



# INFORMATION BOOKLET 2024 - 2025

An *Island* School with a GLOBAL Outlook



**RYDE SCHOOL**  
WITH UPPER CHINE

# 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](http://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](http://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](mailto:preprep.office@rydeschool.net)

### Prep (Years 3 – 6)

Tel: 01983 612901  
Email: [prep.office@rydeschool.net](mailto:prep.office@rydeschool.net)

### Senior School (Year 7 – Upper Sixth)

Tel: 01983 562229  
Email: [school.office@rydeschool.net](mailto:school.office@rydeschool.net)

### Head Master

Tel: 01983 617925  
Email: [hoffice@rydeschool.net](mailto:hoffice@rydeschool.net)

### Finance Director

Tel: 01983 617936  
Email: [financedirector@rydeschool.net](mailto:financedirector@rydeschool.net)

### Admissions

Tel: 01983 617970  
Email: [admissions@rydeschool.net](mailto:admissions@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

### SPRING TERM 2025

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

### 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

### AUTUMN TERM 2025

Wednesday 3 September to Friday 12 December  
Half-term: Saturday 19 October to Sunday 2 November

### SPRING TERM 2026

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

### 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

## 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

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

## KEY MEMBERS OF STAFF

|  |   |
|--|---|
| <b>Head Master</b>                               | Mr W Turner BA  |
| <b>Finance Director</b>                          | Mrs R Kennedy BSc   |
| <b>Deputy Head (Pastoral)</b>                    | Mrs J Harding BA  |
| <b>Deputy Head (Academic)</b>                    | Dr G Speller PhD (Cantab)   |
| <b>Head of Senior School</b>                     | Mr A Daville BSc MEd  |
| <b>Head of Prep</b>                              | Mr E Marsden BSc  |
| <b>Head of Nursery &amp; Pre-Prep</b>            | Mrs E Willetts BA   |
| <b>Head of Sixth Form</b>                        | Mr M J Windsor BSc  |
| <b>Director of Learning</b>                      | Mr D Shapland MEd   |
| <b>Assistant Head (Academic)</b>                 | Miss G Stenning BA  |
| <b>Assistant Head (CoCurric/PE)</b>              | Mr M Roachford BA   |
| <b>Director of Health &amp; Well-being</b>       | Miss C B Vince BA   |
| <b>Estates &amp; Operations Director</b>         | Mr B Shilton  |
| <b>Head of Marketing</b>                         | Ms R R Hennessy BSc   |
| <b>Admissions Registrar and Head Master's PA</b> | Mrs B Craik   |
| <b>Senior Teachers</b>                           | Mr A Jackson BA   |
| <b>Listeners</b>                                 | Ms H Ramdany<br><br>Mr P Dennis<br><br>Rev'd V Brown<br><br>Mrs M Scott Jackson |

## 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, 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 (Yr 5 & 6), Mandarin (Yr 3 & 4), 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, 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 4.15pm, 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

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

|                                 |               |
|---------------------------------|---------------|
| <b>LUNCH (Extra-Curricular)</b> |               |
| <b>(Mon/Tue/Wed/Fri)</b>        |               |
| <b>PASTORAL TIME</b>            | 2.00 - 2.25pm |
| <b>LESSON 5</b>                 | 2.30 - 3.20pm |
| <b>LESSON 6</b>                 | 3.25 - 4.15pm |
| <b>Activities (Not Fridays)</b> | 4.20 - 5.30pm |
| <b>(Thursday)</b>               |               |
| <b>LESSON 5</b>                 | 2.00 - 2.50pm |
| <b>WHOLE SCHOOL CAS</b>         | 2.55 - 4.15pm |
| <b>ACTIVITIES</b>               | 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  
BEEKEEPING  
BRASS GROUP  
BOOK CLUB  
COOKERY SCHOOL  
CARD GAMES CLUB

CAREERS CAFE  
CERAMICS  
CHAMBER ORCHESTRA  
CHESS  
CHORISTERS  
CLASSICS CLUB  
CRYPTIC CROSSWORD CLUB  
CULTURE CLUB  
DEBATING & PUBLIC SPEAKING  
DANCE LIVE  
DT CLUB  
DRUMLINE  
EARA  
FLUTE GROUP  
GREEN PEOPLE  
HORSE RIDING  
INDUSTRIAL CADETS  
INKLING MAGAZINE  
KNITTING & CROCHET CLUB  
LANGUAGES  
LATIN AND GREEK  
SCHOOL COUNCIL

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 15% of Years 7 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.

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 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.

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

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.

Applications should be made via <https://www.rydeschool.org.uk/scholarships-and-bursaries>

## 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](mailto:school.office@rydeschool.net)

The Association Officers are:

### Old Rydeians' Association (ORA)

Email: [alumni@rydeschool.net](mailto:alumni@rydeschool.net)

### Upper Chine Old Girls' Association (UCOGA)

Joanna Minchin (Chair)  
Email: [joannaminchin@yahoo.co.uk](mailto:joannaminchin@yahoo.co.uk)

### Old Bembridgians Association (OBA)

Christopher A Holder (Hon Sec)  
Email: [oba@oldbembridgians.org](mailto:oba@oldbembridgians.org)

### The Ryde Connection

Alumni Office, Lisa Vis  
Email: [alumni@rydeschool.net](mailto: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

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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

### Home, School, Admissions

Admissions Policy  
Attendance Policy  
Complaints 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

### Access

Accessibility Policy  
Equal Opportunities Policy  
Equality & Diversity Statement

### Pastoral

Anti-Bullying Policy  
Behaviour Policy  
Relationships and Sex Education (RSE) and Health Policy  
Safeguarding Policy  
Serious Disciplinary Cases Policy & Procedure

## ADMISSIONS POLICY

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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

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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 admissions 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:

- I- 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

allreasonable 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. 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.

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 2022 - 2024 (Correct at the time of going to print)

| 3 Year Rolling GCSE Examination Results (2022-2024)                                     |               |             |             |             |             |             |             |               |
|---|---------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| 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             |
| <b>Totals</b>   | <b>2411</b>   | <b>571</b>  | <b>420</b>  | <b>481</b>  | <b>672</b>  | <b>195</b>  | <b>33</b>   | <b>39</b>     |
| <b>Percentages</b>  | <b>100</b>    | <b>23.7</b> | <b>17.4</b> | <b>20.0</b> | <b>27.9</b> | <b>8.1</b>  | <b>1.4</b>  | <b>1.6</b>    |
| <b>Cumulative Percentages</b>   |               | <b>23.7</b> | <b>41.1</b> | <b>61.1</b> | <b>88.9</b> | <b>97.0</b> | <b>98.4</b> | <b>100.0</b>  |

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 | 0 | 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 | 0 | 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 | 0 | 0 | 0 |
| Economics SL                                | 19            | 0 | 4  | 4 | 5 | 0 | 0 | 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 | 0 | 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 | 0 | 0 | 0 |
| Mathematics SL                              | 33            | 2 | 8  | 7 | 9 | 0 | 0 | 0 |
| 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 | 0 | 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 | 0 | 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 | 0 | 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           | 0          | 0          | 0          |
| Other SL (e.g. Latin B) | 1             | 1          | 0           | 0           | 0           | 0          | 0          | 0          |
| <b>Totals</b>           | <b>346</b>    | <b>27</b>  | <b>96</b>   | <b>108</b>  | <b>79</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>   |
| <b>Percentages</b>      | <b>100</b>    | <b>7.8</b> | <b>27.7</b> | <b>31.2</b> | <b>22.8</b> | <b>0.0</b> | <b>0.0</b> | <b>0.0</b> |

HL: HIGHER LEVEL  
SL: STANDARD LEVEL

| 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 |

|                               |  |            |             |             |             |             |             |            |
|-------------------------------|--|------------|-------------|-------------|-------------|-------------|-------------|------------|
| <b>Cumulative Percentages</b> |  | <b>7.8</b> | <b>35.5</b> | <b>66.7</b> | <b>89.5</b> | <b>97.6</b> | <b>99.0</b> | <b>100</b> |
|-------------------------------|--|------------|-------------|-------------|-------------|-------------|-------------|------------|

| IB DIPLOMA AVERAGE SCORES |       |      |
|---------------------------|-------|------|
| 2022                      | 2023  | 2024 |
| 34.3                      | 32.18 | 33   |

Students taking the IBCP follow a personalised programme of IB subjects, professional and vocational qualifications and the core, including a reflective project. It is not therefore possible to produce a comparative table but our IBCP Coordinator is happy to share examples with interested students and parents.

**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           | 8           | 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) | 0             | 0           | 0           | 0           | 0           | 0          | 0          | 0          |
| <b>Totals</b>  | <b>425</b>    | <b>56</b>   | <b>98</b>   | <b>117</b>  | <b>87</b>   | <b>41</b>  | <b>20</b>  | <b>5</b>   |
| <b>Percentages</b>   | <b>100</b>    | <b>13.2</b> | <b>23.1</b> | <b>27.5</b> | <b>20.5</b> | <b>9.6</b> | <b>4.7</b> | <b>1.2</b> |
| EPQ  | 83            | 0           | 22          | 27          | 15          | 15         | 4          | 0          |
| Cumulative   |               | 13.2        | 23.1        | 27.5        | 20.5        | 9.6        | 4.7        | 1.2        |

Aggregate A Level results (shown below) cover the period 2022 - 2024. Students graduating in 2024 also took additional qualifications as part of our A Level Plus programme. Some of these were individual IB subjects (where they scored a mean of 5 points), others the Gold Arts Award, IB or Theory of Knowledge (TOK). A larger number took the Extended Project Qualification (EPQ), with UCAS points equivalent to AS, and these results are included.



# INFORMATION BOOKLET 2024 - 2025



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