



Foreword

Introduction from the Head Teacher

The Leicester Montessori School was founded in 1990, and offers full independent educational to children and students from age 3 months to University entry.

The school is co-educational. The Nurseries, Preparatory School, Upper Preparatory School (5-8yrs), Grammar School (8-14) and GCSE and Sixth Form College (14-18) are treated as parts of an integrated whole, to the benefit of all. We are proud to offer a structured educational path to our students, with the intention of instilling enthusiasm for academic progress in all subject areas, whilst at the same time, exploring their individual talents and interests.

The School maintains an expectation of the highest standards from its teaching staff, carers and auxiliary staff, as well as from the students themselves. We occupy a large campus of six self-contained facilities, each of which enjoys the support of the rest of the Leicester Montessori group.

The Schools have achieved outstanding success in their personal and academic development of children and young adults, many of who have benefited from individual tuition and academic acceleration to achieve exceptional results at an early age, or have gained pleasing results with us that they might not have expected elsewhere.

I am happy to know that you have an interest in our School. I hope that you find this prospectus to be informative, and that you might wish to explore further the opportunities we can offer to your child. Please accept my invitation to contact the Admissions Officer to arrange to view the School by appointment.



***'Education is the kindling of a flame, not the filling of a vessel.'* -Einstein**

The Montessori Teaching Method

Montessori environments for infants, and classrooms from preschool through high school, are based on a different philosophy of education in comparison to that experienced by most of us. Rather than beginning with a school/society-dictated set of lessons, the Montessori "guide" (as the teacher is usually called) builds on the natural human tendencies toward exploration, hard work, creativity, and communication, to create a learning environment which feeds the evolving passions of the children.

When the environment meets all of the needs of children, they become, without any manipulation by the adult, physically healthy, mentally and psychologically fulfilled, and extremely well educated. In the following quote, Dr. Montessori speaks of the first Casa del Bambini (Children's House) in Rome, illustrating her important discovery, the core of all Montessori work today:

'When the children had completed an absorbing piece of work, they appeared rested and deeply pleased. They exhibited a great affability to everyone, put themselves out to help others and seemed full of good will.'

Today, there are research projects of all kinds being carried out on the results of a Montessori education. As children progress



through true Montessori preschools (3-6), primary, secondary, and high schools, they become progressively more independent and responsible in action and thought. They move out into society and become thoughtful and responsible adults. Often, they develop such excellent study habits that they surpass the level of the curriculum of traditional schools.

It has always been our ambition to offer premium education from nursery-age to University entry.

With the opening of the Sixth Form College, this dream has been realised. Several of our students have attended throughout their school lives and are now enjoying the benefits as they continue through their formal examinations with shining success. Other young people have joined at various stages of education and find their time with us to be a fruitful and unique experience.



The school accommodates the GCSE and A Level students in a single working environment. There is much commonality of teaching staff, and a consequent continuity as the student proceeds from the former to the latter. This eases the transition to the more demanding A Level workload, and provides a constant, familiar environment in which to concentrate on study. The relatively small size of the student cohort helps to ensure that every member of the school is made to feel valued and integral to their group.



The Sixth Form College

Recognising the need to combine the best of primary school practice with the requirements of continuing education, we aim to develop abilities in learning, study, observation and other personal qualities during the compulsory secondary school years.

Linked with this is the need to have times in the week when planned activity is flexible, such that individual interests may be pursued and individual requirements more easily met. This is the task of the Group Tutor, with support from specialist subject staff.

The large staff to student ratio allows close, though unobtrusive, monitoring of individual students in

respect of both academic and personal development. One legacy of the Montessori ideal in this context is that it is the natural positive growth of the whole person that is of interest - a balanced development, in an environment that allows the evolution of a happy, successful individual with unique talents and interests. Equally, the nurturing of these talents should not distort development or neglect development in other areas. To these ends, the well-being of all our students is monitored carefully by staff. Staff members are made aware of any pastoral issues that may arise with regard to each student, with communication with parents when necessary. During the weekdays, life is busy and full. Lessons are forty minutes long, and there are eight lessons in a day. There is a cooked lunch and then tea in the middle of the afternoon. Pupils involved in sports or Tae

GCSE

Introduction

Kwon-Do sometimes stay on in the evenings. Other parts of their educationally-varied diet are outings, excursions to the theatre and the occasional weekend event.

Pupils are expected to complete homework every day - the time required depending on the pupil's age and ability. Parents are encouraged to supervise their children's homework, especially in the case of younger children. Parents who want to discuss anything with the staff are free, and indeed encouraged, to do so.

Lessons formally end at 4pm, but leaving times at the end of the day are flexible and it is possible that a child will remain until 5:30pm. A large number of the children stay on after lessons, when study-time is supervised by their subject teachers. Many of the children live several miles away, and the school provides a bus service along main routes into Leicester from popular residential areas.

The GCSE curriculum provides both variety and coherence in preparation for formal examination after a two-year period. It is designed not just to give the student a secure general education, but to allow an informed decision to be made as to which A Level choices might be most appropriate upon completion of Year 11.

Curriculum

It is our intention that every student be given a broad grounding in the widest variety of subject areas before they specialise later as this is the last contact a student will have with several subjects. We hope that students will find the presentation of this range of material to be involving and useful, and that a fondness remains for those subjects they must relinquish as they graduate to A Level or other form of further education.

■ Core Subjects

English

Students are taught to communicate through language: the spoken word and the written word as well as through their appreciation and understanding of what others have written. Classic fiction is studied according to the requirements of the syllabus, and students are taught to analyse modern communications media. Emphasis is placed on imagination in creative writing, understanding the layers of meaning in written texts and the need for accuracy in the communication of thoughts and ideas.

Mathematics

The Mathematics course is designed to meet the needs of the full range of student ability and develop student confidence in, and enjoyment of, mathematics. Students are taught skills which will not only equip them well for the GCSE examination, but to enable them to use and apply mathematics in practical tasks and in real-life problems. Emphasis is placed on traditional skills of numeracy - all students should become proficient in both written and mental methods of calculating - as well as on modern problem-solving approaches to mathematics.

Physics

Physics is the study of the natural world and the rules that govern the behaviour of matter and energy. From surprisingly few general principles, much about the way nature works can be understood. This allows quick and gratifying progress to be made from the moment the student is introduced to this elegant subject. Such phenomena as electricity, forces, heat and radio are explored in the context of the everyday experiences that we all share. The knowledge gained at GCSE level can form a base on which to proceed to A Level study, or support well a student who might choose subsequently to study a more arts-based subject.

Chemistry

The study of the reactions of substances with each other is a rich area of study. The behaviour of materials at a macro- and molecular level is included, and basic organic (carbon) chemistry is introduced. Knowledge of chemistry is important to any student who wishes to follow a scientific career path, or who might eventually work in, for example, manufacturing or any material-based field.

Biology

At GCSE, Biology is an introduction to the systems involved in sustaining life in plants and animals. Respiration, transpiration, reproduction and evolution are all explored. This course is a broad introduction to the rather complex concepts involved in the life sciences, the study of which will be extended later for those interested students who proceed to A Level in Year 11.

■ Information Technology

Conversance with information systems, and personal computers in particular, has become vital to both the student and the individual entering the workplace. Computers can be applied to a

huge range of tasks, both analytical and creative. Manufacturing processes are now centrally controlled and monitored by electronic means. Increasingly, artwork is created, stored, transmitted and printed using computers, without recourse to pencil or paint. Personal communication between individuals can be conducted digitally, as can automated communication between discrete information systems such as those used by banks and the police service.

This course will serve to educate the student in those skills that will aid him practically in his school and professional life, and inform him as to the role played by the large systems that are used in the administration of an increasing part of our everyday lives. Students will study information types and their generic application, digital communication, networking principles, the components of a personal computer, the role of the operating system, and so on. They will also be given an appreciation of those circumstances where the use of a computer is inappropriate.

Toward the end of the course, a project is set. This involves the creation of several related pieces of work, using appropriate choices from the main software categories such as desktop publishing, word-processing, database management and spreadsheets. This coursework will contribute around half of the final mark for the course.

■ Modern Languages

Those students who have attended the Grammar School have had some exposure to French and Spanish, and may have developed an affinity for them. It is usual to continue study of French to GCSE level, and Spanish can be taken as an option. Lessons are usually delivered by native speakers of the language. Study concentrates on the language itself, although significant time is spent informing the class as to the unique characteristics of the respective history and lifestyle of the country.

■ Business Studies

The course is designed to help and encourage students to achieve a basic understanding of the world of business. It is a modular course run over 2 years. Business Studies is can benefit those who contemplate careers in areas such as Marketing, Banking, Insurance, Law, Accountancy, Management and Personnel Management. The course covers many interesting aspects:

- *Nature of Economic, Social, Political and Legal Environment.*
- *Trends in UK Business activity.*
- *Nature and Types of Business.*
- *The Legal structure of Business.*
- *Objectives of Business.*
- *People and their needs.*
- *The internal organisation of a Business.*
- *Information, i.e. what Business needs to know.*

- *Solutions to standard Business problems.*

■ Humanities

The Humanities curriculum aims to challenge students and create independent learners. Students develop a range of inter-disciplinary and specialist skills through the use of local, National and International studies.

The History course is theme-based, focusing on important periods and events and their context

Subject

Board

<i>English (Language and Literature)</i>	<i>NEAB</i>
<i>Mathematics</i>	<i>OCR 1664</i>
<i>Physics</i>	<i>EDEXCEL 1046</i>
<i>Chemistry</i>	<i>EDEXCEL 1036</i>
<i>Biology</i>	<i>EDEXCEL 1026</i>
<i>French</i>	<i>OCR 1525</i>
<i>History & Geography - (Combined Humanities)</i>	<i>OCR 1597</i>
<i>Business Studies*</i>	<i>AQA 1156</i>
<i>Art*</i>	<i>EDEXCEL 1004</i>
<i>Spanish*</i>	<i>OCR</i>
<i>Information Technology</i>	<i>AQA</i>
<i>Drama</i>	<i>EAB</i>

**These are alternative subjects offered as an option - 1 subject to be selected from this option group.*

in relation to others on the time-line. While these events are analysed in detail, emphasis is placed upon the common influences that engender change in a general sense.

The Geography course examines both physical and human geography. Whilst the emphasis has classically been on the influence of the former upon the latter, the course now includes consideration of the increasingly significant converse process.

■ Work Experience

All Year 11 students explore and experience the discipline of the world of work, where they take part in a week's placement with local businesses, industries and organisations. Exciting and challenging opportunities for work

Extra-Curricular

experience have become a regular feature for Year 11 students. All post 16 students take part in work-shadowing or placements outside the school.

■ Academic Acceleration and Extra Subjects

Students who wish to undertake further work may apply to do so, at the discretion of their Form Tutor. This may take the form of accelerated progress through a current GCSE subject, early acceptance onto an A or AS Level course, or arrangement to take an extra subject that is not normally offered.

Members of the sixth form are given a number of privileges not open to the rest of the school.

For example, they are not asked to wear the school uniform, while most non-academic activities are voluntary. Sixth formers are encouraged to develop their powers of leadership and initiative. They are role models for the younger children in the school, and they are given positions of authority and responsibility in a number of important areas. In the small sixth-form sets, teaching becomes guidance. Individual tuition can turn good marks into the top grades that leading universities require. Staff build on strengths, correct weaknesses, and train the candidate for the exam.

Sixth Form College

■ A Coherent Plan

Success at GCSE level is usually followed by progress to a form of 'further education', of which A Level is an example. Post-sixteen students will usually have established some impression of their aptitude in a range of subjects, and will now be able to make an appropriate choice, in consultation with staff members, of subjects in which to specialise.

It is possible to study a wide variety of courses, with a great number of subject combinations, over the two years of Advanced study. Further, it is possible to "mix and match" AS and A levels, which are taught over periods of one and two years respectively. Some classes may contain up to a dozen students, whilst a specialist teacher may teach others individually. The Form Tutor will monitor the performance and well-being of the students in their charge, respond to issues, whether pastoral or academic, that may threaten progress, and endeavour to optimise their academic and personal growth during this important transition to adulthood.

■ Choice of Subjects

Your choice of A Level subjects is important, as it will influence the options available later, whether you intend proceed to Higher Education or to enter employment. At the Leicester Montessori Sixth Form, each student is advised upon the choice of an appropriate and compatible set of subjects that can form a progressive study course for the following two years, and which will lend itself well to application for an appropriate University course upon completion.

■ The Promotion of Self-Study

The successful student will recognise that the responsibility for the imposition of a strict regime of study has now passed from the teacher, as has been the case up to GCSE, to the student himself. Since A Level study is voluntary, it is expected that a student will be self-motivated and diligent for the duration of the course, exploiting the facilities and skilled tutelage afforded by the School.

■ Admissions

In general, students are invited to select any combination of subjects they wish to study in their main academic programme, provided that:

- they have obtained a total of at least 5 subjects at GCSE at A grade. Internal candidates whose GCSE results fall below this expectation will be given careful consideration.

- they have obtained a grade B at least at GCSE in subjects they wish to continue at A2 or AS level. Staff will advise students if they feel that they are unwise to continue with a subject despite meeting the entrance requirements. If double certificated Science has been taken, 'A' grades are recommended for study of a science at A Level. Those who intend to study a subject in the Sixth Form that has not been studied at GCSE level will be expected to demonstrate ability in other relevant subjects.

- the proposed course of study will qualify them for Higher Education or their chosen career.

■ Science

The purpose of studying science at Advanced Level is twofold. Primarily, it allows an insight into the way nature works that can be enthralling for the student. Also, it encourages the student to adopt a pragmatic, unbiased approach to problem solving, and an expectation that the application of logic will result in greater fundamental understanding and an ability to predict an outcome from a set of known conditions. This capacity for rational analysis is the fundamental tenet of science, but the value of its application to all aspects of life cannot be overstated. The skills that are acquired during proper study of a classic scientific subject are skills that will serve any individual in any field of endeavour.

The study of the sciences at A Level begins with a broad reworking of that which was introduced at GCSE, and proceeds to extend it in a more formal and rigorous manner. This will then form the prerequisite foundation upon which a degree course in a science subject can be undertaken.



■ Languages

English (Language and Literature)

English is considered to be the most versatile language in use today. It is also the universal language of western commerce, and that in which fluency is essential if effective multicultural communication is to be achieved. Although these reasons alone are justification enough to study English at an advanced level, they ignore what is, for many, the true motivation to become immersed in English language and Literature. It is at this stage of education that a student may, for the first time, find the opportunity to enjoy, analyse and understand the structure of this beautiful, most diverse of languages. Formal study of etymology, structure and technique yield to the student an increased capacity to create and express in both spoken and written form.

Typical areas of study will be:

- Introduction to the study of language, its purpose and history.
- Gestures and Paralinguistic Communication
- The Child's Acquisition of Language
- Etymology and Language Change
- Spoken and Written modes
- Discourse Analysis
- Dialects and Non-Standard English
- Emotive and Figurative Language
- Editing and Writing in Style
- Literature
- Rhetoric

Modern Languages

Language students will often want to choose a unique combination of subjects at A Level. The school will often provide the flexibility to allow a student this freedom by arranging individual tuition or by forming a class upon request by as few as two students. The School believes that the desire of a student to learn and be taught should be accommodated to the fullest extent.

Physics

Physics is the most fundamental of the sciences, and the closest to nature. A study of Physics will reveal the beauty of the natural world; its simplicity, its grand scale from the infinite to the infinitesimal, and its capacity to be analysed. Study begins with such fundamental ideas as:

- *Newtonian mechanics (forces, gravitation, orbits, etc)*
 - *Dynamics (the analysis of a system through consideration of its energy)*
- *Optics*
- *Electricity*
- *Astronomy*

Later, such advanced ideas as the nature of subatomic particles are considered.

The study of physics enables the student to derive for himself the answer to such questions as 'why is the sky blue?' and 'how does a dynamo work?' It is difficult to propose a career that would not benefit from the application of ideas that are classified as 'physics', but perhaps the best reason to study this subject would be the innate curiosity that is always present in the thoughtful student; the desire to understand the world in which he lives.

Chemistry

An understanding of basic Chemistry is crucial to a large number of careers in manufacturing and regulatory fields. As a classic scientific subject, it has obvious relevance for medicine and veterinary science, as well as such fields as drug manufacture, agriculture, brewing, food and biotechnology. Any student qualified in chemistry will be regarded as someone who is numerate, well organised, self-motivated and intellectually adept. An appreciation of social, economic, environmental and technological contributions and applications of Chemistry will be gained during the course, as will the ability to communicate scientifically in appropriate ways, including the ability to select, organise and interpret data.

Students will learn to acquire knowledge through experimental work, carried out with due regard for safety and to carry out an investigation by the application of imaginative, logical and critical thinking.

Pre-Medical Studies

A large number of our students have aspirations to join a medically related profession.

The aim of any such course will be to allow students to learn the fundamentals of Biology, Physics and Chemistry in an environment that has relevance to Clinical Medicine and Dentistry. Typical course components required of all premedical students will be biology, chemistry, physics, mathematics, English.

The course will give the students a basic grounding in relevant 'skills'. This will include:

- *Practical laboratory skills*
- *Safety in the laboratory*
- *Data interpretation*
- *Data handling*
- *Manual dexterity*
- *Planning and designing experiments*
- *Mathematics as a core skill*
- *Time management*
- *Précis and note making*
- *Precision and rigour*
- *Professional deportment*

Self-directed learning is the hardest part of this course for any student. Although some guidance is given on research tasks set, requirements and approach are personal to each student. Ample time is given to this individual study to achieve the learning objectives, chief amongst which, it is assumed, will be progressing to year 1 of a Medical or Dental course.

Most Medical schools prefer that a premedical applicant have some form of internship related to the health sciences. We therefore encourage students to do volunteer work at medical institutions and provide several opportunities in our area.



Information Technology

This course is designed to encourage students to make use of a range of software engineering skills in the context of a sound understanding of the technical foundation of current computer systems and information flow. It also promotes the knowledge and understanding of a wide range of current software applications and database design. Both A and AS level courses are available.

The Advanced Subsidiary course is concerned with the processes of design and development of computer applications in the general context of commercial viability and social responsibility.

This course takes into consideration the students' opportunities for progression to career paths that lead to IT and computer-focused employment including computer management, programming, computer operating and systems development design and implementation.

This qualification will also assist in the use of computing in other subject areas such as business management.

An AS Computing or IT course might lead to higher education, or training and employment with major technology companies.

Students will be encouraged to develop an understanding of:

- **the principles of solving problems using computers**
- **the range of application of computers and the effects of their use**
- **the organization of computer systems including software, data, hardware, communications and people**

The course will then facilitate the acquisition of the skills necessary to apply this understanding to developing computer-based solutions to problems.

Scheme of Assessment

Assessment is by means of three units, one of which will be coursework with approximately 40% weighting.

Entry Requirements

Although no formal qualification in computing or IT is required, an interest in computers and an ability to effectively use common applications are essential. It is also advised to have a minimum of grade B at GCSE in English and Mathematics.



■ Biology

This course is suited to those students who have enjoyed Biology at GCSE, or who want to better understand the function of the human body and other organisms. Some students will have ambitions to become a doctor, veterinary surgeon, optometrist or practitioner of some related field. Higher education in these and many other areas might require some grounding in Biology at A Level.

■ Arts General Studies

A student will choose to take general Studies for a variety of reasons. As a fourth A Level subject, it can augment a narrow selection of subjects by offering the opportunity to explore a diverse range of contemporary human-interest issues such as those raised by current news reports, recent scientific developments, human rights and world politics. It may be that General Studies can support one or more of the student's other subject choices directly, such as psychology or geography. Although a General Studies course will typically be conducted at a more sedate pace than, for example, that of a science subject, a good grade will, nevertheless, require effort and dedication. The successful General Studies student will be one who learns to be conversant with current affairs, is methodical, lucid in discourse and deductive.

■ Media Studies

The study of Mass Communications Media is enlightening and gratifying. The techniques used by advertisers, newscasters, filmmakers and suchlike are revealed and analysed. In the study of the press, publishing, cinema, broadcasting, news production, advertising and marketing, the student will come to appreciate that an audience responds to stimulus in a broadly predictable way, but that an understanding of these processes can free the viewer to become more critical and independent in a 'media-saturated' society.

■ History

It is not absolutely necessary to have studied History for GCSE, but it is a considerable advantage. GCSE History candidates, though, should have Grade B or above in the subject.

A mix of medieval and twentieth century history to provides A/AS level courses which have both depth and breadth and which also provide a variety of historical experiences, some familiar, others not. This mixture should provide much that should fascinate the student. It should also attract a favourable response from university academics who have been vocal in

■ Mathematics

Mathematics can be used to help explain many of the phenomena in the world around us; for example, how certain types of machines work, why planets move in the way that they do, how populations are affected by changes in the birth and death rate and so on.

The course should enable students to:

- *Develop their understanding of mathematical principles and their interest in the subject.*
- *Extend their range of mathematical skills and techniques and use them in more difficult problems.*
- *Develop the ability to apply mathematical techniques appropriately.*
- *Acquire the foundation necessary for the further study of mathematics and other disciplines.*
- *Develop the ability to recognise situations which can be represented mathematically, construct a mathematical model and select an appropriate method of solution.*

The aim of the demanding A-level Mathematics course is to equip students with the skills required to tackle these problems and to develop confidence and enthusiasm in their approach to the subject.

their criticism of school history for its concentration on the twentieth century alone, particularly the inter-war years.

The methods of learning and working vary; note-making, essay-writing, the study of historical sources and classroom discussion are most prominent. These will be supplemented by the use of film, tapes, seminars, talks, outside lectures and visits. Anyone wishing to study AS/A level History must be prepared to read around the subject and ought to have a firm interest in the subject and a commitment to academic study.

■ Geography

Students who choose to study Geography must be interested in finding out about the environment in which they live. The course focuses on the processes that have shaped our world and students will be expected to develop an awareness of the geography around them, both human and physical. The ability to study the subject through books and a variety of other resources is essential. Students should be capable of working on their own and using their own initiative. They are expected to make their own observations based on sound knowledge and understanding.

■ Politics

The last twenty years have been particularly exciting for students of politics. Internationally, we have seen the disintegration of the Soviet Union, and the subsequent end to the Cold War; continuing problems in the Middle East and the Civil War in former Yugoslavia, and the rapid development of the EU. Within our own country we witnessed four successive Conservative election victories, and the implementation of some of the most radical changes since 1945. In 1997 Tony Blair became Prime Minister presiding over a newly reformed Labour party, committed to major constitutional reform.

In this climate the study of politics is particularly rewarding.

At the end of a successful two-year course, the student should have an excellent understanding of how Britain and America's political institutions actually work; you will also be much more familiar with both national and international affairs and the political issues of the day.

Psychology

Psychology is the study of the nature and functions of the human mind and will focus on the mental experiences of the people who go to make up a society. Psychology will investigate individuals and the characteristics of individual personality. It will involve the discussion of abstract concepts such as ego, attitude and motivation and will demand disciplined thinking and detailed reading from candidates choosing this option.

The course will focus on the nature of psychological enquiry and the theoretical issues that underlie psychological analysis. It will involve an understanding of the major theoretical approaches such as Reductionism, Behaviourism and Determinism, as well as Idiographic and Nomothetic explanations of human behaviour. Students will also look at methodological issues, field experiments and case studies and how psychological enquiry can be practically applied.

Studying Psychology demands academic rigour and commitment which is an ideal preparation for most, if not all, degree courses. It is also a fascinating subject on its own right which not only develops self-awareness and understanding of others, but also has links with all the other 'A' Level subjects. Psychology is invaluable for anyone pursuing a career that deals with people: teachers, nurses, doctors, prison workers, police, business people, advertisers, journalists, people working in the Mass Media, criminal and forensic psychologists, sports psychologists, health & environmental psychologists as well as clerical, educational, occupational and government services. All these professions benefit from an understanding of why people behave the way they do.

Business

Economics

For most commencing A Level study, Economics is a new subject. We attempt, in this course, to examine and explain the working of the British Economy and its links with other economies around the world. It is a subject that helps to explain the commercial and political world in which we live and will therefore help in many careers such as accountancy, banking, journalism, any financial area, law, politics and business in general.

In a recent survey it was found that those with a degree in Economics degree were the second highest earners in this country.

The Economics course has a logical structure; it seeks to explain, in rational terms, the economic behaviour of individuals, firms and the economy as a whole.

'Economics' affects you and should interest you as a citizen. The course will improve your understanding and appreciation of controversies over economic policy, such as unemployment, Balance of Payments, inflation, public and private ownership, the structure of U.K. Industry, the Developing world and environmental issues.

Business Studies

Business Studies offers the opportunity for candidates to develop qualities that will be a suitable preparation for entry into employment or self-employment in any business sector. At the Advanced Level, candidates will learn about how individual businesses operate within the framework of an economy and its systems for administration and financial accountability. Human resourcing, marketing, business planning, innovation and problem solving are essential skills in business. Creative and analytical thinking will be developed through investigating, making and justifying proposals for improvement, predicting and planning. Candidates will be encouraged to be creative and imaginative in their learning programmes, engaging in such activities as business enterprise, work experience, work shadowing and business education partnerships.

International Students

The school welcomes international students, both from English and non-English speaking countries. Such students bring new perspectives and help to widen horizons. Technology is causing the world to become increasingly small and borderless, and the school actively cultivates an international outlook.

UCAS Application

The school administers UCAS applications and experienced advisors help students make an informed and appropriate choice of Higher Education course. Although most students proceed to a University Degree course, such as medicine or journalism, students are made aware of other options, such as a vocational course or an apprenticeship.

Accounting

This course includes components that represent both classic accounting principles, such as book-keeping, budgeting, cost analysis and expenditure appraisal, and consideration of current local regulations and requirements of law.

With a qualification in Accounting, a student could proceed to Higher Education or work in business or industry.

GCSE Mathematics at Grade C or above is an advantage, but this is not essential. Other subjects which would go well with Accounting are Business Studies, Economics, Science and many others.

Outward Bound

All students are given the chance, and indeed are encouraged, to participate in extra-curricular group activities and trips which are designed to stimulate a sense of community amongst the groups and the school as a whole. With an emphasis on safety, the many challenging activities are organised by professional instructors and present an opportunity for students to both enjoy themselves and broaden their own self-image and expectation.

The development of self-confidence, a sense of realism and practical skills combine with academic effort to help personal growth and preparation for the independence required of a student upon leaving school. With these attributes, the student will be well-equipped to proceed successfully to their chosen University course or employment.

