



ST EDWARD'S SCHOOL  
HAMPSHIRE

# NEWS

Issue 41



CLIFTON  
DIOCESE

Called to be a People of Hope

**GCSE**

PHYSICS

**REMEMBRANCE**

'At 11.00 on the 11th of November 1918 the guns of the Great War fell silent.'

**DIWALI**

Embrace Cultural Capital



## CONTENTS

- 02 GCSE Physics
- 04 Remembrance
- 05 Historic Dockyard
- 06 Community Farm
- 07 Alternative Curriculum
- 09 BTEC Sport  
BTEC Hospitality
- 10 Visit to the Military Medical  
Museum
- 11 Anti-bullying Week
- 12 Diwali
- 13 World Cup Fever
- 15 Carol Service
- 21 The Curriculum Review  
Impact Statement 2021-2022

# GCSE

## Physics



Our pupils have been attending to one of our GCSE Physics required practical experiments. We were tasked with determining, recording, presenting and evaluating insulation of certain properties and of certain quantities of insulation. Our pupils were required to build their experiments and investigate their hypotheses.

It was a highly productive lesson which was only made possible by the collaborative approach to learning that our pupils have adopted. Industrious, studious and making good progress are the words I choose to describe this class.

You made us proud, again.

**Shaun Nicholson**  
Teaching Team



# Remembrance

'At 11.00 on the 11th of November 1918 the guns of the Great War fell silent. 21 years later, and on many occasions since then, wars have been fought that have directly involved servicemen and women from countless nations around the world. In the last year alone, parents, pupils and staff of St Edward's worked together to help the Ukrainian victims of a war their country never wanted to fight.

At times, it must seem that our annual act of remembrance every November is one more reminder of the futility of armed conflict. However, our Act of Remembrance this year, like all the others before it, reminds us constantly that there are values worth defending and that there have been and always will be, men and women who have the courage to put themselves at risk for the sake of people they will never meet.

We will never glorify war but, equally, we will never forget the sacrifice of those who, in the words of the war memorial at Kohima in Burma "for your tomorrows, we gave our today"

## Stephen Whelan

Mission Ethos & Charity Lead





BRITAIN'S BRAVEST  
SINCE 1917  
**LEST WE FORGET**

# HISTORIC DOCKYARD

Ahoy there! In early December pupils and staff from the Middle and Lower schools visited Portsmouth Historic Dockyard, with a keen focus on visiting the Mary Rose museum following the Tudor Topic work and Henry VIII case study that had been completed across the Autumn Term. A great day was had by all that also allowed visits on board HMS Warrior, HMS Victory and HMS M.33 where projectors, videos and actors brought the experience of living on board these ships to life and allowed pupils to ask brilliant questions.

**Martin Green**  
Teaching Team



*THE MARY ROSE EXPERIENCE*

# Community Farm Class 10C

Since September, 10c have been gaining some vital work experience by attending River Bourne Community Farm in Salisbury. When they visit the farm they have various opportunities to learn a range of new skills and get to experience life on a working farm. The class have been fantastic at looking after the big and small animals in a safe and mature way. Some members of the class have had the opportunity to use various machinery on the farm and even been taught how to drive a tractor.

**David McAdam**  
Teaching Team



# Alternative Curriculum

## LSA

This year has seen a new alternative curriculum class start in the lower school. The aim of this class is to have a holistic learning approach using Forest School, Hygge and elements of Montessori. We spend our time learning literacy and numeracy and then complete projects both outside in the woods and in the classroom, including den building, animal care at the farm, Christmas gift crafts, how the human body works and animal and plant identification.

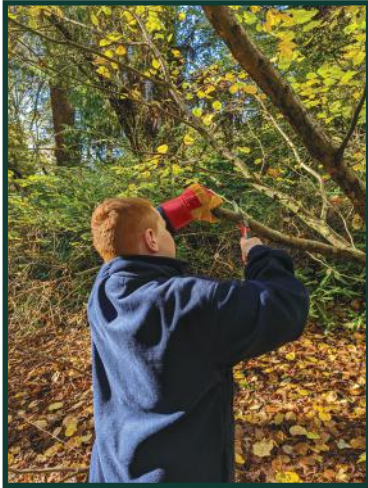
This past term the LSA students have been building their communication skills, self-esteem, risk and safety awareness through building a class shelter and practising tool use skills such as whittling and woodland management. While in the classroom we have been discovering about how the human body works, how to care for our bodies and what different things effect it such as food, fitness and risky behaviours.



**Joann Osman**  
Teaching Team







## BTEC Sport

Our Year 11 Btec Sport pupils have been diligently working away on their assignments this term. The pupils have learnt about different aspects of sport. While learning and writing their assignments, the pupils have put their gained knowledge into practice, by participating in a wide range of sports. The pupils were assessed on their performance and all achieved a high grading for their assignment. In addition, the pupils were tasked on developing their organisational skills and as a group designed, planned and delivered a trip to AFC Bournemouth's Football ground for a stadium tour.

The pupils were able to use a wide range of planning techniques and successfully achieved their aim by attending the tour and enjoying a day learning how professional athletes and clubs run behind the scenes. The pupils were delighted with the success of the planned trip and have shown great development in their personal organisation skills.

The pupils have made a fantastic start to their BTEC course, each pupil has shown willingness and determination to succeed in successfully completing and achieving their desired qualification.

**Craig Vigar**  
Teaching Team



## BTEC Hospitality

During the autumn term, pupils studying a BTEC level 1 in 'Hospitality and Tourism' have been putting their culinary skills to the test, participating in a 8-week cookery course. The delivery of the sessions allow the pupils to not only learn basic life skills in cooking, but also enables them to gain some knowledge of how to prepare healthy and nutritious meals using an array of different cooking methods. The practical sessions also enables the pupils to learn all aspects of 'kitchen safety', using both small and large kitchen utensils and equipment in a correct and safe manner.

The pupils produced some fine dishes throughout the duration of their course, and impeccably produced their own 2 course meal to finish; something they should be really proud of! Marc Mitchell and the boys wish to pass on their sincere thanks to Catherine Maxwell for the excellent delivery of the sessions.

**Marc Mitchell**  
Teaching Team



## Museum of Military Medicine at Keogh Barracks

A number of Year 10 students visited the museum as part of their ASDAN History Short Course studies, and were ably assisted by our resident expert on all things ancient – Mr Whelan.

Although the focus of the collection centres around medical history, the layout of the displays is chronological. This helped students to better appreciate the technological changes through time; from injuries caused by musket balls to the complex physical and mental scars of modern warfare. We were able to compare and contrast different medical procedures used in the field and in hospitals, and understand the important work of women, such as Florence Nightingale, in improving care of injured soldiers. The museum also demonstrates how medical technology intended for soldiers has contributed to the hospitals we expect to use today.

Y10 made full use of the interactive displays too – wearing uniforms, weighing-up whether or not they would fit into or even enjoy time in the ‘iron lung’, and handling medical equipment used during WW1 – some of which we have in our own museum at St Edward’s as it was used as a hospital for recovering soldiers at that time.

**Heulwen Maher**  
Teaching Team



## Anti-bullying Week November 2022

'Reach Out' was the theme of National Anti-bullying week (14th to 18th November 2022). The theme really strengthened the notion of 'Ask Twice', something we encourage our pupils and staff to do if concerned about another.

For several years, we as a school community have actively participated in this nationwide initiative of Anti-bullying week. It helps to highlight the importance of the anti-bullying resources and policy that we hold within our educational, pastoral care and therapeutic departments.

During this week there was a whole school assembly, reminding pupils about the cycle of bullying, and the behaviours that could be interpreted as bullying behaviours. This assembly ensured that pupils were aware of how their actions could impact on the thoughts, feelings and behaviours of other pupils.

As a community we also sought to acknowledge moment of compassion and empathy; looking for moments when we noticed pupils reach out and offer a kind word, or some support to a peer. It is incredibly important that adults notice kindness; giving due attention to such moments, because, as we all know; 'kindness breeds kindness'.

As in previous years, we purchased the official anti-bullying wristbands, and every pupil was given one at the end of the assembly. Many pupils still continue to wear their wristbands a couple of months later.

In the classrooms, discussions were guided around every-day, face to face interactions, as well as addressing the importance of being aware of their online presence. Cyber bullying is becoming an ever increasing modern day problem and we continually aim to educate pupils on the importance of staying safe online and being respectful to others.

We also provided parents and carers with a parent toolkit produced by the Anti-bullying Alliance and Kidscape, encouraging parents to talk to their children about the issue of bullying, and to share any concerns that they may have with staff members.

We have a zero tolerance approach to bullying at St Edward's, however, we accept that it does happen. Whenever bullying is mentioned or reported we seek to offer support, guidance and education to anyone who may be involved. All staff members receive regular training regarding bullying and conflict, and we pride ourselves on being a proactive, yet empathic team.

**Louise Bartel**

Psychotherapist & Mental Health Lead.



# Diwali

As a way to embrace cultural capital at St Edward's, the school joined in with Diwali celebrations in November 2021. During Thought for the Day, pupils were educated on the origins of the festival to gain an understanding of who celebrates Diwali and why. The message of good versus evil is a universal message that is relatable for all. To honour the story of the Sikh guru who freed 52 prisoners, the school recreated the event by staff and pupils all holding onto a cape in unity, mirroring what happened all those centuries ago.

**Amrit Siran**  
Head of Education



## World Cup Fever

World Cup fever hit St Edward's school during the lead up to Qatar 2022 Football FIFA World Cup. Pupils and staff were eagerly anticipating the start of the tournament where we could have the opportunity to watch, support and cheer on some of our favourite players in one of the most highlighted sporting events held throughout the World.

Pupil class groups were added into a hat for a sweepstake draw where the winning class group would win a prize of a gift voucher to use in a local sports store. The pupil class groups were drawn, some with happiness and some who were slightly disappointed with their allocated teams as the tiny amount of hope of their team's success may have been slim.

Throughout the tournament pupils were given opportunities to watch games on a big screen as a school community if they chose to do so. The atmosphere was fantastic and a really enjoyable environment to be in.

The lucky pupil group who had drawn Argentina to win the World Cup had one last task to do before being able to receive their prize. This was to answer 5 questions relating to their teams Country and performances throughout the World Cup. The pupils worked together and were able to successfully answer these questions.

We look forward to the next tournament and you never know football may eventually come home!

**Craig Vigar**  
Teaching Team





# Carol Service



This year we were delighted to welcome back pupils, parents, carers, grandparents, and extended families to our Christmas Carol Service. Christmas is an important time at St Edward's School, not only because of its Roman Catholic affiliation but because of how it brings us all together. It has saddened us not being able to have you all join us in recent years which left a huge dent in our schools ethos of solidarity and community, and we were only too pleased to welcome you all back! The day consisted of celebration, song, reading and merriness, and was led by the head of Religious Studies, Mrs Maher, alongside her trusted, and more than capable associates within the student council. Live performances from the 3 wisemen, singing from the choir and pre-recorded knock knock jokes supported the theme of 9 lessons.

Those who were able to attend, I am sure you will agree this was an excellent and heart-warming service and those who weren't able to attend, we look forward to welcoming you in 2023.

**Stuart Green**

Teaching Team









## The Curriculum Review - Impact Statement 2021-22

St Edward's School strives to deliver a broad, liberal and ambitious education.

The Curriculum Review followed the appointment of the new Headmaster. The key findings determined the need to: increase English and Maths; amend lesson timings and embed therapy in the timetable to aid the regulation of pupils, and; introduce a whole school assessment programme. The COVID-19 pandemic reaffirmed the need to diminish the difference and the importance of these developments. The following, details the specific impact of the changes that were implemented as a result of the Review.

An integrated therapeutic approach to learning has impacted pedagogy and behaviour management practice at St Edward's School. The implementation of pro-active strategies to ensure that pupils are in the zone of regulation that is most conducive to learning has reduced instances of sensory and emotional dysregulation, which in turn has significantly lowered the frequency of serious incidents and episodes of positive handling. (Appendix 1)

The restructuring of the school day has been integral to supporting the pupils' readiness to learn. Staff, pupils and visiting professionals have made observations as to the atmosphere of calm and industry that permeates through the school; an atmosphere that invites a learning environment that is safer and one that pupils can sustain their concentration and engagement in for extended periods.

The impact of a more regulated pupil populace has been an increase in the average education points earned, as a result of an improved adherence to the school's expected behaviours. As important, is evidence of sustained academic progress, which in some instances has been rapid – realising our aim of diminishing the difference caused by their adverse childhood experiences, both personal and educational, the pandemic and what is an increasingly complex range of comorbid special educational needs. (Appendix 2)

Widening the breadth of the curriculum offering has improved the educational experience of all pupils, irrespective of their academic capacity. The impact of new GCSE, Btec and Duke of Edinburgh courses has impacted positively upon pupils' aspirations and transition planning into Further Education, which has been evidenced at the Annual Reviews of their Education, Health and Care Plans. (Appendix 3)

Similarly, the introduction of ASDAN qualifications and an emphasis on Outdoor Education has been the cornerstone of our alternative curriculum across all key stages, which has afforded a reduction on cognitive load, but a no less meaningful learning experience. Our younger pupils' experiential learning readies them for a transition to a more formal classroom environment, whilst for our older pupils, the positive impact has been on their employability and preparedness for adulthood. This reviewed approach to personalised learning has given all of the pupils at St Edward's School the opportunity to succeed, by creating an individualised pathway that considers each of their needs.

Mapping of the curriculum across the restructured Lower, Middle and Upper Schools ensures that sequential learning takes place throughout a pupils' placement. Planning evidences a cognisance of prior learning and avoids repetition. Subject Leads have oversight over non-specialist General Subjects Teachers, who teach pupils the requisite knowledge and skills to effect a positive transition to the next stage of the academic journey.

Progress at St Edward's School is considered in a holistic sense, which accounts for social, emotional and academic development, as well as working towards improved mental health. The implementation of a new assessment framework Primum, has measured the impact of the Curriculum Review on academic progress. Pupils are developing detailed knowledge and skills across the curriculum and as a result are making measurable progress and achieving success in national tests and examinations that meet government expectations. (Appendix 4)

This assessment framework has impacted upon curriculum planning and allows pupils to work at a level that is appropriate to their ability, whilst offering clear targets to support academic development. It has improved the presentation of assessment and the identification of progress, providing a more efficient platform to enable teachers to implement Assessment for Learning. Marking scrutiny through lesson observations has shown assessment to be consistently constructive and informative. Teachers are more able to accurately differentiate learning as a result and this has had a positive impact on pupils' awareness of their academic trajectory; where they were, are, their next steps and the metacognitive process that has enabled their learning to happen. (Appendix 5)

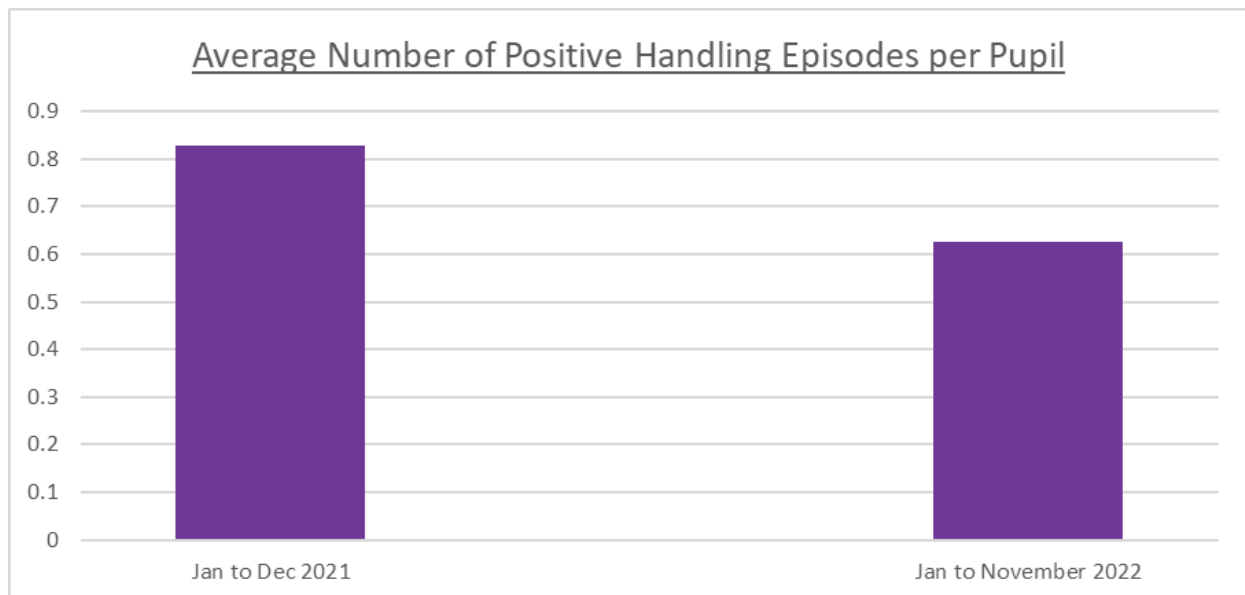
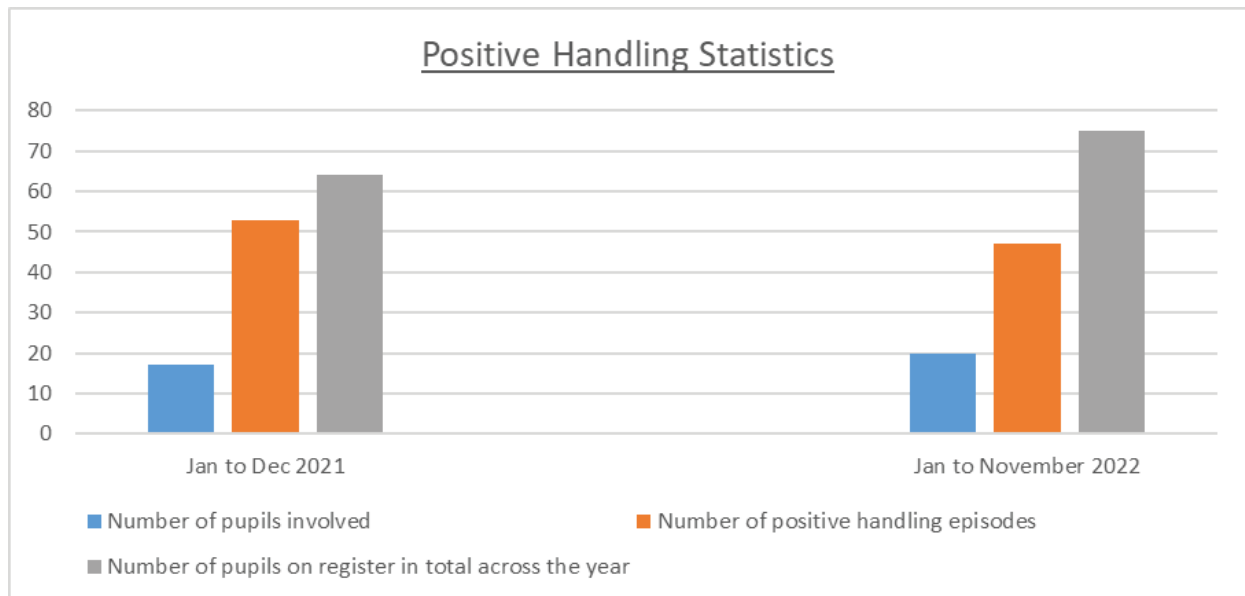
The triangulation of expertise between therapy, education and pastoral care has created a school where staff are best equipped to meet the needs of the pupils, but pupils have a developing awareness of self. This expertise has been integrated into all facets of school life. Occupational Therapy informs sensory circuits. Speech and Language Therapy informs the manner in which staff teach social thinking to support pupils to navigate interactions. Pupil Passports inform pedagogy and behaviour management. This has had a hugely significant impact on the progress of our pupils socially, emotionally, behaviourally and academically – enabling them to recognise their God-given potential. (Appendix 6)

The recognition of their potential to achieve success has impacted on pupil aspirations. Engagement in career planning has improved from the beginning of Key Stage 3. St Edward's School evidences adherence to the Gatsby Benchmarks and pupils are exposed to meaningful encounters with prospective employers and colleges which has seen an increase in the uptake of work experience placements and attendance to Open Days at Further Education provisions. (Appendix 7)

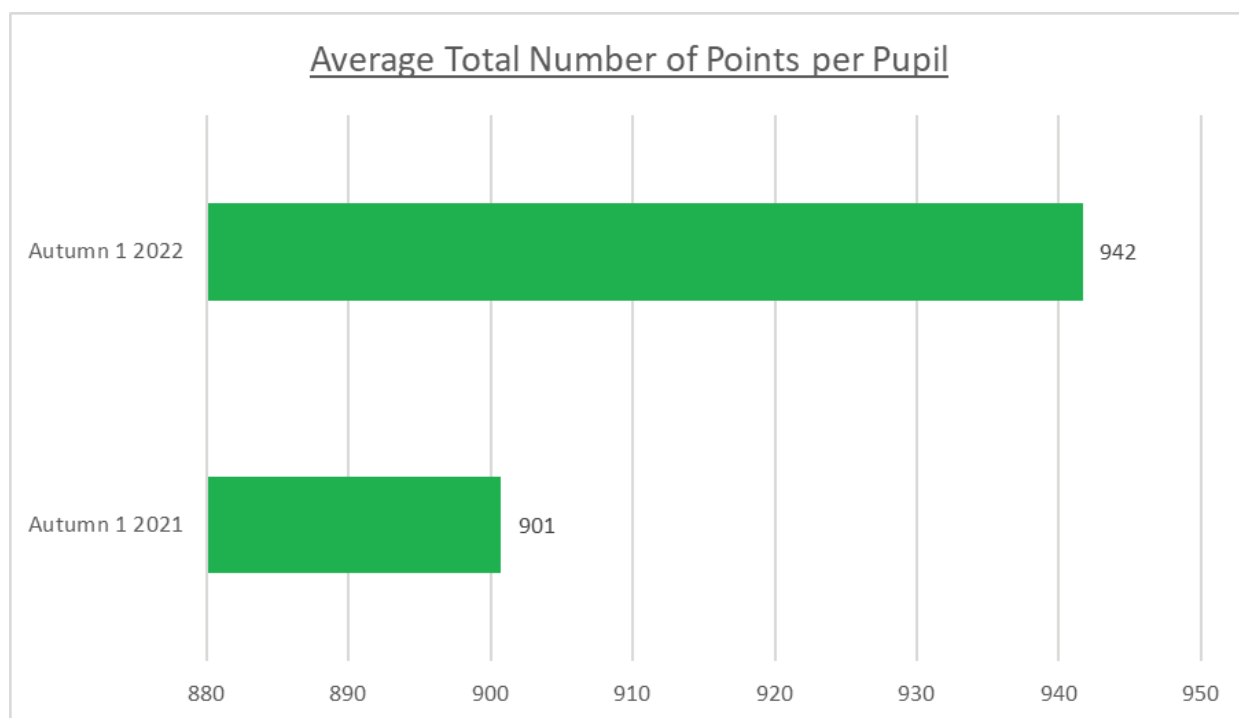
The acquisition of Cultural Capital is encouraged across the curriculum, both inside and outside the classroom. The development of which, alongside improved aspirations and a sense of self-worth, will hopefully instil in our pupils, a sense that irrespective of their start points, they are capable of being socially mobile, participating global citizens, successful, but most importantly, happy.



## Appendix 1 - Episodes of Positive Handling



## Appendix 2 - Education Points

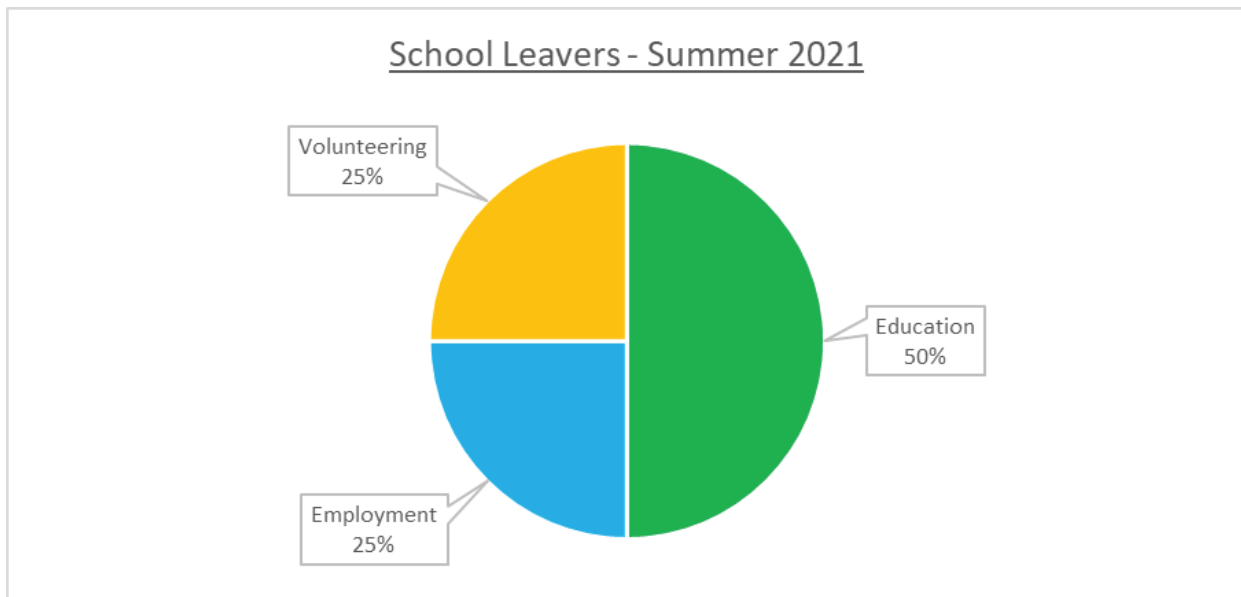
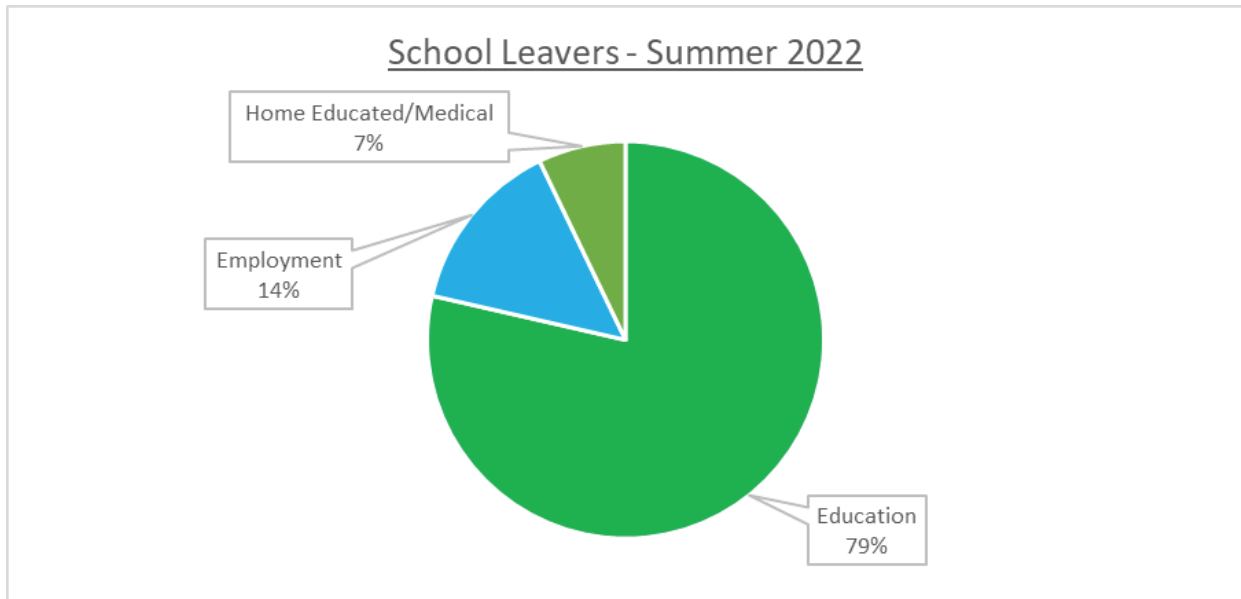


An increase of 4.55% in education points earned when comparing Autumn 1 statistics for the current and last academic year.

This also shows an improved adherence to the School's expected behaviours.



## Appendix 3 - Destination Data



## Appendix 4 - Examination Results 2021-2022

BTEC Pass Rate



GCSE Pass Rate- Grade 4 & Above



Functional Skills Pass Rate



Entry Level Pass Rate



ASDAN Pass Rate



Overall Pass Rate



# Appendix 5 - Prisum Assessments

## Headteacher's Data Report End of Year Executive Summary 2021-22

St Edwards  
School



### Learning Context

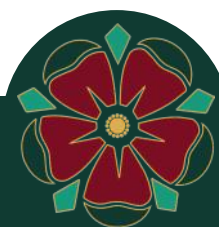
Despite all the challenges of another Covid affected year St Edwards can be very proud of the curriculum and learning development in the last year. 2021-22 has been a very busy year with an ambitious programme of staff development and the introduction of far reaching changes to the way that we assess and track progress.

### Lower / Middle School Summary

1	<b>Curriculum and Learning</b> <ul style="list-style-type: none"> <li>Middle School staff have <b>fully embraced the skills focused approach</b> to learning and are integrating the progression lines into curriculum delivery.</li> <li>Young people are largely making very good progress with only a minority disengaging.</li> <li>There is lots of evidence of collaborative working, discussion and <b>sharing of best practice</b>.</li> <li>This in turn is leading to a <b>growing understanding</b> of the approach and a more personalised focus for individual students.</li> <li>Liaison with Eugene from Prisum has been extremely positive with the Middle school Staff keen to engage in the change process.</li> </ul>																																																																																																																																																							
2	<b>Progress Rates</b> <ul style="list-style-type: none"> <li>Very good rates of progress in general with <b>almost all subjects above 60%</b> in the green value added.</li> <li>Monitoring and triangulation of data would confirm the majority of progress rates observed.</li> <li>Skills focused and positive responses from staff has resulted in measurable</li> </ul>	<table border="1"> <thead> <tr> <th rowspan="3">Subject Area</th> <th rowspan="3">Numbers of Pupils</th> <th colspan="10">Progress This Year All Students</th> </tr> <tr> <th colspan="2">Included</th> <th rowspan="2">Insufficient Data</th> <th colspan="4">Numbers</th> <th colspan="4">Percentage</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Minimal Progress Against Target</th> <th>Fair Progress (50%+)</th> <th>Good Progress</th> <th>Outstanding Progress</th> <th>Minimal Progress Against Target</th> <th>Fair Progress (50%+)</th> <th>Good Progress</th> <th>Outstanding Progress</th> </tr> </thead> <tbody> <tr> <td>English Language</td> <td>25</td> <td>25</td> <td>0</td> <td>8</td> <td>5</td> <td>5</td> <td>2</td> <td>5</td> <td>29%</td> <td>29%</td> <td>12%</td> <td>29%</td> </tr> <tr> <td>Mathematics</td> <td>25</td> <td>25</td> <td>0</td> <td>8</td> <td></td> <td>4</td> <td>6</td> <td>7</td> <td></td> <td>24%</td> <td>35%</td> <td>41%</td> </tr> <tr> <td>Science</td> <td>25</td> <td>25</td> <td>0</td> <td>10</td> <td></td> <td>3</td> <td>6</td> <td>6</td> <td></td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Art</td> <td>25</td> <td>25</td> <td>0</td> <td>9</td> <td>1</td> <td>1</td> <td>3</td> <td>11</td> <td>6%</td> <td>6%</td> <td>19%</td> <td>69%</td> </tr> <tr> <td>Design &amp; Technology</td> <td>25</td> <td>25</td> <td>0</td> <td>7</td> <td>2</td> <td></td> <td>6</td> <td>10</td> <td>11%</td> <td></td> <td>33%</td> <td>56%</td> </tr> <tr> <td>Humanities</td> <td>25</td> <td>25</td> <td>0</td> <td>8</td> <td>3</td> <td>5</td> <td>3</td> <td>6</td> <td>18%</td> <td>29%</td> <td>18%</td> <td>35%</td> </tr> <tr> <td>PSHE</td> <td>25</td> <td>25</td> <td>0</td> <td>13</td> <td></td> <td></td> <td>2</td> <td>10</td> <td></td> <td></td> <td>17%</td> <td>83%</td> </tr> <tr> <td>PE</td> <td>25</td> <td>25</td> <td>0</td> <td>12</td> <td></td> <td></td> <td>1</td> <td>12</td> <td></td> <td></td> <td>8%</td> <td>92%</td> </tr> <tr> <td>RE</td> <td>25</td> <td>25</td> <td>0</td> <td>11</td> <td>4</td> <td></td> <td>5</td> <td>5</td> <td>29%</td> <td></td> <td>36%</td> <td>36%</td> </tr> </tbody> </table>	Subject Area	Numbers of Pupils	Progress This Year All Students										Included		Insufficient Data	Numbers				Percentage				Yes	No	Minimal Progress Against Target	Fair Progress (50%+)	Good Progress	Outstanding Progress	Minimal Progress Against Target	Fair Progress (50%+)	Good Progress	Outstanding Progress	English Language	25	25	0	8	5	5	2	5	29%	29%	12%	29%	Mathematics	25	25	0	8		4	6	7		24%	35%	41%	Science	25	25	0	10		3	6	6		20%	40%	40%	Art	25	25	0	9	1	1	3	11	6%	6%	19%	69%	Design & Technology	25	25	0	7	2		6	10	11%		33%	56%	Humanities	25	25	0	8	3	5	3	6	18%	29%	18%	35%	PSHE	25	25	0	13			2	10			17%	83%	PE	25	25	0	12			1	12			8%	92%	RE	25	25	0	11	4		5	5	29%		36%	36%
Subject Area	Numbers of Pupils	Progress This Year All Students																																																																																																																																																						
		Included			Insufficient Data	Numbers				Percentage																																																																																																																																														
		Yes	No	Minimal Progress Against Target		Fair Progress (50%+)	Good Progress	Outstanding Progress	Minimal Progress Against Target	Fair Progress (50%+)	Good Progress	Outstanding Progress																																																																																																																																												
English Language	25	25	0	8	5	5	2	5	29%	29%	12%	29%																																																																																																																																												
Mathematics	25	25	0	8		4	6	7		24%	35%	41%																																																																																																																																												
Science	25	25	0	10		3	6	6		20%	40%	40%																																																																																																																																												
Art	25	25	0	9	1	1	3	11	6%	6%	19%	69%																																																																																																																																												
Design & Technology	25	25	0	7	2		6	10	11%		33%	56%																																																																																																																																												
Humanities	25	25	0	8	3	5	3	6	18%	29%	18%	35%																																																																																																																																												
PSHE	25	25	0	13			2	10			17%	83%																																																																																																																																												
PE	25	25	0	12			1	12			8%	92%																																																																																																																																												
RE	25	25	0	11	4		5	5	29%		36%	36%																																																																																																																																												
3	<b>Key Questions / Next Steps</b> <ul style="list-style-type: none"> <li>English baselines were perhaps too high but they have fully engaged with Eugene to resolve this.</li> <li>Some inexperienced members of staff may have been "cautious" in the first year but this is not expected to be a problem moving forward.</li> <li>The Progress review meetings are being made more robust with <b>self evaluation</b> at the centre.</li> </ul>																																																																																																																																																							

### Upper School Summary

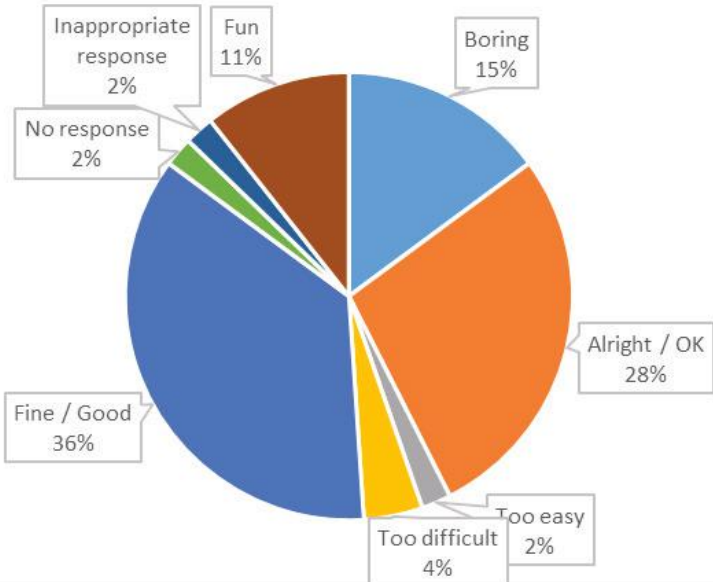
1	<b>Curriculum and Learning</b> <ul style="list-style-type: none"> <li>The curriculum in upper school is rapidly changing as the new approaches embed within the school.</li> <li>Higher aspirations are being adopted and students in Year 10 moving through to Year 11 are being entered into more GCSE examinations as a result.</li> <li>This approach inevitably takes time to implement and this has been a particular problem in core subjects where we have had a challenging year. <ul style="list-style-type: none"> <li>English has had a new subject leader appointed and we can already see the positive impact on progress and curriculum delivery.</li> <li>Mathematics has had some staff absence and that seriously affected progress in the summer term</li> <li>Science has been following an Entry Level Curriculum and this is being replaced with more GCSE focused learning.</li> </ul> </li> <li>Staff who teach across the school have <b>fully embraced the skills focused approach</b> to learning and this is slowly becoming embedded through the challenge and support offered via the learning review meetings.</li> </ul>																																																																																																																																																																							
2	<b>Progress Rates</b> <ul style="list-style-type: none"> <li>Young people making <b>good progress in many subjects</b> and this is growing as we embed the approach with new staff.</li> <li>Lower rates of progress in some subjects can be accounted for and are being addressed.</li> </ul>	<table border="1"> <thead> <tr> <th rowspan="3">Subject Area</th> <th rowspan="3">Numbers</th> <th colspan="4">Progress based on Rainbow Sheet Individual Targets</th> <th colspan="8">Progress Vs Baseline</th> </tr> <tr> <th colspan="2">Included</th> <th rowspan="2">Data (See Insufficient Note)</th> <th rowspan="2">Minimal Progress Against Target</th> <th colspan="4">Numbers</th> <th colspan="4">Percentage</th> </tr> <tr> <th>Entered</th> <th>Not Entered</th> <th>Minimal Progress Against Target</th> <th>Fair Progress (50%+)</th> <th>Good Progress</th> <th>Outstanding Progress</th> <th>Minimal Progress Against Target</th> <th>Fair Progress (50%+)</th> <th>Good Progress</th> <th>Outstanding Progress</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>30</td> <td>23</td> <td>7</td> <td>4</td> <td>9</td> <td>4</td> <td>2</td> <td>4</td> <td>47%</td> <td>21%</td> <td>11%</td> <td>21%</td> </tr> <tr> <td>Mathematics</td> <td>30</td> <td>20</td> <td>10</td> <td>5</td> <td>5</td> <td>8</td> <td>1</td> <td>1</td> <td>33%</td> <td>53%</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>Science</td> <td>30</td> <td>19</td> <td>11</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>11</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>Art &amp; Design</td> <td>30</td> <td>19</td> <td>11</td> <td>15</td> <td>1</td> <td>0</td> <td>1</td> <td>2</td> <td>25%</td> <td>0%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>Design &amp; Technology</td> <td>30</td> <td>21</td> <td>9</td> <td>8</td> <td>6</td> <td>2</td> <td>0</td> <td>5</td> <td>46%</td> <td>15%</td> <td>0%</td> <td>38%</td> </tr> <tr> <td>Humanities</td> <td>30</td> <td>25</td> <td>5</td> <td>10</td> <td>3</td> <td>7</td> <td>2</td> <td>3</td> <td>20%</td> <td>47%</td> <td>13%</td> <td>20%</td> </tr> <tr> <td>ICT</td> <td>30</td> <td>12</td> <td>18</td> <td>8</td> <td>1</td> <td>0</td> <td>0</td> <td>3</td> <td>25%</td> <td>0%</td> <td>0%</td> <td>75%</td> </tr> <tr> <td>PSHE</td> <td>30</td> <td>24</td> <td>6</td> <td>8</td> <td>2</td> <td>1</td> <td>1</td> <td>12</td> <td>13%</td> <td>6%</td> <td>6%</td> <td>75%</td> </tr> <tr> <td>PE</td> <td>30</td> <td>16</td> <td>14</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> <td>13</td> <td>13%</td> <td>0%</td> <td>0%</td> <td>87%</td> </tr> <tr> <td>RE</td> <td>30</td> <td>24</td> <td>6</td> <td>8</td> <td>3</td> <td>2</td> <td>2</td> <td>9</td> <td>19%</td> <td>13%</td> <td>13%</td> <td>56%</td> </tr> </tbody> </table>	Subject Area	Numbers	Progress based on Rainbow Sheet Individual Targets				Progress Vs Baseline								Included		Data (See Insufficient Note)	Minimal Progress Against Target	Numbers				Percentage				Entered	Not Entered	Minimal Progress Against Target	Fair Progress (50%+)	Good Progress	Outstanding Progress	Minimal Progress Against Target	Fair Progress (50%+)	Good Progress	Outstanding Progress	English	30	23	7	4	9	4	2	4	47%	21%	11%	21%	Mathematics	30	20	10	5	5	8	1	1	33%	53%	7%	7%	Science	30	19	11	8	0	0	0	11	0%	0%	0%	100%	Art & Design	30	19	11	15	1	0	1	2	25%	0%	25%	50%	Design & Technology	30	21	9	8	6	2	0	5	46%	15%	0%	38%	Humanities	30	25	5	10	3	7	2	3	20%	47%	13%	20%	ICT	30	12	18	8	1	0	0	3	25%	0%	0%	75%	PSHE	30	24	6	8	2	1	1	12	13%	6%	6%	75%	PE	30	16	14	1	2	0	0	13	13%	0%	0%	87%	RE	30	24	6	8	3	2	2	9	19%	13%	13%	56%
Subject Area	Numbers	Progress based on Rainbow Sheet Individual Targets				Progress Vs Baseline																																																																																																																																																																		
		Included			Data (See Insufficient Note)	Minimal Progress Against Target	Numbers				Percentage																																																																																																																																																													
		Entered	Not Entered	Minimal Progress Against Target			Fair Progress (50%+)	Good Progress	Outstanding Progress	Minimal Progress Against Target	Fair Progress (50%+)	Good Progress	Outstanding Progress																																																																																																																																																											
English	30	23	7	4	9	4	2	4	47%	21%	11%	21%																																																																																																																																																												
Mathematics	30	20	10	5	5	8	1	1	33%	53%	7%	7%																																																																																																																																																												
Science	30	19	11	8	0	0	0	11	0%	0%	0%	100%																																																																																																																																																												
Art & Design	30	19	11	15	1	0	1	2	25%	0%	25%	50%																																																																																																																																																												
Design & Technology	30	21	9	8	6	2	0	5	46%	15%	0%	38%																																																																																																																																																												
Humanities	30	25	5	10	3	7	2	3	20%	47%	13%	20%																																																																																																																																																												
ICT	30	12	18	8	1	0	0	3	25%	0%	0%	75%																																																																																																																																																												
PSHE	30	24	6	8	2	1	1	12	13%	6%	6%	75%																																																																																																																																																												
PE	30	16	14	1	2	0	0	13	13%	0%	0%	87%																																																																																																																																																												
RE	30	24	6	8	3	2	2	9	19%	13%	13%	56%																																																																																																																																																												
3	<b>Key Questions / Next Steps</b> <ul style="list-style-type: none"> <li>Liaison with Eugene from Prisum has focused on <b>core skills &amp; student resilience</b> and this needs more work.</li> <li>As we move towards a greater number of GCSE entries, it is important to prepare the young people for exams and provide the support needed.</li> </ul>																																																																																																																																																																							



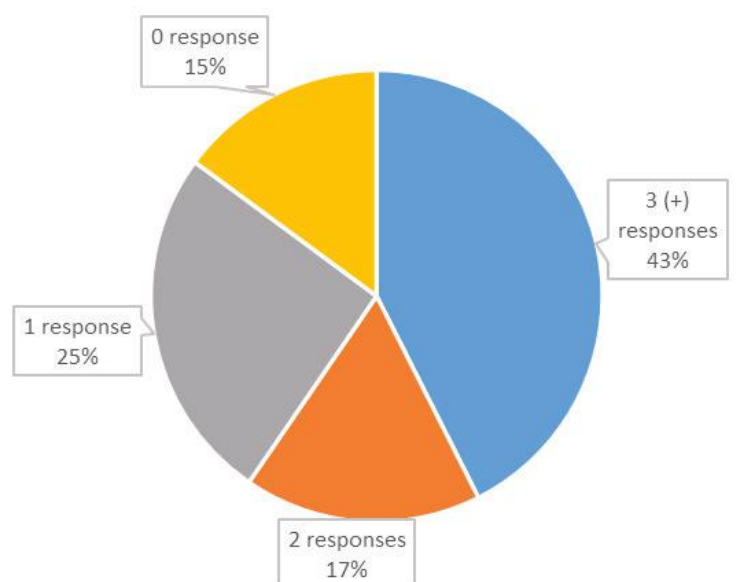


## Appendix 6 - My Views Evidence

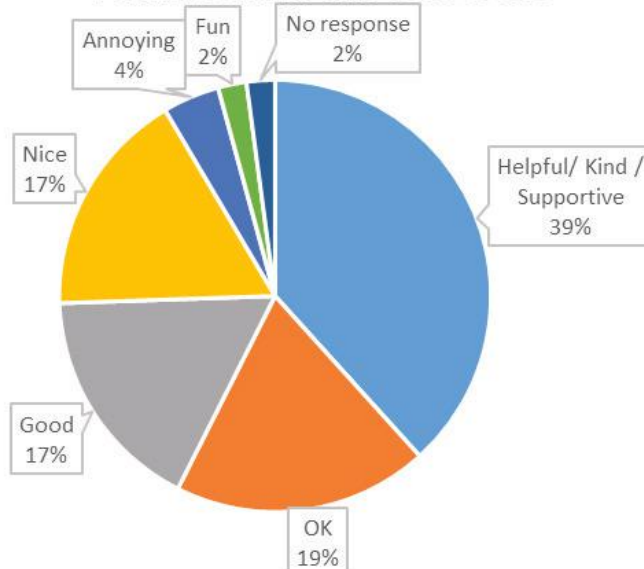
**'I think lessons are'**



**'Things I think are good about me'**



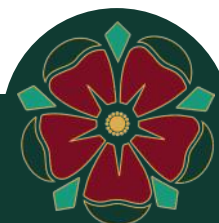
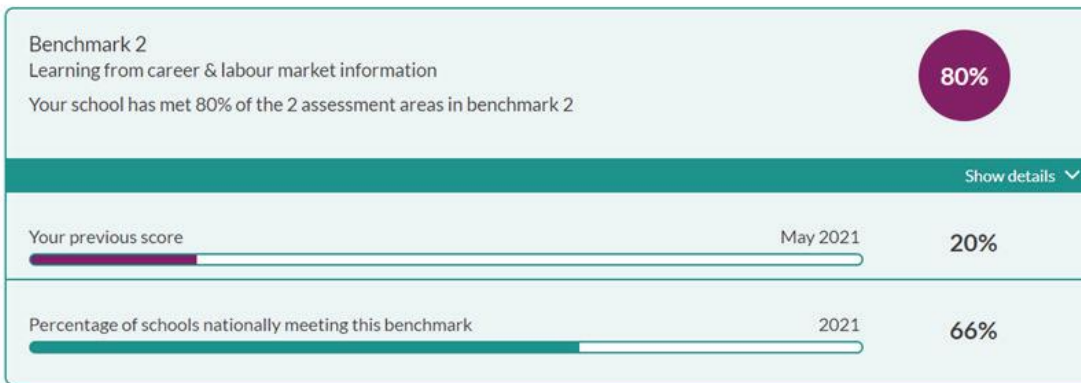
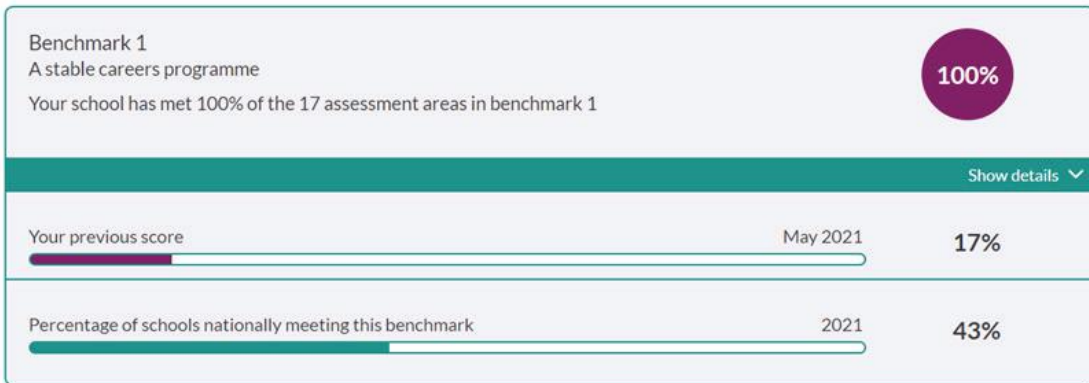
**'I think staff in this school are'**

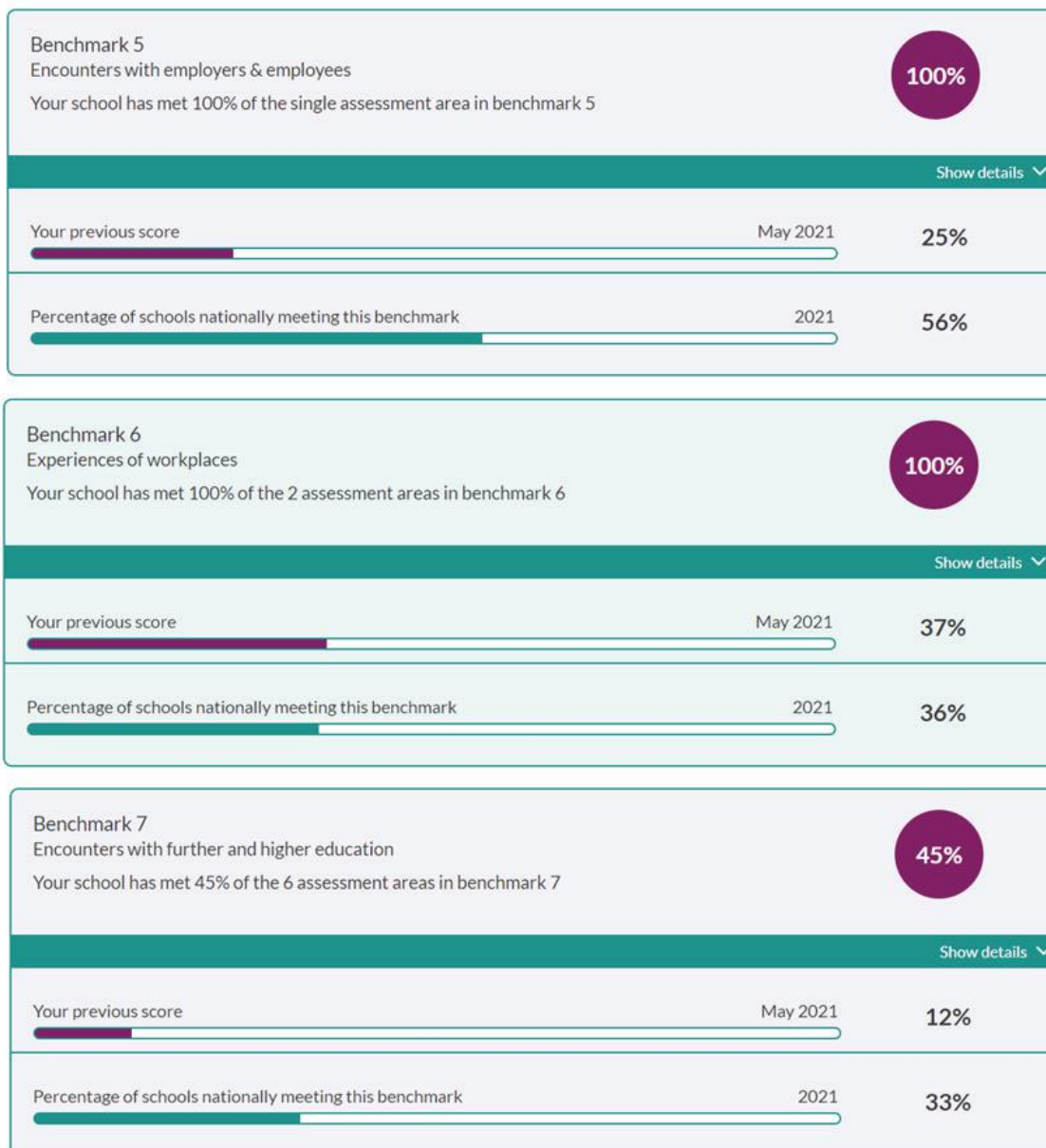


The 'My Views' of 47 pupils – 2021-2022



# Appendix 7 - Careers Planning & Gatsby Benchmark Data





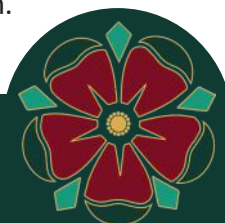
## Benchmark 8

### Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.

\*The School's careers strategy is to explore CPD for the current Careers Coordinator and/or source an external provider to meet with pupils.

The school's Communications Officer is in the process of populating the careers area of the website to direct stakeholders to the National Careers Website, where in addition to impartial advice, pupils can web chat or call to speak with qualified careers advisers. Additionally, this link is included on the each pupil's careers plan.





St Edward's School  
HAMPSHIRE