be taught.

Two hours of curriculum time are reserved for sport or relaxation when Sixth Formers take a break from their academic work.

Nursery, Pre-Prep & Prep

Pre-Prep are committed to blending life skills, including communication, collaboration, leadership and independence into the curriculum. This can be seen as 'Venturers' in the Prep curriculum. As pupils progress through the sections of the school from Reception to the end of Year 8, these life skills underpin the teaching and learning structures evolving along the way.

In Pre-Prep learning is delivered using the Creative Curriculum which links together different subjects of learning in one central topic. This is then supported by dedicated English and Mathematics teaching.

Reception

The Reception class is led by a Qualified Teacher, supported by a Teaching Assistant. With an overall theme to hook the children into their learning, children continued to work through indoor and outdoor continuous provision as well as focused lesson times to hone key skills such as writing and number work.

Children learn using practical equipment and through working in small groups to support their social and critical thinking skills. The children participate in an Outdoor Learning programme and specialist teachers for some subjects such as Mandarin and Music also enhance their curriculum.

Years 1 & 2 (KS1)

Children in Key Stage 1 are taught primarily by their class teacher. Through the medium of an overarching topic, the children continue to develop their skills in English and Mathematics as well as other core subjects. Subject specialists teach Drama, Games, Music, Languages and Art and continue to be linked though the central topic where possible to ensure continuity and to enable the children to create the links between their knowledge and skills. Children continue to participate in our Outdoor Learning programme.

Years 3 to 6

Children in Years 3 to 6 have a Form Tutor

who teaches them a variety of different lessons alongside specialist teachers who deliver Games, Art and Design, Spanish, Mandarin (Years 5 and 6), STEM and Music. Discovery, seen on each pupil's timetable encapsulates History, Geography and RS allowing flexibility and coherence across the curriculum. Each term there is an introduction of an overarching 'Big Idea' which provides the focus and inspiration for children's learning, enabling different themes to be explored in imaginative and creative ways, allowing children to deepen their understanding in ways that best suit them.

Form Time: takes place at the start and end of the day, is with the child's tutor and a variety of knowledge and skills-based activities will take place during this time. These include fine motor skills, handwriting, reading (independent, group and paired) both a support and stretch and challenge programme and the opportunity for children to discuss thoughts, feelings and work towards a positive mindset.

Subjects: English and Mathematics (taught in sets), Discovery (Geography, History and RS), STEM (Science and Engineering focused), Computing, Games, Art and Design, PE, Spanish, Music, Outdoor Learning, Venturers, Mandarin and Personal Development.

PASTORAL CARE

Senior School

The Form Tutor is at the centre of our pastoral care provision. He or she is the first point of contact for parents and we hope that pupils will see their Form Tutor as a person with whom they can talk and discuss their lives. We hope that Ryde School pupils will leave us as confident young people, good citizens, aware of the world around them and mindful of the needs of others, following the School Motto and seeking "To be of Service". Our emphasis on building character strengths in our pupils promotes caring relationships and fulfilling lives.

Each pupil is placed in a Tutor Group (also known as Forms) and remains with that group until the end of Year 11. There are

usually four or five Tutor Groups in Years 7 - 11. Each Year group has a Head of Year. In the Sixth Form there are six Tutor Groups in each year to allow for more individual attention at this important transitional stage. Each pupil is attached to a House, which exists primarily as a focus for a variety of competitions, ranging from netball and football to the House Song contest and the House Debating competition. The Heads of Senior School and Pastoral Care, Heads of Section and the Senior Teachers operate beyond the Form Tutor and Head of Year as a further source of support in the School. The Matron manages in-house counselling provision by the IOW Youth Trust. In addition to this support there is also the Chaplaincy Team, teacher-coaches and our Independent Listeners to whom pupils can turn for guidance.

We encourage young people to take responsibility for their own lives and we emphasise individuality alongside a sense of community. We offer training to our Sixth Form pupils in coaching skills so that they can lead and support younger children more effectively. In addition Sixth Form students attend a tutorial or PD session for Tutor Groups in Years 7 to 11 to help them with school routines and to provide a friendly and accessible contact on the prefect body.

Heads of Year and Section

Head of Section 7 - 9	Mr Whillier
Head of Year 7	Mrs Daville
Head of Years 8 & 9	Mrs Ball
Head of Section 10 & 11	Miss Dyer
Assistant Head (10 & 11)	Ms Verleure
Head of Sixth Form	Mr Windsor
Assistant Head (Sixth Form)	Mrs Youtlen

Nursery, Pre-Prep & Prep

We pride ourselves on having a happy and caring community. Visitors to the School comment on the politeness of our pupils, and the wonderful atmosphere. We believe that if children are happy, they will gain in confidence and succeed socially, academically and in the breadth of other activities on offer in the School. We stress great importance on knowing, understanding and encouraging each individual child. We view our School very much as a large family.

The Nursery and Reception teachers with the

support of teaching assistants are the first port of call for all parents.

When children move into Years 1 - 6 they are placed in the care of a Form Tutor, or class teacher in Reception and Years 1 - 2, who is responsible for their overall welfare. Any queries or problems concerning a child should be addressed to the Tutor in the first instance. The Tutor meets the children daily for registration and deals with all routine matters. During Form Time in Prep the children follow a programme which develops their touch typing, fine motor skills and reading, along with the tutor offering pastoral support. All children are allocated one of four Houses (Hanover, Seaford, Trinity and Chine). In Prep, Heads of House have overall responsibility for the children in their House and work closely with tutors, parents and pupils to provide a continuity of pastoral care and support throughout their time in the Prep School.

The School Matron provides both medical and counselling service for pupils. Pupils can also turn to the Chaplain and our Independent Listeners for support. We are a nationally recognised coaching school with many staff members trained as coaches.

Parents are very welcome to talk to any member of staff at the beginning and end of school. Senior members of staff are also available by appointment, should you wish to discuss any matters concerning your child.

THE DAILY PROGRAMME

Senior School

Pupils should arrive at School before 8.40am, in time to be registered, but not before 8.00am. A member of staff will be on duty between 8.00am and morning registration.

There are four 55 minute lessons before lunch and two after lunch. School ends at 4.20pm, but clubs, societies, rehearsals and clinics may be held after this time. Pupils may stay on site after school until 5.30pm to do homework in the Library or up to 6.00pm to have supper in the Dining Hall. On Thursday, period 5 is followed by whole school CAS from 2.55pm to 4.15pm. School assembly takes place on Monday and Chapel/Section/House

assemblies on Friday before period 5.

There is no school on Saturdays, but attendance is expected, where requested by the School, at Open Mornings in the Autumn and Spring Terms. Attendance is also required at the School Carol Services, and evening Speech Day. All pupils should make themselves available when needed to play in School sport matches on Saturdays during term time and should notify the team coach a full week before if there is a good reason why they are unavailable.

THE SCHOOL DAY

REGISTRATION	8.40am
LESSON 1	8.50 - 9.45am
LESSON 2	9.50 - 10.45am
BREAK	
LESSON 3	11.05 - 12.00 noon
LESSON 4	12.05 - 1.00pm

LUNCH (Extra-Curricular)	
(Mon/Tue/Wed/Fri)	
PASTORAL TIME	2.00 - 2.25pm
LESSON 5	2.30 - 3.20pm
LESSON 6	3.25 - 4.15pm
Activities (Not Fridays)	4.20 - 5.30pm
(Thursday)	
LESSON 5	2.00 - 2.50pm
WHOLE SCHOOL CAS	2.55 - 4.15pm
ACTIVITIES	4.20 - 5.30pm

Pre-Prep

8.00am Breakfast Club
(Drop off in Main School Dining Room)
Charges apply, please see website.

8.15 - 8.30am Nursery and Pre-Prep doors open for morning drop off in classrooms

8.40am Registration for all children from Reception - Year 2

RECEPTION TO YEAR 2

Collection times/end of day

3.30pm Pre-Prep Core Day (lessons) finish. Children may be collected at this time. They may otherwise stay to be looked after with clubs and wrap around care.

Collection at 4.00pm Short Stay care
*free of charge

Collection at 4.45pm and 5.00pm
Outside provider clubs (see club for finish times) **additional charges apply
Staff led clubs, finish time 4.45pm
***free of charge

Collection between 5.00 -6.00pm (From Main School Dining Room) Supper and homework club (charges apply)

Late charges

All children must be collected from Nursery & Pre-Prep by 5.00pm otherwise they will be taken to Supper Club and parents will be billed accordingly. All children must be collected from Supper Club by 6.00pm. When, in exceptional circumstances a child is still in school after 6.00pm a Late Supervision Charge of £25 per 15 minutes will be made. In the unlikely event of the School being unable to contact a parent or guardian, the School would alert the duty officer at Social Services to the non-collection of a pupil.

PREP (Years 3 to 6)

Form time/Registration is at 8.25am. Pupils can be supervised from 8.00am at our Early Birds Activity. Children can go into their Form Rooms from 8.25am.

The Prep core day finishes at 4.00pm. Children may be collected at this time. They may otherwise stay to Prep, Clubs/Activities and parents can collect their child at either 4.20pm (after short prep) or 5.00pm (after long prep and clubs). Parents should endeavour to collect their children punctually. Pupils must wait in the Prep playground with the duty members of staff. Staff will take children to either, Year 3 and 4 prep, or Year 5 and 6 prep if parents have not arrived. Bus pupils will be supervised until their departure. Parents will be able to book their children into Supper Club which will run from 5.00 - 6.00pm. Monday to Thursday (charges apply). The children will be supervised from 5.00 - 6.00pm and then have supper in the Dining Room before being collected at 6.00pm. We must stress that this has to be booked in advance through the school office in order to cater efficiently. The booking must be no later than 9.00am on the day you wish

your child to attend.

Late charges

All children must be collected from supper club by 6.00pm. When, in exceptional circumstances a child is still in school after 6.00pm, a Late Supervision Charge of £35 per 15 minutes will be made.

LEARNING SUPPORT

Learning Support occurs in all classrooms in the School, but sometimes we identify that a student needs additional support in an area of their development that requires support over and above this. The help provided by the Learning Support department takes several forms and is tailored to the individual needs of the student in collaboration with the child, parents, and staff.

The Learning Support Department is situated in purpose-built accommodation known as the Q'1 Centre. Pupils are brought to the attention of the department via referrals from parents, teachers, or as a result of dyslexia screening when they join the School. A referral could result in pupils being invited to join extra booster sessions within lessons, known as Specific Intervention Programmes (SIPs), or, in some circumstances, being offered individual or group learning support lessons from a specialist teacher in the Q'1 centre.

Wave 1: Quality first teaching is delivered by the teacher as a matter of course

Specific Intervention Programmes (SIP Groups)

Wave 2: Group intervention outside of the classroom with a qualified member of staff

Specialist 1:1 or small group teaching in Q'1

Wave 3: Individual or very small group teaching in Q'1 with a specialist member of staff

There is an additional charge for Learning Support lessons and learning support staff will keep parents informed if and when the

provision is likely to change. A 'Pupil Portrait' is produced for each child with learning support needs who require this provision. This is a document that focuses on areas of a student's needs and provides strategies for teachers in the classroom.

The department very much welcomes queries if you wish to discuss your child's individual needs or if you are seeking advice and would like further information about what the department can offer.

EXTRA CURRICULAR ACTIVITIES

Clubs and Societies

Extra-curricular activities are one of the defining characteristics of a good independent school education; they enrich young people's lives in a plethora of ways: building confidence, friendships, communication and teamwork; encouraging them to think in different, often more creative and independent ways, and giving them a sense of purpose and engagement in their lives beyond the classroom.

Our expectation is that pupils will commit themselves to at least two activities each week. The school has a busy evening and weekend programme of sport, music and drama amongst other activities and pupils are actively encouraged to commit to practices, performances and fixtures. Pupils in Year 10 can choose to take part in a Community Service option or the Combined Cadet Force or the Duke of Edinburgh's Award Scheme. Clubs and Activities vary, but include the following:

ARCHERY
ART & OPEN STUDIO
ATHLETICS
BADMINTON
BAKING CLUB
BASKETBALL
BEEKEEPING
CCF
CERAMICS
CHESS
CHORISTERS & LOWER SCHOOL CHOIR
CLASSICS
COMMUNITY SERVICE
CONCERT AND CHAMBER ORCHESTRAS
CREATIVE WRITING
CRICKET

CRYPTIC CROSSWORD CLUB
CULTURE CLUB
DEBATING & PUBLIC SPEAKING
D OF E
DRAMA & DANCE LIVE
DT CLUB
DRUMLINE
FENCING
FILM MAKING
FOOTBALL
GARDENING
GIRLS / BOYS GYM
GOLF
GREEN PEOPLE
HISTORY
HOCKEY
HORSE RIDING
INDUSTRIAL CADETS
INKLING MAGAZINE
INVESTMENT CLUB
JEWELLERY
KNITTING & CROCHET CLUB
LANGUAGES
LATIN
LGBTQ+ SOCIETY
MATHEMATICS
MUN
MUSIC/ DRUMS/ PERCUSSION/ SWING BAND
NETBALL
PÉTANQUE
PI & CHIPS
POETRY
POP & ROCK GROUP
ROWING
RUGBY AND GIRLS RUGBY
RUNNING
SAILING
SCHOOL COUNCIL
SHAKESPEARE CLUB
SILVERSMITHING
SWIMMING
STEM
VOLLEYBALL
WARHAMMER
WIND BAND

Clubs and Activities may vary throughout the year. Please visit the website for further details.

Prep & Pre-Prep

There are optional educational activity clubs running after school each day for children from Reception age. In Nursery & Pre-Prep, clubs may change at half termly intervals and lists are published on the school website and school notice boards. Prep pupils (Years 3 to 6) can select their clubs for

the following term once options are issued by the school office.

BOARDING

Pupils join Ryde from a wide variety of backgrounds, both educationally and geographically. The majority of our pupils are from the Island with pupils also joining us daily from Portsmouth and surrounding areas.

We also have a number of flexi and weekly boarding pupils from the Island and the mainland alongside full boarding pupils from both the UK and globally. Boarding pupils make up around 10% of Years 6 to Upper Sixth and this mix creates a diversity that is beneficial to all our pupils.

We take boarding pupils from Year 6 upwards. Weekly and flexi boarding options suit Island or other UK boarders. Flexi boarders only stay for a few nights a month, bed space permitting, and weekly boarders stay with us each night of the week, returning home every weekend.

Full boarders go home for each of the major holidays; Christmas, Easter and Summer. We do not have enforced exeat weekends and boarding also stays open during the half term breaks, creating more flexibility for you and your child.

For more information on all our boarding options please contact Mrs. Craik, Admissions Registrar, on (01983) 617970.

Boarding Houses

Both our boarding houses are on the school site in Ryde, the beautifully renovated Victorian villa Millfield for the younger boarders or the new award-winning and purpose-built boarding house, Centenary House with stunning sea views, designed to prepare older students for university and adult life. Both houses have multiple common rooms, study areas and single and twin bedrooms, mostly en-suite. Weekends are spent learning to paddle board, go-karting or simply enjoying long walks on the beaches with a boarding house dog. Barbecues and

football are regular pursuits as well as tennis and cooking.

The Housemasters are responsible for the overall welfare and discipline of the boarding pupils. They are assisted by a team of House Tutors. Good communication is maintained with parents and guardians at all times. There are structured supervised study times, and also a wealth of opportunities to complement the academic programme.

Medical care is provided by the School doctor. Dental, orthodontic and optical care is provided by local practitioners should this be required.

A good selection of fresh food, with ample choice of hot or cold meals, a daily salad bar and fresh fruit are on offer in our Dining Hall. The chefs are able to cater for specific dietary requirements on request.

Students are accommodated in single, twin or triple rooms, most with en-suite facilities. and there are pleasant and comfortable areas for relaxation, and modern kitchens in which students may make snacks and drinks.

SCHOLARSHIPS AND BURSARIES

Principle: Scholarships provide opportunities for talented individuals, predominantly but not exclusively, on the Isle of Wight to attend Ryde School. Their involvement with the School will develop their own skills and also enrich the student body in key areas of the School. **No scholarship attracts a direct fee discount but being a scholar allows access to up to 90% means-tested bursaries.** In addition to full scholarships, exhibitions may be awarded. These awards, however, only have limited bursary support.

Academic, Sports, Music, Arts, Sailing and McIsaac Scholarships are available for entry into Years 7, 9 and the Sixth Form.

Applications should be made via the appropriate online forms which are accessed from the School's website under: Admissions/ Scholarships and Bursaries: www.rydeschool.org.uk/admissions/scholarships-bursaries

If you wish to apply for a means-tested Bursary (should your son or daughter be successful in gaining a scholarship), then you should download the Financial Circumstances form from the website and complete and return it by post or email to the Bursar. **Please note that applications for Scholarships and Financial Circumstances forms must both be received by the deadline dates which are shown on the website.** We will not be able to consider applications which arrive after these deadline dates. Places will be offered on a basis of performance in the examinations and at interview, the amount and number of the awards made being at the discretion of the Head Master, operating within the guidelines set by the Board of Governors.

Further information about these awards can be found on our website, together with deadlines and timelines for applications and assessments.

FORMER PUPIL ASSOCIATIONS

Ryde Connection acts as a link between the School and former parents, staff and friends as well as working alongside and supporting the former pupil associations of the Old Rydeians (ORA), Old Bembridgians (OBA) and Upper Chine Old Girls' Association (UCOGA). The current Ryde School with Upper Chine has emerged from three Island schools; Bembridge, Ryde School and Upper Chine. Ryde and Upper Chine merged and later purchased the Bembridge School site when the latter closed down. Each has its own independent association, contact details of which are opposite.

The school hosts events for former pupils, most recently the Centenary Reunions for all three schools and continues to develop links and events for former pupils, parents, staff and friends of all three schools, as well as graduates from Ryde School with Upper Chine.

For more information contact the School Email: school.office@rydeschool.net

The Association Officers are:

Old Rydeians' Association (ORA)

Email: alumni@rydeschool.net

Upper Chine Old Girls' Association (UCOGA)

Joanna Minchin (Chair)

Email: joannaminchin@yahoo.co.uk

Old Bembridgians Association (OBA)

Christopher A Holder (Hon Sec)

Email: oba@oldbembridgians.org

The Ryde Connection

Alumni Office, Lisa Vis

Email: alumni@rydeschool.net

LEAVERS' DESTINATIONS, 2021 - 2022

Name	Course	Destination
Edward	Employment	AD Precision Engineering
Aileen	Medicine	University of Dundee
Patrick	GAP then Sports, Coaching & Physical Education	Ardingley College then Oxford Brookes University
Linus	PPE	University of Exeter
Nicholas	Geography with Foundation Year	University of Winchester
Aaron	Degree Apprenticeship	BDO
Katie	Foundation in Fashion	University of Arts, London: Camberwell
Lucy	Foundation in Art & Design	Bournemouth Arts College
Yuvraj	Accounting and Finance	Oxford Brookes University
Caitlin	GAP	
Jenna	Molecular Biology	Imperial College London
Joey	History	University of St Andrews
Millie	GAP	
Jack	Vocal Studies	Royal Conservatoire of Scotland
Poppy	GAP	
Amely	GAP	
Joshua	Computer Science	Swansea University
Rufus	Psychology	University of Plymouth
Ben	Philosophy	University of Nottingham
Tomas	Physics with Astronomy	Cardiff University
Millie	Criminology	Bournemouth University
Joshua	Politics & Sociology	University of Exeter
Aimee	Nursing Studies	University of Surrey
Megan	Art Foundation	Sixth Form Innovation
Oliver	Chemistry	Loughborough University
Erin	Human Geography	Cardiff University
Ruona	Artificial Intelligence and Computer Science	University of Birmingham
Emilia	Liberal Arts with Study Abroad	University of Exeter
Callum	Degree Apprenticeship	BAE
Megan	GAP	
James	Employment	Matrix Advanced Tech
Ella	Journalism, Communications and Politics	Cardiff University
Clara	Psychology	Swansea University
Samuel	Computer Science and Artificial Intelligence with a Year Abroad	University of Bath
William	Strategy, Intelligence and Security	Aberystwyth University
Thomas	Music	Royal College of Music
Alex	Degree Apprenticeship	Fleetwood Maritime College

Mimi	English	Royal Holloway, University of London
Kai	Criminology with Psychology	Bristol UWE
Jemima	Physical Geography with a Year Abroad	Cardiff University
Paul	Anthropology	Goldsmiths, University of London
Robin	Biomedical Science	University of Brighton
Edgar	Ancient History and Archaeology	University of Exeter
Oscar	Criminology	University of Surrey
Neen	Architecture	University of Plymouth
Annabel	GAP	
Jake	Electrical and Electronic Engineering	University of Bath
Jackson	GAP	
Ebb	GAP	
Daisy	GAP then Architecture	University of Brighton
Poppy	Environmental Geography	Cardiff University
Phoebe	Chemistry	University of Plymouth
Jonah	Environmental Science	Newcastle University
Tiya	Media and English Literature	University of Brighton
Jenny	GAP	
Millie	GAP	
Olivia	Theatre Make Up	Brighton Metropolitan College
Alec	GAP	
Charlie	Art Foundation	Brighton Metropolitan College
Edward	Biotechnology	University of Queensland
Tim	Employment	Royal Navy Application
Madalena	GAP	
Sean	Business Management	University of Arizona
Jacob	Dentistry	University of Birmingham
Eleanor	Multimedia Sports Journalism	Bournemouth University
Tomas	Chemical Engineering	University of Edinburgh
Florence	Music Performance	University of Chichester
Henry	Psychology and Cognitive Neuroscience	University of Nottingham
Elsa	Natural Sciences	University of Bath
Alex	GAP then Human Sciences	UCL
Eleanor	Healthcare (Nursing Associate)	City, University of London
Anastasija	Dentistry	Plovdiv Dental University

LEAVERS' DESTINATIONS, 2022 - 2023

Name	Course	Destination
David	Business And Financial Management with Foundation Year	University of Sunderland
Zoe		GAP YEAR
Sofija	Medicinal Chemistry	Constructor University - Bremem
Oliver	Marine Biology and Coastal Ecology	University of Plymouth
William	Academic and Tennis Scholarship	Emory and Henry College, Virginia, USA
Cameron	Chemistry	University of Aberdeen
Matthew	Mathematics	University of Cambridge
William	Philosophy	University of Aberdeen
Emile	Nursing (Adult Health and Child Health)	University of Plymouth
Gracie	Operating Department Practice	University of Portsmouth
Beth	LLB Law with Professional Placement	University of Exeter
Otis	Geography	Bath Spa University
Joe	Mechanical Engineering	University of Leeds
Shakana	Economics and Management	Aston University
Jonathan	Computer Games Design and Programming with a Placement Year	Staffordshire University
Max	Computer Science with Foundation Year	University of Sussex
Seth	Civil Engineering with Foundation Year	University of Plymouth
Finley	Business and Management	Oxford Brookes University
Imogen	Liberal Arts with study abroad	University of Exeter
Freya	Economics	University of Surrey
Ruby	Psychology	University of Birmingham
Marie	History and International Relations	Kings College, London
Harrison	Football Scholarship	Malaga City University
Amanda	Biomedical Sciences	Cardiff University
Austin	Counter Terrorism, Intelligence and Cybercrime (Dual Degree)	University of Portsmouth
Daisy	Medicine	University of Plymouth
Immy	Economics	University of Manchester
Ollie		GAP YEAR
Ryan	Economics and Finance	Cardiff University
Johnnie	Psychology	Oxford Brookes University
Chloe	Business management	Liverpool John Moores University
Matthew	Navigation and Maritime Science	University of Plymouth
Elina		GAP YEAR
Charlotte	Environmental Science and Management	University of Portsmouth
Molly	Education and Psychology	Swansea University
William	Business Economics	Aberystwyth University
Ben	Automotive Engineering with Placement	Brunel University

Liza	Computer Science with Foundation Year	University of Sussex
Evey	Psychology	Oxford Brookes University
Thor	Business Management	Winchester University
Catharina	Law and Criminology	University of Plymouth
Joshua	Business Economics with Industrial experience	University of Exeter
Esi	Business Management	Swansea University
Harry	Physics with Astrophysics	University of Warwick
Joshua	Mechantronic and Robotic Engineering	University of Sheffield
Shannon	Biomedical Sciences	University of Brighton
Ailsa	English	Kings College, London
Amy	Musical Theatre and Dance	Laine Theatre Arts
Charlotte	Pharmacy	Cardiff University
Samuel	Product Design & Technology with Placement Year	Loughborough University
Tallulah	Biology	University of York
Henry	Motorsport Engineering	Oxford Brookes University
Louis	Business Management	University of Plymouth
Karina	Psychology, Clinical and Cognitive Neuroscience	Royal Holloway
Millie	Psychology	Royal Holloway
James	PPE	UCL
Billy	Live Events Production	Backstage Academy
Ned	Sport Management	Cardiff Met University
Jessica	Biological Sciences (Zoology) with Professional Training Year	Cardiff University
Evie	Business and Management	Oxford Brookes University
Rowan	Law with Politics	University of Worcester
Kobe	Computer Gameplay Design and Production with Foundation Year	Staffordshire University
Lucy	Psychology	St Mary's University, Twickenham
Rhea	Diagnostic Radiography and Imaging	Cardiff University
Lucy	History	Royal Holloway
Katharina		GAP YEAR
Daisy	English	Northeastern University London
William	Economics and Finance	University of Leeds
Álvaro	Electronic Engineering	Kings College, London
Eleanor	Media and Communication with Foundation Year	Kingston University
Alexander	Mech Eng (Year in Industry)	Cardiff University
Kate	Biomedical Sciences	Plymouth University
Lottie	Sport, Health & Exercise Sciences	University of Portsmouth
Erin	Physics	University of Bath

SCHOOL POLICIES

All school policies are available from the School Office on request. In addition to the policies listed below (available to view on the website at rydeschool.org.uk), all other policies relevant for parents are listed in the Parent Portal. Copies if needed can be obtained from the School Office.

Should there be a discrepancy between the printed and online versions, the online version on the Policies Page and Parent Portal school policies page will always be the most up to date version.

Policies available on the website:

Academic

Academic Honesty Policy
Assessment Policy
Curriculum Policy
English as an Additional Language Policy
Language Policy
SEND Policy
SEND – Academic Approaches & Procedures
(read with SEND Policy)

External Examinations

Access Arrangements Policy
Escalation Process
Exam Policy
Equalities Policy (Exams)
Emergency Evacuation Policy
Data Protection Policy (Exams)
Complaints Procedure (Exams)
Contingency Plan (Exams)
Internal Appeals Procedure
Non-Examination Assessment Policy
Policy for Late Arrivals
Procedure to Verify the Identity of all Candidates
Whistle-blowing Policy (Exams)
Word Processor Policy including Statement

Pastoral

Anti-Bullying Policy
Behaviour Policy
Child Protection & Safeguarding Policy
RSE Policy Statement

Access

Accessibility Policy
Equal Opportunities Policy
Equality & Diversity Statement

Home, School, Admissions

Admissions Policy
Complaints Policy

Health, Safety & Security

Data Protection Policy
Fire Safety Policy
First Aid & Medical Policy
Health & Safety Policy Statement
Privacy Notice

ADMISSIONS POLICY

Ryde School is constituted as a limited company with charitable status. The School is a non-selective school for pupils aged 2 - 18; the Prep School age range is 2 - 11. Ryde School is a Church of England Faith School.

The aim of this policy is to be clear about the way in which we seek to identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our school community. We will only admit a child who has met the admission criteria relevant at the time.

It also clarifies how we manage the admissions register.

The aims of the School are clearly stated and it is expected that pupils admitted to the School will develop in all these areas and that parents selecting the School for their child support our stated aims.

Equal Opportunities

We welcome children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents' race, colour, gender, language, religion, political or other opinion, national

or social origin, association with a national minority, sexual orientation, property, birth or other status. We expect all of our pupils to attend our school assemblies and church services which support our Christian ethos though parents may seek exemption on religious grounds from the Head Master.

At present our facilities for children with disabilities are limited but we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children with disabilities. When a disability or special educational need is made known to us, we will consult with parents and previous schools and make reasonable adjustments to our admission procedures and arrangements to enable a child, if he/she is able, to satisfy our admission requirements. Our annual accessibility review considers how we can improve facilities for those with disabilities, including reviewing the situation for specific individuals and a number of adjustments have been made recently.

We shall consider the extent and nature of a disability in terms of:

- The extent to which the impairment has an adverse effect on day-to-day activities
- The level of impact
- The length of time for which it will impact

In the light of the above the School will consider the nature of adjustment required and whether this is reasonable. In determining whether adjustment is reasonable, the School will consider:

- Whether the pupil will still be disadvantaged
- Whether the pupil's attendance will disadvantage others
- Whether there is sufficient staff expertise not to disadvantage the pupil
- Availability of support from external agencies, including health service and local authority
- The School's own resources, viable levels of assistance and costs
- The effectiveness of adjustment to overcome the disadvantage
- The practicability of adjustment

- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of all pupils, current and prospective
- The impact upon staff

Further details, including possible 'reasonable adjustments', can be found in the School's Accessibility policy.

THE ASSESSMENT PROCESS

Our admission procedure has four elements:

- Assessment of Attainment;
- Interviews or school visits;
- Character references - we place particular importance on good discipline and behaviour when considering applications for admission to the School;
- Disability assessments (if applicable).

Assessment of Attainment

We cater for a wide range of abilities and so our tests are designed to assess whether pupils can cope with our curriculum and to determine best fit for setting. It is our expectation that pupils entering below the Sixth Form should be able to achieve at least five grade 5s at GCSE level.

The nature of assessment is as follows:

- Informal assessment in Pre-Prep.
- In the Prep School tests in Non-verbal Reasoning or a measure of developed ability in English and Mathematics appropriate to the age of the candidate.
- In the Senior School pupils take papers in English and Mathematics and sit a Non-verbal Reasoning test, appropriate to the age of the candidate; for entry into Sixth Form papers may reflect more closely subject preferences.

Interviews or School Visits

In all cases there will be a general interview with a senior member of staff to explore the candidate's interests, attitude to school, personal qualities, ability to contribute to the school community and support available at home. In Pre-Prep an informal assessment through discussion with a pupil will take place and in scholarships

the interview may be used to explore a candidate's academic ability in a subject. These may happen on-line where a visit to the School is not easy.

Character References

The Head of the candidate's current school will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the school community, talents and interest, and any other special circumstances such as special education needs, or a disability. The reference may also include the results of tests taken at the school (such as NFER or SATs) and predicted grades at GCSE (if appropriate).

Entry Points

In the Prep School we consider pupils for entry into any year group. In the Senior School our main entry points are at Years 7, 8, 9, 10 and 12. We would not normally consider entry half way through GCSE or A Level/IB courses though we do offer a one-year GCSE programme for pupils joining in Year 11. Very occasionally, we may offer places to candidates one year ahead or behind their standard year group, if we consider, as a matter of professional judgement that this would be in the best interests of the pupil and the School.

Special Circumstances and Disclosures

We recognise that a candidate's performance may be affected by particular circumstances, for example:

1. If he/she is unwell when taking tests or has had a lengthy absence from his/her school;
2. If there are particular family circumstances such as a recent bereavement;
3. If there is a relevant educational history, for example education outside the British system;
4. If the candidate has a disability or specific learning difficulties;
5. If English is not the candidate's first language.

In any of these cases, we may request further information such as a medical certificate or educational psychologist's report and any associated correspondence

or details from the pupil's current school (including samples of work) or any family history of dyslexia, as we consider necessary to make a fair assessment.

Parents must, as soon as possible, disclose any particular known or suspected circumstances relating to their child's health, allergies and disabilities including learning difficulties.

Scholarships and Bursaries

The School is able to provide a number of Academic, Sports, Music and General scholarships into Years 7, 9 and Lower Sixth. These places are awarded to high quality candidates and are competitive following specific assessments. The aim is both to recognise excellence and widen access, hence scholarships open opportunities to bursaries which provide fee assistance and are means-tested. Parents are required to submit a financial declaration before the examination date. Places will be offered on a basis of performance in the examinations and at interview, the amount and number of the awards made being at the discretion of the Head Master, operating within the guidelines set by the Board of Governors. The number of these awards may vary from year to year, depending on the academic profile of the cohorts involved. Further information about these awards can be found on our website, together with deadlines and timelines for applications and assessments.

THE ADMISSIONS PROCESS

Registration

Pupils will be considered as candidates for admission and entry to the School when the Registration Form has been completed and returned to us and the non-returnable registration fee paid. Admission and entry will be subject to the availability of a place and the pupil satisfying the admission requirements at the time.

Offer of a Place and Deposit/s

If, in due course, a place is offered, the deposit/s will be payable when parents accept the offer. Details of deposits are set out in the Fees List. When a pupil has left the School and all outstanding bills and fees have been settled, the deposit will be refunded or used to support the School Bursary Fund.

Moving to the Senior School

A pupil who is moving from the Prep School to the Senior School will be expected to show the ability, attitude and motivation to do so. Sufficient independence so as not to usually need 'in class' support, and the potential to secure five GCSE grades above a '5', are generally felt to be necessary criteria for a child to be able to access and gain from our curriculum and provision.

Continuation of Education

It is assumed that a pupil will continue between each stage of their education in the School (and parents must in every case give a term's notice if that is not the pupil's and their intention) unless the pupil has been unable to satisfy the entry requirements for the next stage.

We expect pupils moving into the Prep School to achieve three 2Bs in their Key Stage 1 assessments. Pupils moving to the Senior School are expected to achieve standardised scores above 86 in Maths, English and Non -Verbal Reasoning, or an equivalent standard in the ISEB 'Common Entrance Exam'.

A Level and IB Courses

It is assumed that a pupil will continue into

the Sixth Form (and parents must in every case give a term's notice if that is not the pupil's and their intention) unless the pupil has been unable to satisfy the Sixth Form entry requirements. It is our expectation that pupils moving into, or entering the Sixth Form, achieve at least five grade 5s at GCSE level, with grades 6 in the subjects they wish to study at A Level or IB higher level (students for IBCP need at least 5 grade 5s to access the course.) These are realistic baselines from which pupils may proceed successfully. Each pupil receives advice on choosing appropriate subjects and courses.

Maximum Numbers in the School

We are required by the Department for Education to ensure that the number of pupils in the school falls within our stated maximum, as for safety reasons. Our declared maximum is 856, which should not be exceeded for health and safety reasons.

Some year groups or the boarding houses can be oversubscribed. If we have to decide between two or more candidates who meet our admission requirements after all appropriate allowances and special consideration have been given, we may give preference to:

1. A child who already has a brother/sister in the school or whose parent is a former pupil here;
2. A child who has been registered for longer than others;
3. A child with a particular skill, talent or aptitude.

Managing the Admissions Register

The Registrar is responsible for making returns to the Isle of Wight Local Authority for each pupil that joins the school and also for informing them when a child's name has been deleted from the register for reasons other than leaving at the end of the Upper Sixth. This will be done by the end of the 5th day of entering a pupil on the admissions register and as soon as a child's name is deleted. Reasons for deleting a child's name from the register are set out in the School's procedures. Where a child has missed ten consecutive days education for reasons other than

sickness or authorised absence, or has failed to attend regularly, then the DSL or Deputy DSL will inform the Isle of Wight Local Authority immediately. The decision over what constitutes 'failure to attend regularly' will be determined by the DSLs on a case by case basis but might mean, for example, consistently missing the same days or parts of days but not on a consecutive basis, or being regularly absent at the same time each year.

International Admissions and Child Student Visas

A separate policy on international admissions and Child Student Visa sponsorship exists and is updated annually by the Registrar. Anyone wishing to view it should contact the Admissions Registrar.

GCSE: 3 YEAR ROLLING EXAMINATION RESULTS 2021 - 2023 (Correct at the time of going to print)

SUBJECT	TOTAL NUMBERS	A* / 9 / 8	A / 7	B / 6	C / 5 / 4	D / 3	E / 2	F / G / 1 / U
Art & Design	107	11	16	29	43	8	0	0
Biology	166	50	27	26	42	12	2	7
Business Studies	91	14	19	21	26	6	2	3
Chemistry	147	38	33	19	30	13	7	7
Chinese	9	7	0	2	0	0	0	0
Design & Technology	60	24	14	6	16	0	0	0
Drama	85	14	10	18	32	11	0	0
English Language	262	101	51	50	53	5	2	0
English Literature	237	79	42	65	47	4	0	0
English as Second Language	14	4	4	1	3	2	0	0
French	105	29	26	16	31	3	0	0
Geography	138	29	26	31	38	11	3	0
German	43	21	12	8	2	0	0	0
Global Perspectives	42	1	9	19	10	3	0	0
History	164	36	33	34	46	10	4	1
IT / Computer Science	28	15	3	7	3	0	0	0
Latin	18	7	3	2	3	3	0	0
Mathematics	259	74	38	53	83	10	0	1
Music	34	8	5	6	9	5	0	1
Physical Education	57	8	13	15	18	3	0	0
Physics	102	54	21	8	13	4	1	1
Dual Science I	38	7	8	9	12	2	0	0
Dual Science II	38	5	7	7	14	5	0	0
Spanish	70	18	13	8	23	7	1	0
Other (Dutch, Arabic, 3D Art, Russian, Italian, Greek, RE, Science Combined, Add Maths)	48	7	10	6	19	4	1	1
Totals	2362	661	443	466	616	131	23	22
Percentages	100	28.0	18.8	19.7	26.1	5.5	1.0	0.9
Cumulative Percentages		28.0	46.7	66.5	92.5	98.1	99.1	100.0

INTERNATIONAL BACCALAUREATE (IB): 3 YEAR ROLLING EXAMINATION RESULTS 2021 - 2023 (Correct at the time of going to print)

SUBJECT	TOTAL NUMBERS	7	6	5	4	3	2	1
Biology HL	20	5	2	6	6	1	0	0
Biology SL	8	0	1	2	4	1	0	0
Chemistry HL	6	3	1	0	2	0	0	0
Chemistry SL	13	0	2	5	2	4	0	0
Design & Technology HL	10	1	1	8	0	0	0	0
Design & Technology SL	3	0	0	2	1	0	0	0
Economics HL	9	0	2	2	3	1	1	0
Economics SL	10	0	1	1	4	4	0	0
English A HL	10	1	6	3	0	0	0	0
English A SL	18	1	7	7	3	0	0	0
French B HL	4	2	0	2	0	0	0	0
French B SL	9	3	2	4	0	0	0	0
Geography HL	18	3	10	2	3	0	0	0
Geography SL	11	2	2	4	2	1	0	0
German A HL	5	1	1	3	0	0	0	0
German B HL	1	0	1	0	0	0	0	0
German B SL	1	0	0	1	0	0	0	0
History HL	8	0	2	3	3	0	0	0
History SL	7	1	1	3	2	0	0	0
Mathematics HL	13	0	3	2	2	2	2	2
Mathematics SL	39	3	9	12	11	3	1	0
Music HL	6	0	1	3	2	0	0	0
Music SL	1	0	0	1	0	0	0	0
Physics HL	6	1	3	0	1	1	0	0
Physics SL	2	0	1	0	1	0	0	0
Psychology HL	20	4	10	5	1	0	0	0
Psychology SL	23	2	11	6	3	1	0	0
Spanish B HL	6	2	2	2	0	0	0	0
Spanish B SL	3	0	2	1	0	0	0	0
Language ab initio (Italian/Dutch/Japanese)	8	0	0	4	2	2	0	0

SUBJECT	TOTAL NUMBERS	7	6	5	4	3	2	1
Theatre Studies HL	7	0	1	3	3	0	0	0
Theatre Studies SL	2	0	0	1	1	0	0	0
Visual Arts HL	8	0	0	2	6	0	0	0
Visual Arts SL	5	0	0	0	4	1	0	0
Other SL (e.g. Latin B)	1	1	0	0	0	0	0	0
Totals	321	36	85	100	72	22	4	2
Percentages	100	11.2	26.5	31.2	22.4	6.9	1.2	0.6

CORE	TOTAL NUMBERS	A	B	C	D	E
Extended Essay	26	4	8	8	6	0
Theory of Knowledge	27	3	10	12	2	0

Cumulative Percentages		11.2	37.7	68.8	91.3	98.1	99.4	100
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HL: HIGHER LEVEL
SL: STANDARD LEVEL

IB DIPLOMA MEAN SCORES		
2021	2022	2023
37.3	34.3	32.18

A LEVEL: 3 YEAR ROLLING EXAMINATION RESULTS 2021 - 2023 (Correct at the time of going to print)

SUBJECT	TOTAL NUMBERS	A*	A	B	C	D	E	U
Art & Design	14	2	5	5	2	0	0	0
Biology	39	7	6	11	8	6	1	0
Chemistry	42	8	8	11	7	5	1	2
Computer Science	8	1	2	2	2	0	1	0
Design & Technology	11	4	3	2	2	0	0	0
Economics	22	2	6	6	7	0	1	0
English Literature	16	1	2	6	6	1	0	0
Further Mathematics	15	8	2	4	1	0	0	0
Geography	17	1	5	7	3	0	1	0
Government and Politics	14	2	5	1	3	0	3	0
History	16	2	3	4	6	1	0	0
Mathematics	71	18	23	8	9	10	2	1
Music	7	3	4	0	0	0	0	0
Physics	38	8	14	6	2	7	1	0
Psychology	17	2	4	9	1	1	0	0
Theatre Studies	10	0	3	2	5	0	0	0
Other (Additional Further Mathematics, English Language, Latin, Photography, Russian, Spanish)	4	1	1	1	0	1	0	0
Totals	361	70	96	85	64	32	11	3
Percentages	100	19.4	26.6	23.5	17.7	8.9	3.0	0.8
EPQ	79	0	27	23	12	14	3	0
Cumulative		19.4	26.6	23.5	17.7	8.9	3.0	0.8

INFORMATION BOOKLET 2023 - 2024



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