



Overstone Park School  
Northamptonshire



An inclusive  
independent school  
for boys and girls  
aged 5–18 years in rural  
Northamptonshire

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# Our history

An Inclusive Independent School registered with DFE and Ofsted for boys and girls aged 0 to 18 years.

A wealth of historical and educational heritage can be discovered here. Overstone Park once housed a boarding school for girls which was attended by students from all over the world.

At Overstone Park, we have continued this educational heritage and have educated thousands of pupils within our school departments:

In 1983 Corville and Marion Brown were driven by their desire to create a co-educational school where the gifts and talents of all pupils are realised. Three pupils launched the school on the 4th September 1983, housed in an extensive single storey building which has a permanent structure with an eco-friendly and sustainable timber cladding appearance. The building, fits harmoniously within the 350 acres of the beautiful countryside of Overstone Park which includes agricultural land, stables and extensive farmland.

It sits in 15 acres of picturesque recreational and sports fields. The whole area is surrounded by stunning trees and greenery, within a countryside setting that offers an exclusive setting, ideal for children of all ages and abilities to reach their educational best.

Within our beautiful grounds we offer excellent facilities and resources, where a wealth of historical and educational heritage can be discovered.

Overstone Park School once housed, within its 350 acres a boarding school for girls from all over the world between 1929 and 1979. Regrettably, the Main House, a Victorian House was lost in a fire in 2001.

Overstone Park School offers the best in education, with continuity offered to all pupils from 0 to 18 years, as we are committed to the pursuit of excellence and the building of confidence and self-esteem within each of our pupils.



# Aims & Purposes

We offer the best in education and care to pupils of all ages and abilities, because we believe that every child is unique, gifted and talented in their own special way.

We embrace a Christian ethos and our pupils are encouraged to be caring and helpful members of the community showing good manners, good conduct, good etiquette and respect towards others. This is promoted in all aspects of school life. This is achieved in our small groups classes in a multi-national environment where pupils of all cultures are treated equally. Social, musical and sporting activities are an integral part of the school's curriculum which helps to form balanced individuals, and enhance the ability, talent and skills of each pupil in every aspect of school life, to help them to develop their character and to fulfil their dreams and ambitions.

## A School with Ambition and a Vision

When in 1983, three pupils enrolled onto our premises and started our school, we were inspired and challenged to develop every aspect of the school to ensure that future generations would continue to

experience the unique atmosphere of our caring holistic family based school where the Christian ethos is not just embraced, but is actively seen from our actions towards pupils, parent and our staff team. We embrace pupils of all cultures and religions, for each is special and unique and we can make a significant difference in their lives. We are constantly looking at ways of developing and refining our curriculum to ensure that it progresses and meets the needs and demands that the 21st century brings.

We have loyal and long serving staff who have contributed their whole working life to date to the school, with their full commitment of teaching and caring for our pupils.



*“Pupils are encouraged to be caring and helpful members of the community showing good manners, good conduct, good etiquette and respect towards others.”*





# The Preparatory School

## Age 5 – 11 years

The Preparatory school is housed in a suite of modern, spacious and bright purpose built rooms which are well resourced. Pupils have access to an ICT Suite, Music Suite, Library with computers and from Year 5, pupils have access to our Science Suite and further access to indoor sports facilities. A wide range of sports and activities are available to all our pupils.

Pupils are given the opportunity to develop their skills and talents and to reach their potential in each area of the curriculum, in small classes. Through assessments and regular testing, pupils are encouraged to attain high levels in all subject areas.

Pupils have two 45minutes lessons before a 15 minute morning break. They then have three 45 minute lessons before lunch and a further two 45 minutes lessons after lunch. The academic day finishes at 3.15pm. 3.15pm – 6pm tea and after school activities.

Pupils are collected at 3.15pm. Between 3.15pm and 6.00pm pupils registered to participate in the after school club a supervised to conduct a range of activities including homework.

### The Preparatory School Day

7.30am - 8.50am  
Before school activities

8.45am - 8.50am  
Registration

8.50am - 9am  
Assembly

3.15pm  
End of school

3.15pm – 6pm  
Tea and after school activities







# The High School

## Age 11 – 18 years

The High school is housed within the extensive modern single storey building on a 15 acres site. It comprises of an ICT Suite, Science Laboratory, Music Suite, Art Design, Food Technology, Library and well-resourced classrooms that enable all pupils to attain high standards in all academic and extra-curricular activities offered. Pupils have a common room and good communal facilities with changing rooms and showers. Pupils have access to facilities at Benham and Lings Sports Arenas. Our extensive outdoor sporting facilities is used for a variety of sporting activities for all ages and abilities. Pupils enjoy as their main spots: Tennis, Rounders, Cricket, Athletics, Football, Rugby, Netball, Cross-country Running, Hockey and Basketball.

### The High School Day

Before school care - 7.30am - 8.50am

Registration - 8.45am - 8.50am and 2.10pm - 2.15pm

Assembly - 8.50am - 9.00am

Monday - Formal assembly with theme, drama and songs of praise.

Tuesday - PSHE assembly where topics on health, safety and citizenship are discussed by tutors and each year group

Wednesday - Formal assembly with theme, drama and songs of praise

Thursday - Formal assembly with theme, drama and songs of praise

Friday – House assembly where the designated factions on the pupil population (Cedar, Oak, Sycamore & Willow) gather in their designated area to announce points lost and points gained by pupils.

The day is set out into 5 lessons divided by 2 breaks

Lesson 1: 9am to 10am

Lesson 2: 10am to 11am

Morning Break: 11am

Lesson 3: 11.15am to 12.15pm

Lesson 4: 12.15pm to 1.15pm

Lunch Break: 1.15pm to 2.10pm

Afternoon Registration: 2.10pm to 2.15pm

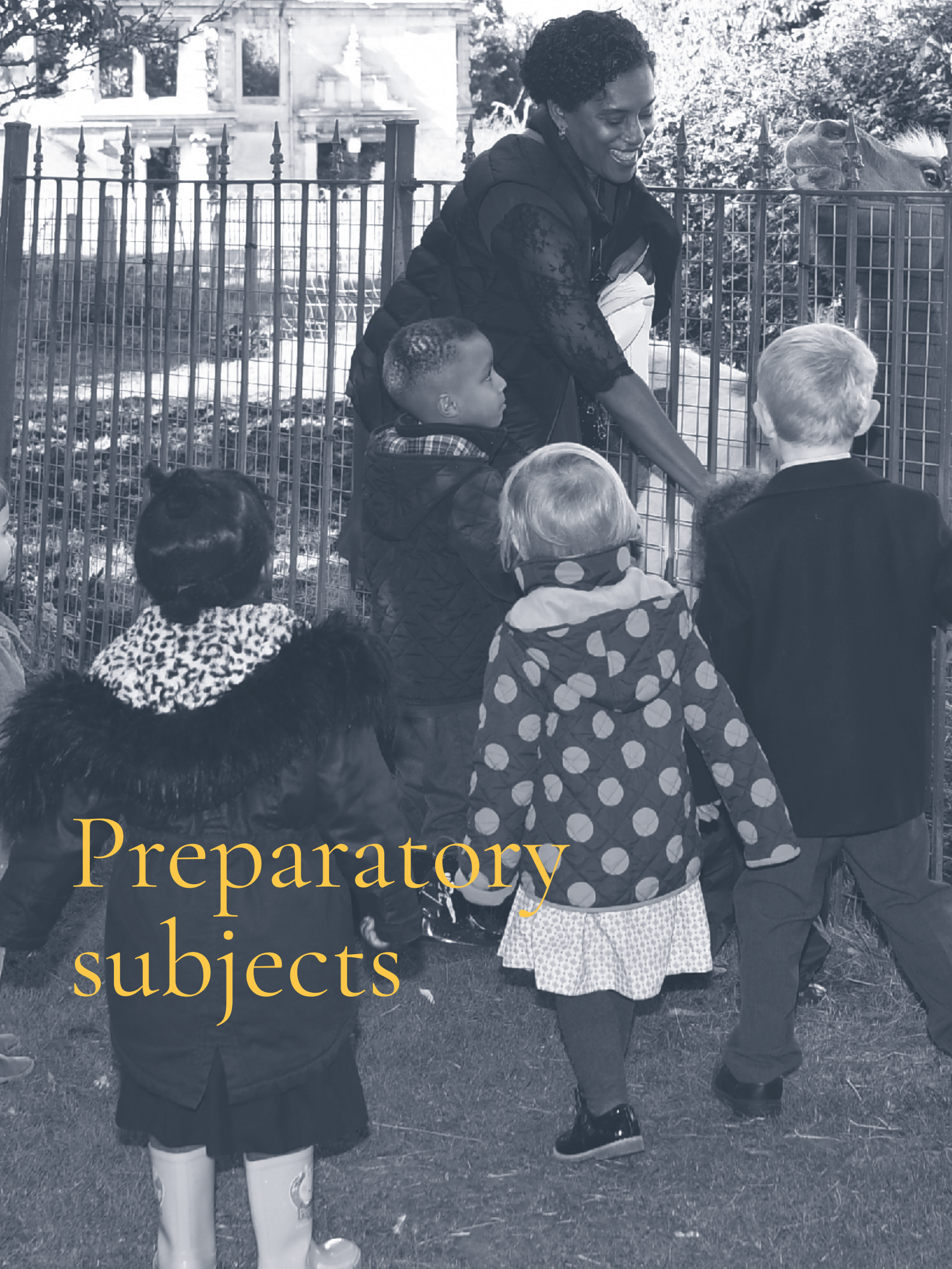
Lesson 5: 2.15pm to 3.15pm

Tutorials/Activities/After school options in performing arts, music and sports/Homework/Special

Educational Needs support takes place at lunch time and between 3.15pm and 5.00pm.







# Preparatory subjects

## Mathematics & Numeracy

Pupils are taught mathematical language and concepts through innovative and active learning and with the use of ICT.

Pupils learn to:

To count and understand number, to add, subtract, divide and multiply, to know all the number facts and to use and apply them, to calculate using a calculator, to understand shape and measure and to understand how to handle data.

Pupils are taught to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language. Can solve problems by applying their mathematics to a variety of routine and non-routine problems, with increasing sophistication including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Pupils in the Preparatory School follow the National Curriculum for Key Stages 1 and 2 Mathematics.

## English & Literacy

Our pupils learn to develop their English and Literacy in the following areas: Speaking, listening and responding, discussion, interaction and drama, grammar, punctuation and spelling, sentence structure, interpretation of stories and poetry, engaging and responding, independent and creative reading and writing.

Pupils are taught to read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and information, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, appreciate our rich and varied literary heritage, write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Pupils in the Preparatory School follow the National Curriculum for Key Stages 1 and 2 English.

## Science

Pupils develop scientific ideas and knowledge to relate these to everyday experiences. The school provides high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The school follows the national curriculum for science and aims to ensure that all pupils: Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics, to develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them, to be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.





They learn to be imaginative explore values and attitudes through Science, they explore the world with their senses, they are taught to think critically about scientific claims and ideas, they use mathematical skills in science using scientific terminology, they are encouraged to be active and creative in Science.

Pupils learn to draw diagrams and charts to communicate scientific ideas and findings and they learn to carry out basic scientific experiments in a controlled and safe environment. The aim is to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics, to develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them, to be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## Citizenship/Personal, Social, Health and Emotional Education (PSHE)

Within the Preparatory school, both Citizenship and PSHE are central to all that we do, as pupils contribute to decision making and organization, their contribution is important as they are taught skills they will need to become confident, healthy, independent, informed and active individuals within both our school and the wider community. Some of the key topics covered by our Preparatory pupils:

Right and Wrong.  
Roles and Responsibilities.  
Rules, Laws, Power and Authority.  
Equality and Diversity.  
Personal hygiene.  
Independence skills.  
Communities and Identities.  
Democracy.  
Conflict, power and Co-operation.  
Pupils are encouraged to think and talk about all these issues and how they affect people's lives.  
Information Communication Technology (Computing)

## Information Communication

Technology (computing) is used across the Curriculum in all subjects. Pupils also receive specific ICT lessons, where they learn to explore and adventure into programmes, as well as learning about computer hardware and software (appropriate to their National Curriculum Levels). The school's curriculum is based in the National Curriculum for computing which aims to ensure that all pupils: Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation, analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems, evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems, be responsible, competent, confident and creative users of information and communication technology, the use of Word-banks to create text, how to question data presented them in Pictograms, use ICT to write stories and attach pictures, use ICT in a variety of different subject areas.

Pupils use computers to answer questions and recognise the need to have the correct software and limitations of not having up to date or correct software, how to store their work and retrieve it at a later date, how to use ICT programmes to create

sounds, to use database programmes to create bar charts and graphs, explore computer simulations, send and retrieve e-mail, extract forms to write narratives, use clip art and digital cameras to create images using ICT, create questionnaires and collect and present information, analyse and present data in graphs and spreadsheets.

## History

Pupils learn about the past through stories, songs and the use of interactive materials such as ICT, DVDs and Videos to develop their understanding of past and present and how this effects our current and future history. The national curriculum for history aims to ensure that all pupils: To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. To understand historical concepts such as continuity and change, cause and consequence,

similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically- valid questions and create their own structured accounts, including written narratives and analyses. To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term time-scales.

Pupils learn about the development of Britain, Europe and the World. To use historical language to describe events, artefacts and sources. Familiar and famous people in history. To use ICT and different sources to question authenticity of artefacts and scenarios both critically and objectively.

## Geography

Pupils develop the knowledge and skills required to gain an understanding of their own environment and that of the people who live within it. By doing this, pupils gain further insight into the wider world around them. Pupils look at people and places within the UK and Overseas and consider how each relates to one another.

Pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. To be competent in the geographical skills needed to: To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.







## Religious Education

Pupils develop their knowledge and understanding of Christianity and other major religions in Great Britain. Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and world-views that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others.

It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally. They explore the differences in religion through learning about key issues such as Beliefs, Values, Customs and Duties. Pupils explore the concept of God and learn how to make moral decisions and the impact these decisions have on others around them. Our pupils do not have religious beliefs forced onto them and are encouraged to respect their own religion.

Religions studied are that of Christianity, Buddhism,. Hinduism, Islam, Sikhism and Judaism, in which pupils consider key belief systems, religious doctrine and customs and values.

## Music

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music,allowing them to compose, and to listen with discrimination to the best in the musical canon.

The school follows the national curriculum for music and aims to

ensure that all pupils:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Pupils learn to perform using a wide range of musical instruments and vocal techniques.

Pupils learn to structure sound to create different moods and effects. Pupils learn a wide variety of musical terminology which they learn to use appropriately.

Pupils learn to compose, improvise and perform using both musical annotation and by ear. Pupils are encouraged to join the school orchestra. Pupils are encouraged to join the school choir. Pupils are taught to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



## Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education foster pupils' curiosity and deepen their understanding of the world. The teaching enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Pupils within the Preparatory School learn our primary Modern Foreign Language of French from Year 1.

Pupils cover all four areas of French-Speaking, Listening, Reading and Writing.

Pupils begin with colours, numerical language, French songs and food items to establish their vocabulary. Pupils are encouraged to listen to a wide range of French speaking to enhance and encourage their ability to reproduce sounds and engage in simple conversation.

Pupils move on to develop an understanding of the writing and structure of the language,

learning rules and patterns in the written language. Their ability to write effectively assists with their reading and the ongoing development of their speaking and listening skills.

The school follows the national curriculum for languages and aims to ensure that all pupils:

Understand and respond to spoken and written language from a variety of authentic sources.

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.

Units covered by the French National Curriculum framework are: Me/Songs/Games/Friends/Music/ Animals/Weather/The /Beach/The Café/Celebrations/In and Around School/Seasons/Healthy Eating/Past and Present/Past and Present tense/ In the News.

## Art and Design

Pupil's imagination and creativity stimulated by providing visual, tactile and sensory experiences with use of a variety of substances and materials. Pupils explore their own Artistic and Designing abilities through:

Drawing and Painting. Designing images and artefacts. Considering the work of varying artists, and learning to appreciate and make comments on their work. Use of ICT, pupils learn to develop their skills in Self-Portrait. The use of different materials and textiles. Sculpture Building design and patterns. Objects and their meanings.

Pupils develop greater appreciation of art through visits to art galleries and museums. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The school follows the national curriculum for art and design aims to ensure that all pupils:





Produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and designer, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Design Technology

Pupils are given the opportunity to develop their designing and making skills to create high quality products using and selecting appropriate materials, tools and techniques. Design and technology is an inspiring, rigorous and practical subject.

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology

education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The school follows the national curriculum for design and technology and aims to ensure that all pupils:

Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. Critique, evaluate and test their ideas and products and the work of others.

Understand and apply the principles of nutrition and learn how to cook.

Pupils work safely with others and are taught to recognise hazards.

Pupils work with electrical and mechanical and more complex structures. By doing this pupils learn to consider the design process and through appreciation, evaluate their design work in order to improve overall technique.

Pupils learn to develop both 2D and 3D designs from a variety of design stimulus including moving pictures, playground designs, buildings, vehicles, puppets, packaging, photo frames, toys, story books to name a few.

## Home Economics

This subject is linked to Design Technology as it develops pupils understanding of the design process.

Being able to cook is an essential life skill. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century.

Pupils learn basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant.

Learners will demonstrate their skills by following a recipe. Pupils will consider the value of acquiring skills for cooking at home and explore ways to pass on their knowledge of cooking skills to others.

Pupils learn the importance of food preparation and cooking in line with healthy eating.

Pupils investigate and taste different foods considering appearance, taste, smell and texture.

Pupils design, explore and develop foods including salads, soups, smoothies, pizzas, jelly, fruit yoghurt, bread biscuits, cakes and sandwiches.

Pupils are taught to follow basic recipes, food hygiene regulations, measure ingredients correctly and devise basic healthy menus.

## Physical Education and Games

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The school follows the national curriculum for physical education and aims to ensure that all pupils:

Develop competence to excel in a broad range of physical activities.

Are physically active for sustained periods of time. Engaged in competitive sports and activities. Lead healthy, active lives.

Pupils learn to acquire and develop skills through Dance, Games, Gymnastics, Swimming, Striking and Field Games, outdoor and adventure activities, net and ball games.

Pupils enjoy participating in: Football, Rugby, Hockey, Athletics, Tennis, Cricket, Netball, Swimming and many other sports.







# High School subjects



## English – Key Stage 3 Year 7–9

In English we aim to ensure that pupils:

Read easily, fluently and with good understanding.

Develop the habit of reading widely and often, for both pleasure and information.

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Appreciate our rich and varied literary heritage.

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Pupils are taught to use Standard English confidently in a range of formal and informal contexts, including classroom discussion.

Giving short speeches and presentations, expressing their own ideas and keeping to the point.

Participate in formal debates and structured discussions, summarising and/or building on what has been said.

We have studied a tightly structured area of knowledge, grammar, vocabulary and spelling involve a network of technical concepts that help to define each other. Consequently, the definition of one concept builds on other concepts that are equally technical. Pupils are encouraged to use each term in their writing.

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

## English – Key stage 4 Year 10–11

GCSE English Literature and Language

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

## Content of reading information and ideas

Learners should be able to:

Identify and interpret key ideas and information from texts. Comment on writers' choices of vocabulary, form and grammatical features, paying attention to detail. Explore the effects of writing for particular audiences and purposes. Summarise ideas and information from a single text and synthesise from more than one text. Draw inferences and justify points of view by referring closely to evidence from the text. Use appropriate linguistic terminology to support their analysis. Evaluate the usefulness of a text by identifying bias and misuse of evidence. Use a broad understanding of the text's context to inform their reading. Contexts could include, for example, the given historical setting, the mode or genre. Explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them.



**Content of Writing for audience, impact and purpose**

Learners should be able to:

Organise ideas and information clearly and coherently. Select and emphasise key ideas and information to influence readers and reflect the purpose of the writing. Maintain a consistent viewpoint across a non-fiction piece of writing. Make considered choices of vocabulary and grammar to reflect particular audiences, purposes and contexts. Adapt tone, style and register as appropriate, use the knowledge gained from wider reading of non-fiction to inform language choices and techniques. Make appropriate use of information provided by others to write in different forms. Cite evidence and quotation effectively to support views. Write to create emotional impact, use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

**Content of Reading meaning and effects**

Learners should be able to:

Comment on writers' choices of vocabulary, form and grammatical features and how these create meaning. Analyse and compare writers' use of language, paying attention to detail. Draw inferences and justify points of view by referring closely to evidence from the text. Interpret writers' meanings and effects in single texts and across two texts. Identify the main themes and ideas in texts. Use appropriate

linguistic and literary terminology to support their analysis. Evaluate how form and structure contribute to the effectiveness and impact of a text. [Use a broad understanding of the text's context to inform their reading. Contexts could include for example, the setting or genre. Explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them.

**Content of writing imaginatively and creatively**

Learners should be able to:

Organise and structure ideas in narrative writing to create deliberate effects. Maintain a consistent viewpoint across a piece of writing, making conscious decisions, for example, about narrative point of view. Make considered choices of vocabulary and grammar to create deliberate effects. Use the knowledge gained from wide reading of prose fiction and literary non-fiction to inform language choices and techniques. Use language creatively and imaginatively. Adapt tone, style and register as appropriate. Select and emphasise key ideas to create meaning and influence readers. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

**Mathematics**  
**Key stage 3**  
**Years 7-9**

Working mathematically through the mathematics content, pupils should be taught to:

Develop fluency. Consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots.

Select and use appropriate calculation strategies to solve increasingly complex problems.

Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships. Substitute values in expressions, rearrange and simplify expressions, and solve equations.

Move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs].

Develop algebraic and graphical fluency, including understanding linear and simple quadratic functions.

Use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.



Reason mathematically.

Extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations.

Extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically.

Identify variables and express relations between variables algebraically and graphically.

Make and test conjectures about patterns and relationships; look for proofs or counter-examples. Begin to reason deductively in geometry, number and algebra, including using geometrical constructions.

Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning. Explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

Solve problems.

Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems.

Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics.

Begin to model situations mathematically and express the results using a range of formal mathematical representations.

Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.

**Mathematics**  
**Key stage 4**  
**Years 10–11**  
GCSE Mathematics

Working mathematically through the mathematics content, pupils should be taught to:

Develop fluency. Consolidate their numerical and mathematical capability from key stage 3 and extend their understanding of the number system to include powers, roots {and fractional indices}.

Select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of  $\pi$  {and surds}, use of standard form and application and interpretation of limits of accuracy.

Consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic

simplification and manipulation to include quadratic expressions, {and expressions involving surds and algebraic fractions}.

Extend fluency with expressions and equations from key stage 3, to include quadratic equations, simultaneous equations and inequalities.

Move freely between different numerical, algebraic, graphical and diagrammatic representations, including of linear, quadratic, reciprocal, {exponential and trigonometric} functions.

Use mathematical language and properties precisely. Reason mathematically.





Extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically.

Extend their ability to identify variables and express relations between variables algebraically and graphically. Make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments {and proofs}.

Reason deductively in geometry, number and algebra, including using geometrical constructions.

Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning.

## Mathematics Key stage 4 Years 12–13

A Level Mathematics

Explore what can and cannot be inferred in statistical and probabilistic settings, and express their arguments formally.

Assess the validity of an argument and the accuracy of a given way of presenting information.  
Solve problems.

Develop their mathematical

knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems.

Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts.

Make and use connections between different parts of mathematics to solve problems.

Model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions.

Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems; interpret their solution in the context of the given problem.

## Science – Key stage 3 Years 7–9

Working scientifically through the content across all three disciplines, pupils should be taught to:

### Scientific attitudes

Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility.

Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas,

together with the importance of publishing results and peer review.

### Evaluate risks

Experimental skills and investigations  
Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.

Make predictions using scientific knowledge and understanding.

Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate.

Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety.

Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. Apply sampling techniques.

### Analysis and evaluation

Apply mathematical concepts and calculate results.

Present observations and data using appropriate methods, including tables and graphs.

Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.

Present reasoned explanations, including explaining data in relation to predictions and hypotheses.

Evaluate data, showing awareness of potential sources of random and systematic error.

Identify further questions arising from their results. Measurement.

Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature.

Use and derive simple equations and carry out appropriate calculations.

Undertake basic data analysis including simple statistical techniques.

## Science – Key stage 4 Years 10–11 GCSE Science

### Working scientifically

Through the content across all three disciplines, students should be taught so that they develop understanding and first-hand experience of:

The development of scientific thinking.

The ways in which scientific methods and theories develop over time, using a variety of concepts and models to develop scientific explanations and understanding, appreciating the power and limitations of science and considering ethical issues which may arise, explaining everyday and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments.

Evaluating risks both in practical science and the wider societal context, including perception of risk, recognising the importance of peer review of results and of communication of results to a range of audiences.

### Experimental skills and strategies

Using scientific theories and explanations to develop hypotheses, planning experiments to make observations, test hypotheses or

explore phenomena, applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments, carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations, recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative, making and recording observations and measurements using a range of apparatus and methods, evaluating methods and suggesting possible improvements and further investigations.

### Analysis and evaluation

Applying the cycle of collecting, presenting and analysing data, including:

Presenting observations and other data using appropriate methods, translating data from one form to another, carrying out and representing mathematical and statistical analysis, representing distributions of results and making estimations of uncertainty, interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions, presenting reasoned explanations, including relating data to hypotheses, being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error,







communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations.

#### **Vocabulary, units, symbols and nomenclature**

Developing their use of scientific vocabulary and nomenclature, recognising the importance of scientific quantities and understanding how they are determined, using SI units and IUPAC chemical nomenclature unless inappropriate, using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano), inter-converting units, using an appropriate number of significant figures in calculations.

### **Art & Design** Key stage 3 Years 7-9

Pupils explore ideas and meaning in the work of arts and craft designers from different cultures and eras. They use art through a variety of materials to express their ideas and feelings, exploring and developing new ideas. Pupils are taught to self-evaluate their work. The topics explored are self-image, buildings, landscapes, objects, 2D and 3D, animation. They analyse paintings, printouts, photographs, disguised images, photo journalism.

Pupils make a connection with eighteenth and nineteenth century paintings and visual art, contemporary designs using woven textiles and ceramic form.

They investigate the influence of art from different cultures and traditions. Pupils are taught to represent their own ideas originally or to represent their ideas to create a collaboration of art work to analyse and evaluate their own work and the work of others and to make judgements to plan and develop their work further. Pupils are taught to develop their creativity and ideas, and increase proficiency in their execution.

They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.

To use a range of techniques and media, including painting.

To increase their proficiency in the handling of different materials.

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

### **Art & Design** Key stage 4 Years 10–11 GCSE Art

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.

Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.

Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions. The following definitions of art, craft and design highlight the distinguishing characteristics of each domain. These domains can be addressed separately or in an integrated way depending upon the intentions and purposes of work undertaken.

Art based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue.

Craft based study can be defined as practice that involves making activities that draw upon knowledge of tools, materials and processes, and associated intellectual, creative and practical skills.

Design based study can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

### **Citizenship** Key stage 3 Years 7-9

Citizenship and PSHE within the High School

Citizenship and PSHE enables our pupils to be active and informed citizens within their school, local, national and global communities. It gives pupils the opportunity to discuss real life issues that can make a difference in their school and wider community.

Pupils explore through debates, projects, audio/video resources, newspapers, speakers, human rights, diversity, crime, laws, the government, democracy, leisure, the media, peace, conflict, women and the war, developing school grounds, people and the environment.

Citizenship and PSHE helps our pupils to build on their personal, moral and social skills they already have, with developing confidence Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.

The operation of Parliament, including voting and elections, and the role of political parties.

The precious liberties enjoyed by the citizens of the United Kingdom.

The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.

The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

The functions and uses of money, the importance and practice of budgeting, and managing risk

**Missing Key stage 4 citizenship?**







## Computing Key stage 3 Years 7-9

Pupils should be taught to:

Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.

Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal].

Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.

Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.

Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.

Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

## Computing Key stage 4 Years 10-11

GCSE Computer Science

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a Professional career.

All pupils should be taught to:  
Develop their capability, creativity and knowledge in computer science, digital media and information technology.

Develop and apply their analytic, problem-solving, design, and computational thinking skills.

Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

## Design Technology Key stage 3 Years 7-9

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

When designing and making, pupils should be taught to:

Use research and exploration, such as the study of different cultures, to identify and understand user needs. Identify and solve their own design

problems and understand how to reformulate problems given to them.

Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.

Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.

Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Analyse the work of past and present professionals and others to develop and broaden their understanding.

Investigate new and emerging technologies.

Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.

Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions. Understand how more advanced mechanical systems used in their products enable changes in movement and force.

Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs].

Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, micro-controllers].

## Cooking & Nutrition Key stage 3 Years 7-9

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:  
Understand and apply the principles of nutrition and health.

Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.

Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes].

Understand the source, seasonality and characteristics of a broad range of ingredients.







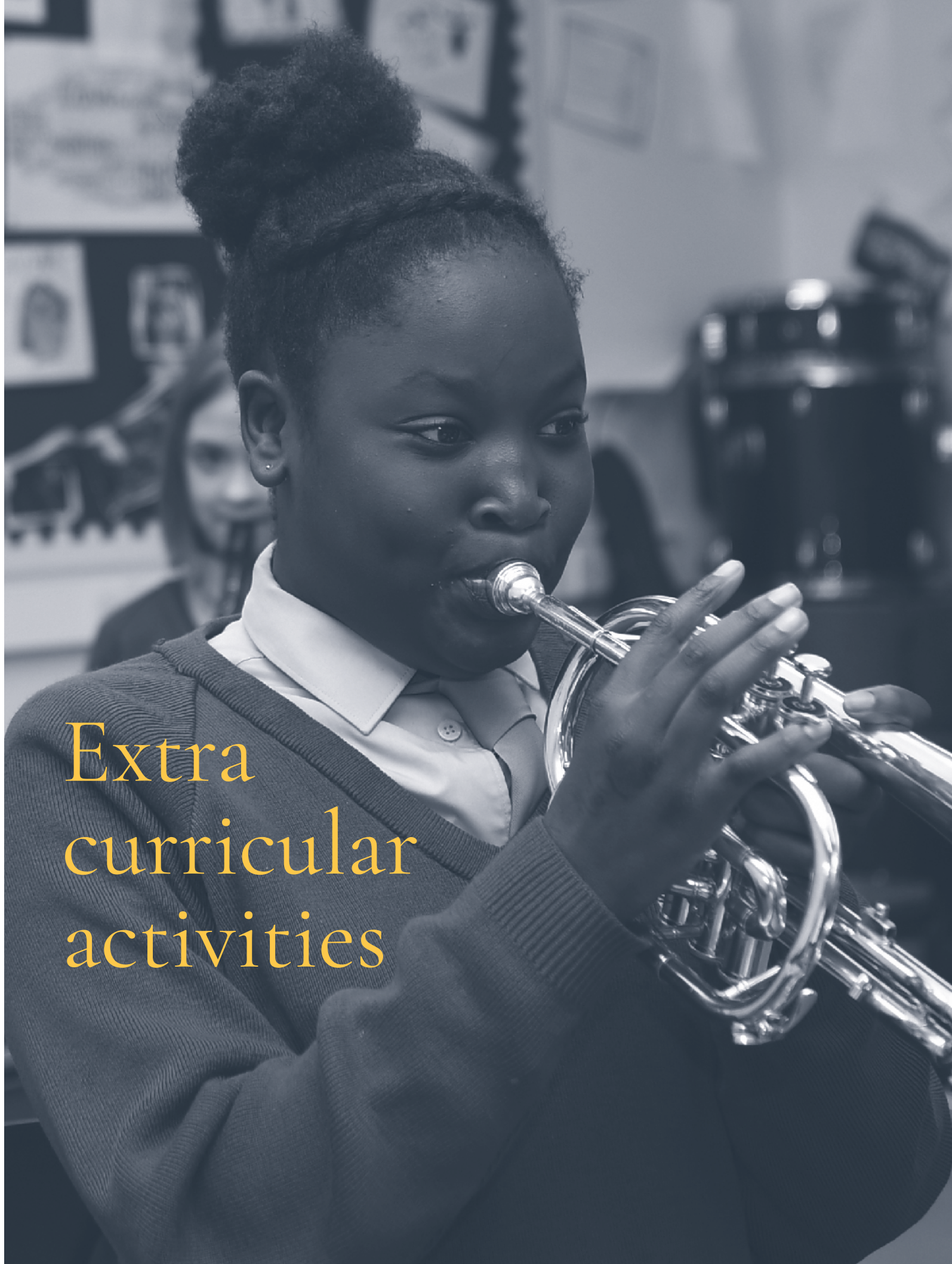
## Geography

### Key stage 3

### Years 7–9

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.

They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.



Extra  
curricular  
activities





## Performing Arts

Pupils' confidence and self-esteem is built with Dance, Drama and Singing. Pupils learn to use movement, music and role play to explore and communicate ideas. A range of dance styles, songs, plays and narratives are used from different eras. Pupils participate in a staged production every term.

In the Autumn Term we have our Annual Fashion Show and Christmas show for each department from preparatory through to High school. All pupils are given the opportunity to participate.

A professional approach is taken by staff and pupils with staging, lighting, PA, costume and music to ensure that all performances are to a high standard and a great success on the night.

We have had many of our students who have moved onto successful careers in performing arts, singing and Musical theatre due to the sound training from Overstone Park.

## Music

Extra curricula music is extensive within the school. Pupils have the opportunity to learn a variety of instruments such as trombone, saxophone, guitar, drums, clarinet, trumpet and piano. They are encouraged to join the school band to develop their ability to play in a group.

Pupils are also encouraged to work towards music grades in their chosen instrument. The grades are externally assessed by the relevant music board.

Pupils have plenty of opportunities to perform in assemblies and at key events in the school calendar.

We also offer private singing lessons as well as group singing. Pupils learn a wide range of classical, popular and musical songs which they perform during our staged performances.

A wide range of instruments are available for hire from the school. All pupils are encouraged to join the school band from Year 4 upwards.

There are two band practice seminars per week. Pupils are also given the opportunity to take Music grade examinations in chosen instruments.

A music assembly is held weekly, which gives pupils the opportunity to perform in front of their peers and the whole school. These pupils also perform at school events such as

Prize Giving and Speech Day and our Annual Talent Contest.

Within the school we endeavour to allow our pupils the opportunities to excel within all of their chosen instruments.

The school has a wide range of instruments that are available for pupils to hire on a termly basis.

## Sports

Extra activities offered in winter are as follows:

Netball  
Rugby  
Hockey  
Basketball  
Football  
Cross Country Running

In the summer term we offer the following:

Cricket  
Rounders  
Tennis  
Athletics  
Baseball

Such sports take place in over 12 acres of sporting and recreational fields. A wealth of sporting activities are available to our pupils.



## Educational Visits

Pupils in all year groups venture out on local, national and international trips which range from the local bakery, art gallery or police station to the Science Museum, Lego land, Cadbury's World to sports tournaments in Spain, historical visits to Holland and France.

International visits are organised every two years, whilst local and national visits occur annually. Health and safety procedures, insurance requirements and staff to pupil ratios are adhered to stringently to ensure the up-most safety of all pupils.

### Health and Safety

Only medicine prescribed by a doctor can be administered within the school. The school has a number of first aiders and a comfortable medical room. Pupils are well cared for when they are unwell. We successfully manage the healthcare of pupils with diabetes and asthma, whose education is maintained despite their illnesses.

The health and safety of all pupils is our priority. A health and safety and a medical policy is available for parents. School policies are adhered to strictly.

## Duke of Edinburgh

Pupils in year 9 have the opportunity to begin working towards a Duke of Edinburgh Bronze, Silver or Gold Award by working in a range of community services and within activities which they are familiar with such as sports and orienteering.

This is a worthy award which helps to shape and develop the character of a pupil.

## Charitable Fund Raising

Throughout the year, many activities are organised to raise money for our chosen charities:

### Unicef Oxfam Comic Relief Jeans for Genes

These range from sponsored events such as a car washing to fashion shows. Sharing and giving is an important quality that we build and develop within all pupils.

## Work Experience and Career Guidance

Pupils are introduced to career planning from year 7 where through PSHE and Citizenship pupils discover the range of careers open to them. We also invite people from the world of work into the school to give presentations in assemblies. Careers guidance is given intensely in year 10 and 11. Pupils are encouraged to select a career progression route

half way through year 9 at age 14 years. Help and support is given to guide them. Pupils complete a career form on which they state their interests, aims and ambitions. This is similar to a CV. It helps us to understand fully what their aims are for the future.

Pupils are also encouraged to complete self-assessment activities, decision making drama focus activities are conducted in PSHE and Citizenship lessons. Pupils experience mock interviews and have the benefit of getting the views of their peers on their performance to improve their skills and knowledge.

Pupils select from thousands of work experience places which are vetted by Connexions and have a two week experience at the end of year 11 in a placement of their choice, such as music vendors, solicitors, retail, hospitals, sports and leisure among the many to choose from. Some fortunate pupils may continue working within their placement throughout the summer where they experience the satisfaction of earning money and doing a good day's work for a fair reward.





## Achievements & Rewards

When pupils join the Preparatory school and High School, they join one of four Houses: Oak, Cedar, Willow and Sycamore. Pupils can gain house for their house through good conduct and work both in and out of school. Stars and achievement stickers are also awarded for individual achievement in and out of class.

Each year group is represented by a monitor. Librarians are also appointed and together they make up the Preparatory School Council who represent the Preparatory school. They have a sense of duty and responsibility to all Preparatory pupils, and they are active within the Preparatory School to ensure that the opinions of all Preparatory pupils are voiced within the school.

Pupils are chosen each month for specific achievement within their year groups. This is recorded on our Pupil of the Month Chart which is mounted on the front notice board for parents and guardians to see.

Pupils are also rewarded for good conduct and hard work in a special assembly which is held every 6 weeks. Certificates are awarded for good conduct by form tutors. An Annual Speech and Prize Giving Day is held to celebrate the achievements of pupils throughout the year. Certificates, trophies and medals are awarded for good conduct and hard work in both academic and extra-curricular subjects.

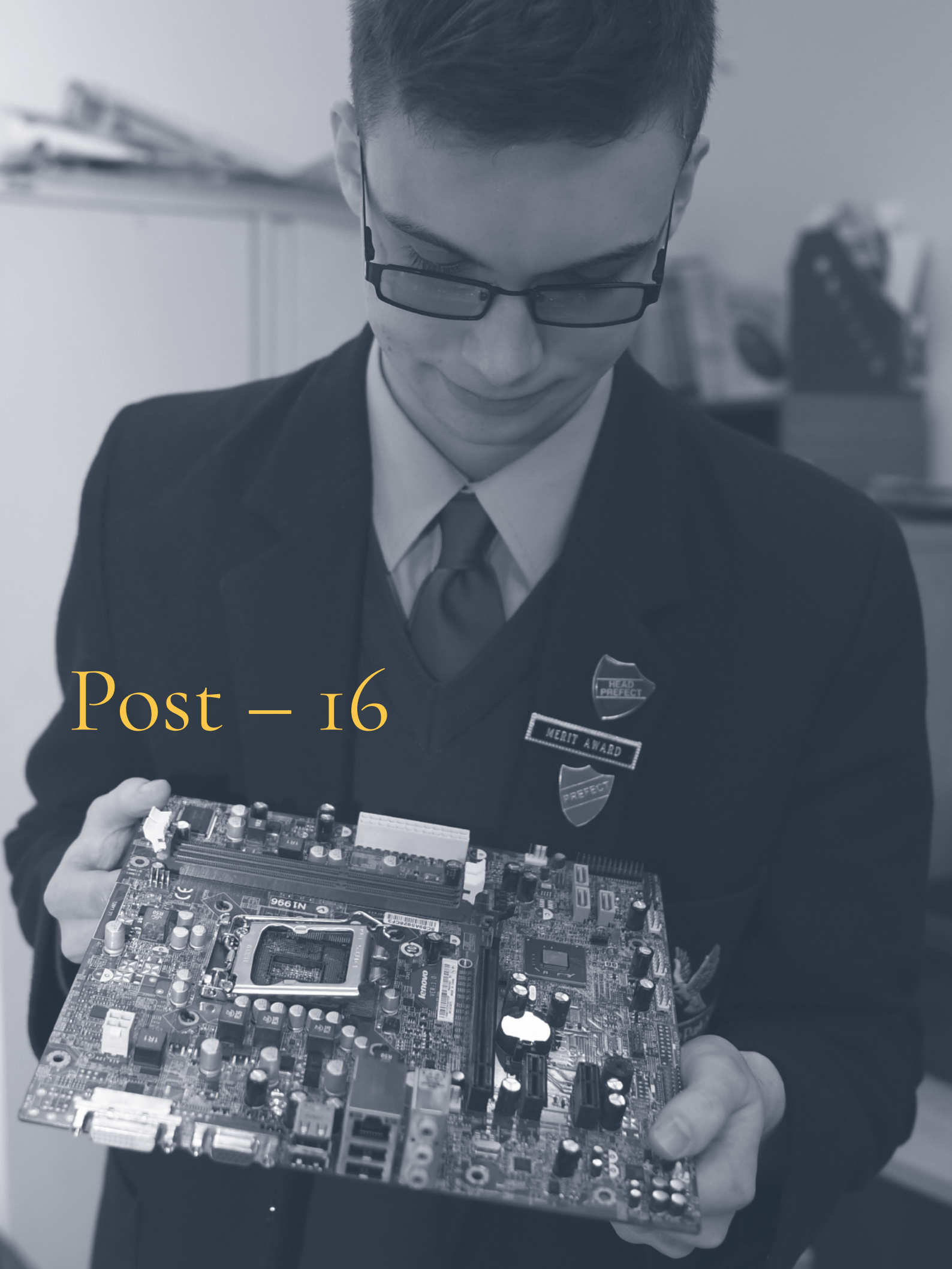


### Homework

Pupils in the Preparatory school receive homework to reinforce the learning in school and to extend their knowledge through written, ICT and practical activities. To assist parents, homework is given on Tuesdays to be returned the following Monday.

Homework is set for five days, it is sent to include the weekend, this is to allow the completion of homework tasks to be spread out if required. We work hard to ensure that pupils are not overwhelmed or overloaded by the amount of homework they receive and a careful balance of homework is important so that social and family time is not infringed upon.





# Post – 16



## Art & Design Level 2/3

Pupils will build on their previous work and study the following:

Visual recording in art and design.

Visual communication in art and design.

Design principles and professional practice.

Freelance work.

Computers and photographic media.

Techniques and technology.

The qualification equates to 2 A Levels which is 120 UCAS points. This is sufficient to give all pupils access to university of higher education of their choice.

## ICT Practitioners Level 2/3

Pupils will study the following aspects of the course:

Communication and Employability Skills for IT.

Computer and Information systems.

IT Systems Analysis and Design.

Principles of Software development and design.

Event driven programming.

## Children’s Play, Learning and Development Level 2/3

Promoting children’s development.

Diet and nutrition for children.

Psychological perspectives on children’s behaviour.

Combined science for the early year’s practitioner.

Life processes and living things.

Environmental studies for the early years practitioner. Complementary therapies for children. The play and work environment.

## Performing Arts Level 2/3

Pupils will study the following aspects of the course:

The historical context of performance.

Theatre in education.

Variety performances.

Acting auditions.

Applying acting styles.

Film and TV acting.

Script writing.

## Business Level 2/3

Pupils will be introduced to aspects such as marketing as well as understanding financial accounting.

Exploring creative product promoting. Investigating internet marketing. Understanding aspects of employment law. Human resource management in business. Managing a business event. Exploring team development.





## Applied Science Level 2/3

The course provides an in depth study of practical scientific techniques, working in the scientific industry, perceptions of science, application of numbers for science technicians, mathematics for science technicians, using science in the workplace, physiology of the human body systems and biochemical techniques.

## Sport Level 2/3

Pupils will be expected to be able to provide an in-depth training programme to help pupils enjoy a positive and rich experience and understanding and understanding of sport and it's benefit to people. The course cover all aspects of sport including health and safety, nutrition in sport, performance, fitness testing, Injuries, practical sports, team and water based sports, leadership, outdoor skills and equipment and facilities.

## Animal care Level 2/3

Maintain animal health and welfare.  
Undertake practical animal feeding.  
Maintain animal accommodation.  
Undertake work related experience.  
Principles and practices of animal behaviour and handling. Introduction to animal breeds and grooming

## Land based horticulture Level 2/3

Demonstrate competence as a Landscaper, Gardener, Sports turf assistant or Horticultural production assistant.

Develop knowledge and skills related to the specified job roles in Landscaping, Gardening, Sports turf maintenance and Horticultural production. Have existing skills recognised. Develop their own personal growth and engagement in learning



## High School Assessment Target Setting and Reporting

Pupils are mentored by their tutor from their first day to their last at the school. Their work is graded and they are rewarded for good work and receive guidance both verbally and in writing about ways of achieving the next attainment level in each subject.

Parents are kept well informed via our monthly assessment reports which gives each pupils attainment level and target in each subject. Parents evenings are held in October and May of each year.

Assessment reports are distributed six times throughout the year. Three end of term reports are distributed per year. Parents receive 6 reports throughout the year. Pupils have access to the reports to enable them to see their own progress. At the end of year 11 they are presented with a record of their achievements which they are able to use in interviews for post education or work.



## The OPS Redwood Farm

The school has a fully functioning farm which houses chickens, goats and ponies. Pupils visit the farm and develop their animal care skills by helping with the cleaning and feeding.

## Gardening and Horticulture at Overstone Park School

Situated in 15 acres and surrounded by a further 350 acres, we have the ideal setting to grow our own vegetables. Pupils are actively involved in planting and nursing the school vegetable garden. Throughout the year they plant seeds around the school and nurture and care for them. Our pupils are excellent gardeners.



# Admissions

Overstone Park School is a non-selective day and boarding school for pupils aged 5 to 18 years. We have two departments: Preparatory (aged 5-11 years), and High School (aged 11-18 years). Parents are given as much information as possible about the school and the education provided. We aim to make each child's start in school both happy and successful. We aim to begin a lasting partnership with parents and children. Our website and prospectus' gives an inclination of the uniqueness of our caring school environment. Prospective parents are also invited to the school's events throughout the year such as open days and summer fete and much more.

## General procedures for entry

Upon receipt of a request or initial enquiry, a copy of the school's Prospectus will be sent out. This will include all relevant details regarding current fees. Prospective parents will also be offered an appointment to view the school and meet with the Principal, Marion Brown.

Alternatively, prospective parents will be encouraged to make an appointment to meet with the Principal to view the school (with or without your child), to watch the children at work, to meet with teachers and to experience the ethos and atmosphere of the school.

Pupils are given a taster day in which they are given the opportunity to familiarise themselves with the school and their peer groups. During their day visit, visiting pupils are assessed in Mathematics and English as well as their ability to interact socially with peers and staff members.

If your child has any specific educational, behavioural or learning needs, this must be disclosed before the taster day visit and any educational assessments or reports must be provided to the school to enable us to assess your child's needs fully before a place can be offered.

Pupils with EHC plans are enrolled at the school via a referral from the Local Authority which will fund the school place.

When you come to collect your child at the end of the taster days, you will be able to discuss the outcomes of your child's day and any additional queries or concerns you may have. You will be given a letter of offer.

If you wish to enrol your child at Overstone Park School, you will be able to complete the school's enrolment and health forms and submit it. On receipt of this, you will receive a copy of our Welcome Pack containing all relevant documentation required prior to your child's commencement at Overstone Park School. The school will arrange transition days to support new pupils in their move to Overstone Park School.

Pupils progress into the Preparatory School from the Preparatory Department for current pupils. For new pupils; once the prospectus has been read, parents are invited to view the school in action.

Thereafter, a Day Visit is booked for your child to spend the day with their intended class group, where they are assessed by interview and short tests, to assess National Curriculum and current academic, social and emotional levels. Whilst we are an inclusive school the academic, social and emotional levels of pupils are assessed to ensure that their individual needs can be met fully.

Once an offer of a place is received, parents are expected to complete the enrolment and health forms and submit them to the school office.



Confirmation of receipt of this will then be forwarded to you in writing along with a Welcome Pack with additional information prior to the commencement of your child's attendance at Overstone Park School.

Pupils referred to the school by the Local authority must have Overstone Park School named on their EHC plan and funding must be in place before admission.

## For testimonials

To find out more information, please use the following contacts:

**Mrs Marion Brown**  
Designated Person (Secondary)  
Telephone: 01604 643787

**Mrs Dawn York**  
Designated Person (Primary)  
Telephone: 01604 643787

**Mrs Tracey James**  
Designated Person (EYFS)  
Telephone: 01604 643787

**Mr Mark Partington**  
Senior Management Team  
Telephone: 01604 643787

**Email**  
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