



RYDE SCHOOL
WITH UPPER CHINE

INFORMATION BOOKLET 2024 - 2025

An Island school with a global outlook

INFORMATION BOOKLET 2024 - 2025

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This booklet is for the academic year September 2024 to September 2025. 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

KEY DATES & TERM DATES

AUTUMN TERM 2024

Wednesday 4 September to
Friday 13 December
Half-term: Saturday 19 October to
Sunday 3 November
Staff INSET: Thursday 29 August, Friday 30,
Monday 1 September

SPRING TERM 2025

Tuesday 7 January to Thursday 3 April
Half-term: Saturday 15 February to
Sunday 23 February
Staff INSET: Monday 6 January

SUMMER TERM 2025

Tuesday 23 April to Friday 4 July
May Bank Holiday - Monday 5 May (school
closed)
Half-term: Saturday 24 May to Sunday 1 June
Staff INSET: Monday 22 April

AUTUMN TERM 2025

Wednesday 3 September to
Friday 12 December
Half-term: Saturday 19 October to
Sunday 2 November
Staff INSET: Thursday 28, Friday 29, Monday
1 September

Senior School (Year 7 – Upper Sixth)

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

Head Master

Tel: 01983 617925
Email: hloffice@rydeschool.net

Finance Director

Tel: 01983 617936
Email: financedirector@rydeschool.net

Admissions

Tel: 01983 617970
Email: admissions@rydeschool.net

SPRING TERM 2026

Tuesday 6 January to Thursday 26 April
Half-term: Saturday 14 February to Sunday
22 February
Staff INSET: Monday 5 January

SUMMER TERM 2026

Wednesday 14 April to Friday 3 July
May Bank Holiday – Monday 4 May (school
closed)
Half-term: Saturday 23 May to Sunday 31 May
Staff INSET: Tuesday 13 April

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 services and where the Senior School meets regularly for a service of reflection. The School's Chaplain oversees our Christian worship. 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 I C Mclsaac
Chair of Finance & General Purposes:	Mr G Whitefield
Chair of the Education Committee:	Mr P Hamilton (and Inspection)
	Miss C Doerries KC
	Mrs M Esfandiary
	Mrs F Hnатов
	Mrs C Jacobs (Safeguarding and Staff Liaison)
	Mr A Tate
	Mrs J Wallace-Dutton
	Mr P Weeks (Health and Safety Committee)
Clerk to the Governors:	Mrs S Webb, Compliance Officer

KEY MEMBERS OF STAFF

Head Master	Mr W Turner BA
Head of Senior School	Mr A Daville BSc MED
Finance Director	Mrs R Kennedy BSc
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
Assistant Head (Co Curricular/PE)	Mr M Roachford BA
Estates & Operations Director	Mr B Shilton
Head of Marketing	Ms R Hennessy BSc
Admissions Registrar and Head Master's PA	Mrs B Craik
Senior Teachers	Mr A Jackson BA Mr. P Pavlou BA
Listeners	Ms H Ramdany Mr P Dennis Mrs V Brown

CURRICULUM AT RYDE SCHOOL

Senior School

We value a broad and balanced curriculum that encourages pupils to be ambitious and well-prepared for their future. Our aim is for all pupils to succeed, with the curriculum delivered with enough flexibility to support the very wide range of skills and needs of every individual in the School. Our aim is to ensure all our pupils can achieve at least five GCSEs including English and Maths. In addition, we recommend that pupils enjoy a range of subjects and not to specialise at too early a stage.

Years 7 and 8

Pupils follow a programme that develops the skills, character and knowledge to transition successfully to the next stages of their education. This holistic approach ensures that pupils have the opportunity to become independent, creative and resilient learners, who are ambitious and take responsibility for their progress. All pupils study the following subjects: Art, Design & Technology, Drama, English, Geography, History, ICT & Computing, Mathematics, Music, Physical Education, Personal Development, Religion, Ethics, Philosophy & Politics and Science. In addition, all Year 7 pupils experience five different languages: Latin, Mandarin, French, German and Spanish. In Year 8, pupils select two of the languages from the Year 7 languages carousel to study in both Years 8 and 9. Two hours of Games are included in curriculum time, plus an hour of personal development and a weekly session of enrichment including outdoor learning and project work known as Ryde Global.

Year 9

Pupils continue to enjoy the rich variety of subjects on offer in Year 8 but have the opportunity to personalise their curriculum by selecting three subjects from Art, Computer Science, Design & Technology, Drama, Music, Philosophy, Religion and Ethics.

Years 10 and 11

The details of the GCSE curriculum can be found in a separate booklet. Below is just a brief summary. All pupils study Mathematics, English Language & Literature, Science

(Triple or Dual), and a language (ESL, French, German, Latin, Mandarin or Spanish) together with two or three options from the following: Art, Business Studies, Computer Science, Design & Technology, Drama, Geography, History, Music, Academic PE, a second language, Global Perspectives or Cookery BTEC. In addition, pupils have two hours of timetabled Sport and a weekly lesson of 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 or 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 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. 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 (Years 5 & 6), Mandarin (Years 3 and 4), STEM and Music. Discovery, seen on each pupil's timetable encapsulates History, Geography and Religious Studies 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: which 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. These include fine motor skills, handwriting, reading (independent, group and paired) both a support & 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 and the House Debating competitions. 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 Youlten

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 4.15 pm, 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 a classroom or up to 6.00pm to have supper in the Dining Hall. On Thursday, period 5 is followed by whole school CAS (creativity, activity, service)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
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 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. 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 is delivered by all teachers as part of 'Quality First Teaching' 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 Learning Support 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. In Pre-Prep and Prep 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, and across the school, being offered individual or group learning support lessons from a specialist teacher in the Learning Support centre.

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 strengths, struggles and strategies 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
Beekeeping
Brass Group
Cookery School
Card Games Club
Careers Cafe
Ceramics
Chamber Orchestra
Chess
Choristers
Classics Club
Concert Band
Book Club
Cryptic Crossword Club
Culture Club
Dance Live!
Debating & Public Speaking Society
(Junior: Years 7 & 8; Senior: Years 9-11 & Sixth Form)
Drum Line
DT Club
EARA
Flute Group
Green People
Horse Riding
Industrial Cadets Gold Award (Engineering)
Inkling Magazine
Investment Club
Knitting and Crochet Club
Latin & Greek Enrichment

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 7 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.

There are pleasant and comfortable areas for relaxation, and modern kitchens in which students may make snacks and drinks.

SCHOLARSHIPS AND BURSARIES

Principle: Scholarships and Exhibitions 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 means-tested bursaries. In addition to full scholarships, exhibitions may be awarded. These awards, however, only have limited bursary support. Applications should be made via the

appropriate online forms which are accessed from the School's website under: Admissions/Scholarships and Bursaries:
<https://www.rydeschool.org.uk/scholarships-and-bursaries>

If you wish to apply for a means-tested bursary you should indicate this in your scholarship application and complete the Financial Circumstances Summary form. Once the scholarship awards have been made, should your son or daughter be successful in gaining a scholarship, you will receive a link to our online Bursary Portal to complete a detailed application. Please note that applications for Scholarships and Financial Circumstances Summary Forms must both be received by the deadline dates which are shown on the website and in this booklet, you will be informed of the deadline for the Bursary Portal application in the Scholarship Award letter.

For applicants moving into Years 7, 9 and the Sixth Form in September 2025 it is possible to apply for a maximum of two scholarships in any one year across any of the options of Academic, Sports, Music, Arts or Sailing Scholarships; it would however be extremely rare for two awards to be made to one applicant.

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 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, 2022 - 2023

Preferred 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

LEAVERS' DESTINATIONS, 2023 - 2024

Preferred name	Course	Destination
Charlotte	Physical Geography with a Year Abroad	Aberystwyth University
Edward	Business and Management	University of Exeter
Iona	Business Management with Industrial Experience	University of Exeter
Annabel	Law	Cardiff University
Killian	Maritime Engineering	University of Southampton
Dmytro	GAP	
Finley	English with Creative Writing	GAP then University of Nottingham
Thea	Sport and Exercise Psychology	GAP the University of Portsmouth
Edison	Finance	Royal Holloway
Liangji	Business Entrepreneurship & Innovation with a Professional Placement	Falmouth University
Thomas	Mathematics	University of Bath
Max	GAP	
Luis	Law and Economics	Applying to European universities
Tiana	Fine Art	Kingston University Art Foundation then Arts University Bournemouth
Sophia	Computer Science with Industrial Placement	Newcastle University
Finn	International Relations	University of York
Noah	Economics and Accounting	GAP then University of Bristol
Eveline	Zoology	GAP then University of Liverpool
Freddie	Business and Management	University of Reading
Jack	Economics	University of Exeter
Summer	GAP	
Helena	Modern Languages	University of Nottingham
Isla	Interior Design	GAP then University of Plymouth
Callum	Mechanical Engineering	Cardiff University
Millie	International Relations and Modern Languages	University of Exeter
Jake	Football Coaching and Management with FY	UCFB
Monty	Aerospace Engineering with FY	University of Sheffield
Leo	Marine Biology with FY	GAP then University of Plymouth
Toby	Property Development	Portsmouth University
Isabella	English Literature	University of Liverpool
Ptolly	Civil Engineering	University of Surrey
Lisa	Law with Criminology	Oxford Brookes University
Freya	Operational Yacht Science	UKSA - Superyacht Cadetship alongside Cornwall College
Arlo	Art and Design Foundation Year	Central St Martins
Roman	GAP	
Vladyslav	GAP	
Jamie	Economics	University of York
Chloe	GAP	

Katie	Law with International Relations	Royal Holloway
Danylo	Business Economics and Data Analytics with a FY	University of Surrey
Keigo	Policy	Keio University, Japan
Thomas	Physics	University of Warwick
Charlotte	Drama	University of Plymouth
Charles	Management and Entrepreneurship with a Year in Business	Royal Holloway
Charles	Banking & International Finance	GAP then City University London
Bonnie	Psychology	GAP then Oxford Brookes University
Kian	Psychology	Portsmouth University
Isaac	Marine Biology with Oceanography	University of Liverpool
James	GAP	
Aryan	Dentistry	Europe
Joe	Portugeuse and Spanish	Cardiff University
Harvey	Computer Science and Artificial Intelligence	Kingston University
Jenson	Business Management	Kingston University
Frederick	Maritime Engineering	GAP then University of Southampton
Flora	Geography	University of Plymouth
Cristiano	Foundation Diploma in Art and Design	Arts University, Bournemouth
Beth	Psychology	Bath Spa University
Henry	Archaeology	University of Winchester
Sam	Business, Management, Economics & Law with FY	GAP then SOAS, University of London
Noah	Architecture	GAP then University of Plymouth
Zara	Environmental Science	GAP then University of Liverpool
Jonny	Mechanical Engineering	GAP then University of Plymouth
Andrea	GAP	
Ian	GAP	
Oscar	Sport & Exercise Science	Aberystwyth University
Ava	Sport & Exercise Science	Swansea University
Amy	Psychology	Royal Holloway
Edward	Architecture	GAP then Kingston University
Luca-Sophie	Sport, Physical Activity & Health Promotion	GAP then Oxford Brookes University
Theo	Employment	Employment
Hugh	Mathematics & Philosophy	Kings College, London
Fin	Environmental Sustainability Science	Cardiff University
Joseph	Art and Design Foundation Year	Central St Martins
Alena	Economics and Management	University of Exeter
Harry	French & English Literature	Cardiff University

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

Pastoral

Anti-Bullying Policy
Behaviour Policy
Child Protection & Safeguarding Policy
RSE Policy Statement
Serious Disciplinary Cases Policy & Procedure

Access

Accessibility Policy
Equal Opportunities Policy
Equality & Diversity Statement

Home, School, Admissions

Admissions Policy
Complaints Policy
Attendance Policy
International Admission and Student Route
Visa Sponsorship 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 and the Senior School is 11-18. 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:

- In the Pre-Prep, an informal assessment would be undertaken to include a phonics check, a maths and writing assessment and an assessment on the child's ability to communicate with both peers and adults.
- In Years 3-6 of 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.

Special Educational Needs & Disabilities Admissions

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn. Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial

disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy can be found on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND.

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School if, in our opinion, after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

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.

In the Nursery, children will be given the opportunity to interact with staff and

peers through guided activities such as a simple game or story sharing to assess their communication skills.

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 2022 - 2024 (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	101	19	18	24	32	8	0	0
Biology	143	39	21	19	40	14	3	7
Business Studies	98	4	15	20	37	10	6	6
Chemistry	127	28	20	18	31	17	6	7
Chinese	13	7	0	4	2	0	0	0
Design & Technology	61	26	12	8	14	0	0	1
Drama	97	13	8	21	41	13	1	0
English Language	252	96	48	53	46	7	2	0
English Literature	242	79	48	63	47	5	0	0
English as Second Language	15	1	2	1	9	2	0	0
French	93	23	24	13	27	5	0	1
Geography	143	23	26	34	42	15	3	0
German	42	22	10	8	2	0	0	0
Global Perspectives	49	1	10	19	15	3	1	0
History	170	29	21	37	58	18	4	3
IT / Computer Science	22	10	1	5	5	1	0	0
Latin	13	3	4	1	2	3	0	0
Mathematics	268	55	46	57	87	20	1	2
Music	33	3	4	6	12	6	1	1
Physical Education	70	10	12	23	19	6	0	0
Physics	93	40	19	7	18	7	1	1
Dual Science I	71	11	20	10	22	6	1	1
Dual Science II	71	8	12	14	25	9	1	2
Spanish	85	13	8	10	32	15	1	6
Other (Dutch, Arabic, 3D Art, Russian, Italian, Greek, RE, Science Combined, Add Maths)	39	8	11	6	7	5	1	1
Totals	2411	571	420	481	672	195	33	39
Percentages	100	23.7	17.4	20.0	27.9	8.1	1.4	1.6
Cumulative Percentages		23.7	41.1	61.1	88.9	97	98.4	100.0

INTERNATIONAL BACCALAUREATE (IB): 3 YEAR ROLLING EXAMINATION RESULTS 2022 - 2024 (Correct at the time of going to print)

SUBJECT	TOTAL NUMBERS	7	6	5	4	3	2	1
Biology HL	20	3	3	5	6	3	0	0
Biology SL	5	0	1	2	2	0	0	0
Chemistry HL	7	3	1	1	2	0	0	0
Chemistry SL	12	0	1	5	2	4	0	0
Design & Technology HL	6	0	3	3	0	0	0	0
Design & Technology SL	7	0	1	4	2	0	0	0
Economics HL	17	0	3	6	6	1	1	0
Economics SL	19	0	4	4	5	5	1	0
English A HL	12	1	8	2	1	0	0	0
English A SL	21	1	6	9	5	0	0	0
French B HL	5	1	1	3	0	0	0	0
French B SL	10	3	3	4	0	0	0	0
Geography HL	24	2	14	4	4	0	0	0
Geography SL	10	1	1	3	3	2	0	0
German A HL	5	1	1	3	0	0	0	0
German B HL	2	2	0	0	0	0	0	0
German B SL	3	0	0	1	2	0	0	0
History HL	6	0	1	2	3	0	0	0
History SL	9	1	1	3	4	0	0	0
Mathematics HL	14	0	3	2	3	2	2	2
Mathematics SL	33	2	8	7	9	5	1	1
Music HL	4	0	0	3	1	0	0	0
Music SL	1	0	0	1	0	0	0	0
Physics HL	5	1	2	0	1	1	0	0
Physics SL	1	0	1	0	0	0	0	0
Psychology HL	22	3	11	7	1	0	0	0
Psychology SL	23	1	11	7	3	1	0	0
Spanish B HL	4	0	2	2	0	0	0	0
Spanish B SL	5	0	3	2	0	0	0	0
Language ab initio (Italian/Dutch/Japanese)	8	0	0	3	2	3	0	0

SUBJECT	TOTAL NUMBERS	7	6	5	4	3	2	1
Theatre Studies HL	8	0	2	4	2	0	0	0
Theatre Studies SL	2	0	0	1	1	0	0	0
Visual Arts HL	7	0	0	5	2	0	0	0
Visual Arts SL	8	0	0	0	7	1	0	0
Other SL (e.g. Latin B)	3	2	0	1	0	0	0	0
Totals	348	28	96	109	79	28	5	3
Percentages	100	8.0	27.6	31.3	22.7	8.0	1.4	0.9

CORE	TOTAL NUMBERS	A	B	C	D	E		
Extended Essay	29	4	11	9	5	0		
Theory of Knowledge	29	3	10	14	2	0		
Reflective Project	18	0	0	13	4	0		

Cumulative Percentages		8.0	35.6	67	89.7	97.7	99.1	100
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HL: HIGHER LEVEL
SL: STANDARD LEVEL

IB DIPLOMA MEAN SCORES		
2022	2023	2024
34.3	32.18	33

A LEVEL: 3 YEAR ROLLING EXAMINATION RESULTS 2022 - 2024 (Correct at the time of going to print)

SUBJECT	TOTAL NUMBERS	A*	A	B	C	D	E	U
Art & Design	17	1	6	7	2	1	0	0
Biology	34	5	4	6	10	6	3	0
Chemistry	35	5	7	7	7	5	2	2
Computer Science	14	2	3	3	2	2	2	0
Design & Technology	16	5	6	3	2	0	0	0
Economics	30	2	4	11	11	1	1	0
English Literature	27	0	5	10	10	2	0	0
Further Mathematics	13	5	3	4	1	0	0	0
Geography	26	1	8	11	3	2	1	0
Government and Politics	22	2	5	4	5	1	5	0
History	27	1	3	9	10	3	1	0
Mathematics	74	14	22	12	10	10	4	2
Music	8	3	4	1	0	0	0	0
Physics	42	7	11	12	4	6	1	1
Psychology	28	2	4	16	5	1	0	0
Theatre Studies	10	0	3	2	5	0	0	0
Other (Additional Further Mathematics, English Language, Latin, Photography, Russian, Spanish)	3	1	1	0	0	1	0	0
Totals	426	56	99	118	87	41	20	5
Percentages	100	13.1	23.2	27.7	20.4	9.6	4.7	1.2
EPQ	83	0	22	27	15	15	4	0
Cumulative		13.1	36.4	64.1	84.5	94.1	98.8	100

INFORMATION BOOKLET 2024 - 2025



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