



Curriculum Policy 2023-2024

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

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Rationale

The Curriculum at More House is aligned with the aims of the School to:

- Cultivate inspiring and successful young women by fostering Commitment, Integrity and Compassion.
- Promote an ethos of spiritual development, humility and self-awareness, founded on the Catholic Faith but relevant to those who adhere to other faiths and beliefs.
- Engender a culture of intellectual curiosity both inside and outside of the classroom and pride in individual and collective achievement.
- Provide for the social and emotional wellbeing and development of pupils and staff through tolerance, justice and openness in an environment where all are equally valued and where individual rights and dignity are respected.

The curriculum of More House School is therefore concerned not just with the important short-term objective of the best possible exam results for each pupil, but also with an education that will empower pupils to be ethical leaders of the future. For this to be successful, school has to be enjoyable as well as fruitful. School is not just about planning for the future but also about living in the present.

“The curriculum is not limited to subjects taught within the School; pastoral leaders also provide a curriculum based on the work they lead with tutors, with support staff and in assemblies. The curriculum identifies the entirety of the knowledge and skills students need to acquire. This permeates through all classes and through multiple years, shaping the planning and delivery of all lessons. Your curriculum is your tool to stretch the most able and ensure all students are progressing.”

Adam Robbins, Middle Leadership Mastery

This is also supported by what Pope Francis IV has to say of schools and teachers:

“Instead they must aim to build an educational relationship with each student, who must feel accepted and loved for who he or she is, with all of his or her limitations and potential. In this direction, your task is more necessary now than ever. You must not only teach content, but the values and customs of life. ”

Pope Francis

Curriculum aims

The curriculum at More House School is designed to provide students with:

- **Focus 1: Excellent subject knowledge**
 - a desire to excel through being inquisitive, questioning, solving problems; and arguing rationally;
 - the skills to learn and retain information;
 - a passion and thirst for learning; and
 - literacy, numeracy and communication skills.
- **Focus 2: Stretch and challenge for all**
 - a willingness to apply themselves and an aptitude for learning;
 - a willingness to take risks and strive for improvement; and
 - creativity, critical thinking, an ability to collaborate and to communicate effectively.
- **Focus 3: Responsible and innovative use of technology**
 - digital skills necessary for school and the future world of work;
 - the ability to recognise the importance of evaluating information found online;
 - an understanding of the strengths and challenges of digital resources and how to use these safely and responsibly; and
 - an ability to use technology to create content.
- **Focus 4: High quality and effective feedback**
 - an ability to reflect on their learning and make adjustments to improve;
 - a sense of personal accountability for the completion of work to a high standard;
 - a recognition of their own and others' achievements, in School and beyond;
 - self-esteem, self-worth and self-confidence; and
 - self-reflection and emotional intelligence skills.
- **Focus 5: High expectations of behaviour for learning**
 - creativity, critical awareness, empathy and sensitivity;
 - personal responsibility for behaviour and attitude to learning;
 - high personal expectations;
 - self-management skills;
 - the skills of working as an individual and as a member of a group or team; and
 - appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect.

Access

More House School is committed to ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that students who may be having difficulties or becoming demotivated are identified early and provided with appropriate support, encouragement and guidance. The School believes in stretch and challenge for all.

The School maintains thorough registers of pupils with special educational needs on our SpLD and SEN registers as well as those who are gifted and talented on the Be More Register ("The Register"). The SENCO is responsible for the management of SEN provision in the School, whilst our Be More Coordinator identifies and mentors pupils with exceptional talent both in and out of the classroom.

Through the work of the Special Educational Needs Department (SEND) and the advantages conveyed by small teaching groups which allow for much individual assistance, pupils who are on the SpLD and SEN registers are enabled to access the relevant mainstream curriculum. It is always the aim of all teaching Staff to provide subject matter appropriate to the ages and aptitudes of SpLD and SEN learners as well as pupils who are on The Register. Curriculum provision for those pupils with Full Statements of Special Educational Needs receive an education which fulfils the Statement's requirements, and thus curricular provision is in line with the SEN Code of Conduct. **Be More** students are provided with additional stretch and challenge and small group support to excel.

Further specific details regarding access can be found in the SEND and Be More policies.

Curriculum matters

Mixed ability teaching, setting and differentiation

On arrival in Year 7, all students are placed in form groups. In most subjects, they are taught in these groups; some subjects however, Maths, English, Science and RS set students based on CAT4 scores and entrance test results in order to target work more precisely. Any sets in the School are regularly reviewed to ensure that students are able to move between sets as required.

To take account of the different skills, experiences and abilities in any given class, all staff are expected to plan work that stretches and challenges all pupils based on their current level of achievement and future potential. This will involve the adaptation of tasks, providing differentiated resources, providing and developing extension work, addressing a variety of learning styles and environments, setting individual goals, providing different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Class sizes

In Years 7 - 9, the teaching group size is approximately 16 students (Year 7 and Year 8 2023/2024 are approximately 20). In Years 10 and 11 the groups for core subjects (English, Mathematics, Science and Religious Studies) contain approximately 12 to 18 students. Most other subjects are taught in option groups that vary in size from 3-12 students. At post-16, classes are smaller, with the optimum class size being 8.

Curriculum Maps, Schemes of Work and lesson planning

Each subject area is required to have Curriculum Maps and Schemes of Work for all year groups. The Whole-school Curriculum Map outlines the course content for each year group in all subjects. This is supported by Schemes of Work detailing content of individual lessons and highlighting opportunities for literacy, numeracy, digital skills and learning skills to be developed, as well as other cross-curricular links. Teachers plan individual lessons, or sequences of lessons, in different ways in order to match the needs of their students.

Schemes of work may be recorded in a number of different ways:

- a traditional SOW document outlining all learning activities, resources and outcomes.
- a Google Drive folder containing all planned lessons and resources, with clear opportunities for stretch and challenge.
- a master Google Classroom containing all planned lessons and resources, with clear opportunities for stretch and challenge.

The Curriculum at More House

Careers and Work Experience

An effective careers programme lies at the centre of the necessary experience of all students. At More House we are committed to the tenets of CEIAG (Careers Education, Information, Advice and Guidance). These Guidelines spearheaded by the DFE aims to provide qualitative careers support which is designed to prepare students for life beyond school by providing the key social and career skills that they need to make informed choices that will be critical in students' path to a future career. More House is dedicated to providing a planned careers programme for all students in years 7-13 using the framework provided by these guidelines.

Our careers programme seeks to raise aspirations and help all students achieve their potential. The School is aware that the changing nature of work requires special skills on the part of our students. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working lives. Through a structured and progressive programme of learning, our School expects students to develop an understanding of the demands and challenges of the workplace as well as the rewards, recognition and satisfaction that are attainable from putting their skills to work. To achieve this, the careers team at More House aim to nurture and develop relevant work skills among our students, including problem-solving and decision-making skills, presentational and communication skills, planning and self-management as well as professional confidence and a friendly disposition needed to operate effectively in the workplace.

Please see the Careers Policy for more detail.

Digital Literacy

More House recognises the importance of digital literacy in the modern world. As technology continues to advance and digital tools become increasingly integrated into various aspects of life, it is crucial to equip individuals with the necessary skills to navigate, understand, and utilise digital resources effectively in order to prepare students for the 4th Industrial Revolution.

The School aims to:

- ensure that all staff and students have the knowledge and skills required to engage with digital technologies confidently and responsibly and to utilise them to enhance their learning.
- foster a culture of continuous learning and adaptation to evolving digital tools and platforms.
- empower individuals to critically evaluate and analyse digital information and media.
- promote safe and ethical use of digital technologies, including respecting privacy, protecting personal data, and understanding cybersecurity best practices. See the Safeguarding policy for further information.

Digital literacy is embedded throughout daily lessons. All students and staff have a mobile device to use in school and the Google Suite of programmes is utilised extensively to access and share resources, facilitate communication and collaboration, and provide a platform to explore beyond the confines of a traditional textbook.

The School uses a variety of subject specific digital tools to support teaching and learning, particularly enabling learners to become more independent.

Be More Curriculum (KS3 and KS4) and Super Curriculum (KS5)

Wider reading beyond the curriculum is valued as a starting point for critical thinking and evaluation. More House pupils have access to a wide range of curated materials to read, watch and do to support their growth beyond the classroom. At KS3 and KS4, the Be More Curriculum website suggests topics beyond the scope of the planned curriculum for students to explore. The Be More Curriculum website can be accessed [here](#).

Students in the Sixth Form have access to the [More House Super Curriculum website](#), a hub for all the learning they can do beyond their A-Level specifications. Super Curriculum activities are those that take the regular curriculum studies further. On this site, there are a range of activities for students to stretch their learning and explore their subjects in their Super Curriculum period, timetabled one lesson per week. During this hour students should spend:

- 30 minutes engaging with material
- 15 minutes reflecting on the material
- 15 minutes sharing their new knowledge

Students also have 30 mins per week dedicated to tracking and monitoring their Super Curriculum progress with their form tutor including sharing and promoting resources to one another. Super Curriculum activities are split into the following categories: Watch, Listen, Create, Research, Read, Write & Experiment.

It is expected that all teachers contribute to these resources and that all students are encouraged to engage with them to enrich their academic experience.

Physical Education (Core PE)

Students will develop physical literacy in the form of functional movements and sport-specific development. Our pupils will find themselves in challenging scenarios where they will be expected to be creative, make decisions and reflect on their performance and the performance of others.

Each KS3 year group has a morning of Core PE, which is offered at one of our extensive top facilities on offer in the local vicinity. The KS3 Physical Education curriculum aims to develop and refine the fundamental motor skills and principles of sport through a two hour lesson delivered once a week. Pupils will become more confident in demonstrating movement skills within a range of physical activities and will become determined, resilient, competitive independent learners. Our major sports include netball, athletics and rounders. Alongside these sports pupils will participate in badminton, tag rugby, football and tennis.

At KS4 pupils receive one hour of PE per week. The curriculum offers a multi-sport experience to engage the pupils and foster the desire to live a healthy and active life. The School recognises the significant mental and physical benefits that come with regular opportunities to play sport and learn new skills. Alongside traditional sports of netball, badminton, athletics and rounders, the curriculum offers students the addition of unconventional sports such as indoor wall climbing and exercise classes such as Boxercise and Yoga.

All pupils in the Sixth Form are timetabled one hour of Physical Education and sport per week. Activities on offer include team sport, personal fitness training and specialist off-site sports such as Indoor Climbing and Rowing. In addition to physical sport, the PE department is in the process of introducing the Sports Leadership Award.

Personal, Social and Health Education (PSHE) including Relationship and Sex Education (RSE)

PSHE is a timetabled lesson, delivered once a week. It is delivered by fully trained subject teachers. PSHE is taught by a mixture of discussion, reading (articles), watching (videos and presentations) and some writing (responding to what has been read, discussed and viewed by answering questions or articulating a personal viewpoint).

Elements of PSHE are also reinforced through the assembly programme, guest speakers, and themed weeks. There is also the opportunity for discussion of each assembly topic during form time. Pupils who we feel require further support or information on specific aspects of the PSHE curriculum will meet in small groups to ensure that they are fully equipped to deal with the challenges they may face.

The Deputy Head Pastoral and Senior Teacher (Pastoral and PSHE) organise the assembly programme to deliver age-appropriate PSHE content and also organises specialist speakers to come and talk to the pupils about topics such as Drugs and Alcohol and Consent.

The themed weeks which run in the Spring Term include PSHE topics such as careers and future pathways, wellbeing and financial responsibility.

For details on the School's RSE programme, please refer to the RSE policy.

Religious Studies ("RS")

"Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture."

Religious Education Curriculum Directory, page 4

As a Catholic School we believe that religious education is the "core of the core curriculum" (Pope St John Paul II). Placing RS at the core of the curriculum helps the School to fulfil its mission to educate the whole person in discerning the meaning of their existence.

Pupils in Key Stage 3 follow a timetable with Religious Studies at its core (4 periods a week = 10%). All pupils sit Religious Studies GCSE as part of their Core subjects and Core RS is timetabled for all pupils in the Sixth Form, regardless of whether or not they choose to study Religious Studies A Level.

This is a requirement for all pupils at More House in line with the recommendations set out by the diocese.

Key Stage 3

The School follows its own curriculum in KS3, which references some of the content of the programmes of study detailed in the National Curriculum where relevant.

English

At KS3, English language and literature are taught side by side and students are exposed to a wide range of texts, many of which highlight and celebrate equality, diversity and inclusion. Reading and spelling homework tasks support students in developing their vocabularies.

Even More Creative Curriculum (EMC²)

All KS3 students are taught two EMC² lessons each week. These lessons aim to develop their critical and independent thinking, including research skills.

Maths

Maths is taught in setted groups from Year 7. However, setting will be reviewed termly to ensure that those who make exceptional progress can be stretched and challenged appropriately, and those who require additional support can receive this. In Year 9, elements of the GCSE course will be covered.

Modern Foreign Languages

All students in Year 7 will learn Spanish and then have half a year of German and half a year of French.

In Year 8 and Year 9, students continue with Spanish and choose either French or German. For the 2023-2024 year, all Year 8s and 9s are taking Spanish and French.

Science

In Years 7 and 8, Science is taught as a combined subject, with the fundamentals of Biology, Chemistry and Physics worked into a spiral curriculum. In Year 9, these are taught as three separate subjects in setted groups to prepare students for the GCSE Science course as some of the GCSE content is covered in this year.

Study Skills

Study skills are incorporated into the PSHE curriculum, EMC² lessons and in subject lessons.

Additional subjects at KS3

- Art
- Core PE
- Drama
- Geography
- History
- Music
- PSHE
- RS

Key Stage 4

Balancing the curricular against the co-curricular at Key Stage 4 is a complex task, and whilst it is important that we don't limit pupils' options for the future, we also believe that education is about respecting the dignity of the human being, fostering a life-long passion for learning and building critical thinking skills. It is all too often the case that the sense of fun, curiosity and pleasure that should characterise learning disappear when pupils are forced to race through too many courses that, despite teachers' best efforts, can feature more and more exam-driven teaching. There is, therefore, no 'standard' number of GCSEs that students at More House School must sit. The majority study 9 subjects (6 'core' + 3 'options - see below), whilst some sit the 5 required for further study.

Decisions are made following the Year 9 Options Evening in consultation with parents, staff and the individual student and are based on baseline and other data, a history of SpLD and Learning Support, the Be More register and recommendations from colleagues.

Bilingual students generally take a GCSE in their home language in Year 10 if they have not done so already.

In addition to the 'Core' subjects - English Language, English Literature, Maths, Science and Religious Studies - pupils choose up to 3 optional subjects from the following:

- Art
- Business Studies
- Drama
- French
- Geography
- German
- History
- Music
- Physical Education
- Spanish

Where appropriate, some will study fewer than three 'Options' and will substitute one of these for English and Maths support.

English, Mathematics, RS and Science continue to be taught in sets. All other subjects continue to be taught in mixed-ability classes.

The Sixth Form

A Level subjects

Pupils study linear A Levels, with formal mock examinations taking place in the summer term of the Lower Sixth. A minimum grade 6 at GCSE is required and the majority of pupils will choose 3 of the following courses:

- Art and Design
- Business Studies
- Biology
- Chemistry
- Drama and Theatre Studies
- English Literature
- French
- Geography
- German
- History
- History of Art
- Music
- Mathematics
- Mathematics (Further)
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Spanish
- Textiles

Beyond the Curriculum

Students in the Sixth Form are provided with a number of opportunities to extend their understanding of the world beyond the classroom. Many of these activities, including guest speakers and workshops, are organised throughout the year. The benefit of our small class sizes means that the Even More curriculum can respond directly to the interest of the students in the Sixth Form and students are currently encouraged to put forward new ideas for Even More opportunities. These currently include Mock Trials, Debate Society, Learning to Drive and the Communication Certification course for which students can earn additional UCAS points.

EPQ

Students in Year 12 have two EPQ lessons a week. They are taught the skills necessary to plan, manage, develop and reflect on a project of their choice. This follows the AQA Extended Project Qualification Level 3 specification. Students are taught 30 hours of research and project management skills and are expected to spend an additional 90 hours on research and independent work. In the Autumn Term of Year 13, they present their findings to an audience and then submit their projects to the exam board. Students make use of ProjectQ, an online EPQ management tool, to manage their project.

CLEEP

Students in Year 12 who choose not to take the EPQ, will have two More House bespoke Creative Leadership and Ethical Leadership Programme (CLEEP) lessons a week. This will give them the enterprise and leadership skills they will need for life after school and includes two enterprise projects. The course is SSAT Gold accredited.

In Year 12, students choose to either complete the Extended Project Qualification (EPQ) or to study our CLEEP.

As with GCSE, there is extensive consultation about the choice of subjects, involving a meeting for pupils and their parents and a course booklet that is issued to all pupils. A special meeting is held for the pupils in Year 11 and their parents where all the options both in the School and elsewhere are laid out, and, where appropriate a student may study 4 or 2 A-Levels.

Students who do not achieve a satisfactory level of work at the end of the Lower Sixth year may be advised to repeat the year.

In addition to the chosen A-level subjects, the following are included in the Sixth Form Curriculum, where timetable constraints allow:

Core Religious Studies

The Sixth Form Religious Studies course allows the pupils to stand back from immediate concerns and think more deeply about the world in which they live. The course is a series of individual explorations from different starting points that may, it is hoped, add up to a whole that will lead them to consider their lives in a spiritual as well as a material way. Within the course, the aim is always to encourage thought and discussion; particular attention is paid to the way in which members of the group present their arguments.

Super Curriculum

Students in the Sixth Form have access to the More House Super Curriculum website, a hub for all the learning they can do beyond their A Level specifications. Super Curriculum activities are those that take the regular curriculum studies further. They take the subject studied in the classroom beyond that which teachers have taught or set for homework. On this site, there are a range of activities for students to stretch themselves and explore their subjects in their Super Curriculum period, timetabled one lesson per week. During this hour students should spend:

- 30 minutes engaging with material
- 15 minutes reflecting on the material
- 15 minutes sharing their new knowledge

Students also have 30 mins per week dedicated to tracking and monitoring their Super Curriculum progress with their form tutor including sharing and promoting resources to one another. Super Curriculum activities are split into the following categories: Watch, Listen, Create, Research, Read, Write.

Other connected policies and documents

- Assessment Policy
- Faith Education
- SEN Policy
- Teaching and Learning Policy

YEAR 7		YEAR 8		YEAR 9	
Subject	Periods	Subject	Periods	Subject	Periods
Mathematics	4	Mathematics	4	Mathematics	3
English	4	English	4	English	4
Science	2	Science	2	Religious Studies	3
Religious Studies	3	Religious Studies	3	Core PE	2
Core PE	2	Core PE	2	French	1
French	0.5	French	1	Spanish/	1
Art	1	Spanish	1	Biology	1
Music	1	Art	1	Chemistry	1
Drama	1	Music	1	Physics	1
History	1	Drama	1	Art	1
Geography	1	History	1	Music	1
EMC ²	2	Geography	1	Drama	1
Even More	1	EMC ²	2	History	1
PSHE	1	PSHE	1	Geography	1
Spanish	1			EMC ²	2
German	0.5			PSHE	1
TOTAL	25	TOTAL	25	TOTAL	26

YEAR 10		YEAR 11	
Subject	Periods	Subject	Periods
Core Subjects			
Mathematics*	3	Mathematics*	3
Religious Studies	3	Religious Studies	3
English Language*	2	English Language*	2
English Literature	2	English Literature	2
Biology	2	Biology	2
Chemistry	2	Chemistry	2
Physics	2	Physics	2
Core PE	1	Core PE	1
PSHE	1	PSHE	1
Option Subjects*			
Option Block A	3	Option Block A	3
Option Block B	3	Option Block B	3
Option Block C	3	Option Block C	3
<p>* English and Maths support offered in Year 10 and 11 (on request only)</p> <p>** Option subjects include: Art and Design, Business Studies (Year 10 only), Classical Civilisation (Year 11 only), Drama, French, Geography, German, History, Independent Study (Year 10 only), Music, PE, Spanish</p>			
TOTAL	27	TOTAL	27

LOWER SIXTH		UPPER SIXTH	
Subject*	Periods**	Subject*	Periods**
A Level Option 1	5	A Level Option 1	5
A Level Option 2	5	A Level Option 2	5
A Level Option 3	5	A Level Option 3	5
A Level Option 4 (optional)	5	A Level Option 4 (optional)	5
Core RS	1	Core RS	1
Core PE	1	Core PE	1
Directed Study	2-7	Directed Study	2-7
EPQ / CLEEP	2	EPQ ***	2
PSHE	1	PSHE	1

* A Level Options include Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Drama, English, EPQ, French, Geography, History, History of Art, Mathematics, Music, Physical Education, Physics, Politics, Psychology, Religious Studies, Textiles

** A Level Options Subjects where there are classes of 1 student, are only allocated 4 lessons

*** Year 13 EPQ lessons finish at Christmas in Year 13.

TOTAL	27	TOTAL	27
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Appendix A: Curriculum Spreadsheets

Year 7 Set Lists and Pupil Counts

Art	7ZAr	19
Subject Total:	1 Set(s)	19
Core PE	7ZCP	19
Subject Total:	1 Set(s)	19
Drama	7ZDr	19
Subject Total:	1 Set(s)	19
English	7AEn	10
English	7BEn	9
Subject Total:	2 Set(s)	19
Even More Creative Curriculum	7ZEMCC	19
Subject Total:	1 Set(s)	19
French	7ZFr	19
Subject Total:	1 Set(s)	19
Geography	7ZGg	19
Subject Total:	1 Set(s)	19
History	7ZHi	19
Subject Total:	1 Set(s)	19
Mathematics	7AMa	10
Mathematics	7BMa	9
Subject Total:	2 Set(s)	19
Music	7ZMu	19
Subject Total:	1 Set(s)	19
PSHE	7ZPSHE	19
Subject Total:	1 Set(s)	19

Religious Studies	7ARS	10
Religious Studies	7BRS	9
Subject Total:	2 Set(s)	19

Science	7ASc	10
Science	7BSc	9
Subject Total:	2 Set(s)	19

Spanish	7ZSp	19
Subject Total:	1 Set(s)	

Year 8 Set Lists and Pupil Counts

Art	8ZAr	19
Subject Total:	1 Set(s)	19

Core PE	8ZCP	19
Subject Total:	1 Set(s)	19

Drama	8ZDr	19
Subject Total:	1 Set(s)	19

English	8AEn1	11
English	8BEn1	8
Subject Total:	2 Set(s)	19

Even More Creative Curriculum	8ZEMCC	19
Subject Total:	1 Set(s)	19

French	8ZFr	16
Subject Total:	1 Set(s)	16

Geography	8ZGg	19
Subject Total:	1 Set(s)	19

History	8ZHi	19
Subject Total:	1 Set(s)	19

Mathematics	8AMa1	11
Mathematics	8BMa2	8
Subject Total:	2 Set(s)	19

Music	8ZMu	19
Subject Total:	1 Set(s)	19
PSHE	8ZPSHE	19
Subject Total:	1 Set(s)	19
Religious Studies	8ARS	11
Religious Studies	8BRS	8
Subject Total:	2 Set(s)	19
Science	8ASc1	11
Science	8BSc1	8
Subject Total:	2 Set(s)	19
Spanish	8ZSp	16
Subject Total:	1 Set(s)	16

Year 9 Set Lists and Pupil Counts

Art	9AAr	14
Subject Total:	1 Set(s)	14
Biology	9ABi	14
Subject Total:	1 Set(s)	14
Chemistry	9ACh	14
Subject Total:	1 Set(s)	14
Core PE	9ACP	14
Subject Total:	1 Set(s)	14
Drama	9ADr	14
Subject Total:	1 Set(s)	14
English	9AEn	14
Subject Total:	1 Set(s)	14
Even More Creative Curriculum	9AEMCC	14
Subject Total:	1 Set(s)	14

French	9AFr	11
Subject Total:	1 Set(s)	11
Geography	9AGg	14
Subject Total:	1 Set(s)	14
History	9AHi	14
Subject Total:	1 Set(s)	14
Mathematics	9AMa1	14
Subject Total:	1 Set(s)	14
Music	9AMu	14
Subject Total:	1 Set(s)	14
Physics	9APh	14
Subject Total:	1 Set(s)	14
PSHE	9APSHE	14
Subject Total:	1 Set(s)	14
Religious Studies	9ARS	14
Subject Total:	1 Set(s)	14
Spanish	9ASp	11
Subject Total:	1 Set(s)	11

Year 10 Set Lists and Pupil Counts

Art	10AArA	8
Art	10AArC	11
Subject Total:	2 Set(s)	19
Biology	10ABi1	16
Biology	10ABi2	15
Subject Total:	2 Set(s)	31
Business Studies	10ABSA	7
Business Studies	10ABSB	6

Subject Total:	2 Set(s)	13
Chemistry	10ACh1	16
Chemistry	10ACh2	15
Subject Total:	2 Set(s)	31
Core PE	10APE1	16
Core PE	10APE2	15
Subject Total:	2 Set(s)	31
Drama	10ADrA	4
Drama	10ADrC	5
Subject Total:	2 Set(s)	9
English	10AEn1	11
English	10AEn2	10
English	10AEn3	10
Subject Total:	3 Set(s)	31
English Support	10ASEB	7
Subject Total:	1 Set(s)	7
French	10AFrB	6
Subject Total:	1 Set(s)	6
Geography	10AGgC	7
Subject Total:	1 Set(s)	7
German	10ADeA	4
Subject Total:	1 Set(s)	4
History	10AHiC	8
Subject Total:	1 Set(s)	8
Mathematics	10AMa1	13
Mathematics	10AMa2	12
Mathematics	10AMa3	6
Subject Total:	3 Set(s)	31
Maths Support	10ASMB	7

Subject Total:	1 Set(s)	7
Music	10AMuA	4
Music	10AMuB	4
Subject Total:	2 Set(s)	8
Physical Education	10APEA	4
Subject Total:	1 Set(s)	4
Physics	10APh1	16
Physics	10APh2	15
Subject Total:	2 Set(s)	31
PSHE	10APSHE1	16
PSHE	10APSHE2	15
Subject Total:	2 Set(s)	31
Religious Studies	10ARS1	17
Religious Studies	10ARS2	14
Subject Total:	2 Set(s)	31
Spanish	10ASpB	8
Subject Total:	1 Set(s)	8

Year 11 Set Lists and Pupil Counts

Art	11AArB	9
Subject Total:	1 Set(s)	9
Biology	11ABi1	9
Biology	11ABi2	6
Subject Total:	2 Set(s)	15
Business Studies	11ABSA	8
Subject Total:	1 Set(s)	8
Chemistry	11ACh1	9
Chemistry	11ACh2	6
Subject Total:	2 Set(s)	15
Core PE	11ACP	15

Subject Total:	1 Set(s)	15
Drama	11ADrC	7
Subject Total:	1 Set(s)	7
English	11AEn1	9
English	11AEn2	6
Subject Total:	2 Set(s)	15
Geography	11AGgA	4
Geography	11AGgB	1
Subject Total:	2 Set(s)	5
History	11AHiB	4
Subject Total:	1 Set(s)	4
Mathematics	11AMa1	12
Mathematics	11AMa2	4
Subject Total:	2 Set(s)	16
Music	11AMuA	1
Subject Total:	1 Set(s)	1
Physics	11APh1	9
Physics	11APh2	6
Subject Total:	2 Set(s)	15
PSHE	11APSHE	15
Subject Total:	1 Set(s)	15
Religious Studies	11ARS	15
Subject Total:	1 Set(s)	15
Spanish	11ASpC	5
Subject Total:	1 Set(s)	5

Year 12 Set Lists and Pupil Counts

Business Studies	12OBS	5
Subject Total:	1 Set(s)	5

Chemistry	12DCh	1
Subject Total:	1 Set(s)	1
Core PE	12ZCP	15
Subject Total:	1 Set(s)	15
Core RS	12ZCRS	15
Subject Total:	1 Set(s)	15
Drama	12HDr	2
Subject Total:	1 Set(s)	2
English	12BEn	7
Subject Total:	1 Set(s)	7
EPQ	12ZEPQ1	14
EPQ	12ZEPQ2	0
Subject Total:	2 Set(s)	14
French	12TFr	0
Subject Total:	1 Set(s)	0
Further Mathematics	12RFMa	2
Subject Total:	1 Set(s)	2
Geography	12EGg	0
Subject Total:	1 Set(s)	0
German	12IDe	1
Subject Total:	1 Set(s)	1
History	12FHi	4
Subject Total:	1 Set(s)	4
Mathematics	12AMa	5
Subject Total:	1 Set(s)	5
Music	12GMu	3
Subject Total:	1 Set(s)	3

Physical Education	12MPE	1
Subject Total:	1 Set(s)	1
Physics	12CPh	3
Subject Total:	1 Set(s)	3
Politics	12PPol	2
Subject Total:	1 Set(s)	2
PSHE	12ZPSHE	15
Subject Total:	1 Set(s)	15
Psychology	12SPsy	8
Subject Total:	1 Set(s)	8
Religious Studies	12JRS	4
Subject Total:	1 Set(s)	4

Year 13 Set Lists and Pupil Counts

Art	13AAr	4
Subject Total:	1 Set(s)	4
Biology	13FBi	3
Subject Total:	1 Set(s)	3
Business Studies	13NBS	6
Subject Total:	1 Set(s)	6
Chemistry	13ECh	2
Subject Total:	1 Set(s)	2
Core PE	13ZCP	19
Subject Total:	1 Set(s)	19
Core RS	13ZCRS	19
Subject Total:	1 Set(s)	19
Drama	13KDr	2

Subject Total:	1 Set(s)	2
English	13CEn	4
Subject Total:	1 Set(s)	4
EPQ	13QEPQ	0
Subject Total:	1 Set(s)	0
Geography	13HGg	3
Subject Total:	1 Set(s)	3
German	13RDe	2
Subject Total:	1 Set(s)	2
History	13IHi	6
Subject Total:	1 Set(s)	6
History of Art	13OHoA	2
Subject Total:	1 Set(s)	2
Mathematics	13BMa	3
Subject Total:	1 Set(s)	3
Music	13JMu	4
Subject Total:	1 Set(s)	4
Physics	13DPh	2
Subject Total:	1 Set(s)	2
Politics	13MPol	5
Subject Total:	1 Set(s)	5
PSHE	13ZPSHE	19
Subject Total:	1 Set(s)	19
Psychology	13PPsy	2
Subject Total:	1 Set(s)	2
Religious Studies	13XRS	6
Subject Total:	1 Set(s)	6

Spanish	13SSp	1
Subject Total:	1 Set(s)	1
Textiles	13zTx	1
Subject Total:	1	