



Princethorpe College

An independent school for 11-18 year olds

Prospectus
Information booklet
2023/2024

Princethorpe College 

ISI Inspection
Excellent in every area!

Pupils' academic and other achievements	Excellent 
Pupils' personal development	Excellent 

Princethorpe College

The Princethorpe Foundation

The Princethorpe Foundation welcomes children of all denominations and provides co-educational, independent day schooling with a strong Christian ethos. We support and nurture children from age two to eighteen years, through Little Crackers Nursery, Crackley Hall School, Crescent School and Princethorpe College.

Ethos

Our schools pride themselves on providing a caring, stimulating environment in which children's individual needs can be met and their talents, confidence and self-esteem developed. We aim to encourage a lifelong love of learning, an understanding of moral values and to put young people on the road to happy and fulfilled lives.

College Aims

- 1 To provide a first-class, rounded education for all its pupils.
- 2 To ensure that a strong Catholic ethos – underpinned by the values of our founders, the Missionaries of the Sacred Heart – permeates the school. This ethos, referred to as our “spirit of family” must be inclusive of all members of our community and celebrate our diversity. It should nurture personal spirituality, moral development and self-respect based on Gospel values, love of God and love of one's neighbour. Respect for others and the environment, generosity, compassionate relationships, forgiveness, kindness, loyalty and a desire to ‘do the right thing’ are key indicators of this living ethos, as are good manners, courtesy and an appreciation of the joy of life.
- 3 To prepare each pupil to be a positive and active member of our diverse society, being generous of spirit in serving others. We aim to forge strong links and maintain excellent relations within our own community and in the local and wider communities.
- 4 To offer a broad curriculum which is challenging, exciting and meets the needs and passions of our pupils. It must be balanced, have academic integrity, cater for a variety of educational needs, and foster genuine passions and a lifelong love of learning.
- 5 To have the highest standards of teaching and learning. We want pupils to be active learners and take responsibility for their learning; we want them to have independent learning skills, be resilient and have academic stamina and rigour. We want pupils to achieve the best possible examination results – but focus on these must not stifle creativity, fun, independence, breadth and depth of learning.
- 6 To ensure the highest quality of pastoral care so that all members of the College Community receive the necessary support, encouragement, and motivation to grow and develop above and beyond their own expectations. We aim to set ourselves the highest possible standards and view the giving of encouragement, affirmation and praise as essential to the ethos of the College.
- 7 To offer a first-class comprehensive co-curricular programme that encourages and enthuses the whole range of ability and interest levels from outstanding performers to reluctant beginners.
- 8 To provide the necessary channels for good communications within our community so that all have a voice which can be heard, and all are kept informed of relevant news, events, and developments.
- 9 To provide the necessary planning, structure and resources to meet the above goals. We must also ensure that we care for our resources and use them well. We aim to promote Foundation-wide thinking so that planning, ideas and resources are shared across the schools to best effect.
- 10 To provide the financial security and stability to deliver the above goals and assure the future of the College and Foundation.



To read the latest ISI report visit princethorpe.co.uk/inspections or scan the QR code



To read the Good Schools Guide review of Princethorpe College visit princethorpe.co.uk/good-schools-guide or scan the QR code

Governing Body

Chair of Trustees	Mrs Liz Griffin, BSc, PGCE, CTC
Trustees	Jatinder Birdi John Fisher Mrs Barbara Forster, Cert Ed Miss Shannon Fry, BA, APM* Richard Harcourt, MBA Charlie Jenkinson, BA, CIPS, MILT Rowland Johnson, BCom, MSocSc Mrs Helen Knight, BA, PGCE, MA, NPQH Robert Lee, LLB Kieron Shaw, MBE, MSc, FCIS Commodore Bernard Warner

Staff

Foundation Principal	Ed Hester, MA (Oxon), PGCE (Mathematics)
Headmaster	Grove du Toit, BA (Ed), MA, MBA
Deputy Head – Academic	Michael Spencer, BSc, PGCE (Physics)
Deputy Head – Pastoral	Mrs Beth Sharpe, BSc, MA, PGCE, PGCert - Education (Special Needs and Inclusion) Designated Safeguarding Lead (Design and Technology)
Assistant Head – Co-curricular	Neil McCollin, BA, QTS (Sports)
Assistant Head – Teaching and Learning	Dr Liz Pyne, BA, MA, PGCE, PhD (History)
Head of Sixth Form	Ben Collie, BSc (Biology)
Foundation Assistant Head	Alex Darkes, BEd*
Foundation Assistant Head – Director of Digital Strategy	Andy Compton, BA, PGCE, MA (Modern Languages)
Foundation Assistant Head – Marketing, Admissions and Communications and Old Princethorpians Secretary	Mrs Melanie Butler, BA
Foundation Bursar, Company Secretary and Clerk to the Trustees	Eddie Tolcher, BA, ACIB, MCMI, TechIOSH* **
Foundation Development Director	Steve Kowal, BSc
Foundation Director of Estates	Robert Heath, BSc, PGCE

* Old Princethorpians ** Old Crescentians

Contents

Introduction and Aims	2
Trustees and Staff	3
Admissions Process	8
Fees and Conditions	9
Practicalities	10
Co-curricular Activities	10
Term Dates	11
Uniform	11
Parent Teacher Association	12
Development Office	12
Old Princethorpians	12
Bus Services and Routes	13
The House System	16
Pastoral Care	16
Special Educational Needs and Disabilities	17
Provision for Exceptionally Able Pupils	18
Careers	19
CoRE Programme, Extended Project Qualification and Enrichment	21
Exam Results and Leavers' Destinations	22
The Curriculum	23
Departmental Information	25
Directions to Princethorpe	47
Key Admissions Dates	48

Teaching Staff

Art

Paul Hubball, BA, PGCE (**Head of Art; also Head of Photography**)*

Mrs Rebecca Blunsom-Washbrook, BA, GTP (also Photography)

Mrs Susan Harris, BA, PGCE (**Head of Transition and Induction**)

Mrs Helen Greaves, BA, PGCE

Careers

Mrs Jacqui Quinney, BA, PGCE (**Head of Careers**)

Mrs Kerry Low, BA, DipCG (**Careers Adviser**)

Classics

Mrs Laura Rindler, MA (Oxon), PGCE, MBA (**Head of Classics**)

Mrs Rachel Taylor, BA, QTS

Computer Science

Edward Musson, BA, PGCE (**Head of Computer Science**)

Steve Carter, BSc, PGCE

CoRE Programme

Mrs Anne Allen, BSc, PGCE (**Assistant Head of Sixth Form; also Geography**)

Kieran McCullough, BA, PGCE (**House Activities Co-ordinator for Fisher; also Religious Studies and Games**)

Adam Rickart, BSc, PGCE (**Head of Austin House**)

Mrs Joanne Smith, MChem, PGCE (Chemistry; also Assistant Head of Sixth Form Academic)

Design and Technology

Paul Scopes, BEd, AST (**Head of Design and Technology**)

Mrs Catherine Morrish, BSc, PGCE

Mrs Kati Nelson, BA, PGCE (**Teacher in Charge of Textiles**)

William O'Hara BSc, PGCE

Ms Jacqui Scott, BSc, PGCE (Teacher in Charge of Food Technology; also Games)

Mrs Beth Sharpe, BSc, MA, PGCE, PGCert - Education (Special Needs and Inclusion) (**Deputy Head - Pastoral and Designated Safeguarding Lead**)

Tom Walton BSc, PGCE (also Games)

Drama and Theatre Studies

Ms Aileen Cefaliello, BA, PGCE (**Joint Head of Drama and Theatre Studies; also English**)

Miss Vicky Roberts, BA, PGCE (**Joint Head of Drama and Theatre Studies**)

Economics and Business

Mrs Elizabeth Gane, BA, PGCE (**Head of Economics and Business; also Games**)

Mrs Helen Baker, BA, PGCE (also Geography)

Ms Helen Essery, LLB, PGCE (also **Head of Law**)

Mrs Louisa Fielding, BA, PGCE (**Senior Head of House; also Head of Fisher House**)

Daniel Lumb, BA, IQTS

Mrs Laura Wilford, BSc, QTS (**House Leader - More**)

English

Mrs Helen Pascoe-Williams, BA, PGCE (**Head of English**)

Mrs Joanna Evans, BA, PGCE (**Whole School Language for Learning Lead inc VESPA**)

Miss Rachael Mack, BA, QTS (also Games)

Mrs Fiona Moon, BA, Post Grad Cert in Dyslexia and Literacy (**Second in Department; also Special Educational Needs**)

Mrs Jessica Newborough, BA, PGCE (**Head of More House**)

Jack Parker, BA, PGCE

Miss Lydia Petrucci, BA, PGCE

Mrs Jessica Proudlock, BA, PGCE

Geography

Mrs Helen Baker, BA, PGCE (**Head of Geography; also Economics and Business**)

Mrs Anne Allen, BSc, PGCE (**Assistant Head of Sixth Form; also CoRE Programme**)

Stewart Dear, BSc, QTS (also Games)

Mrs Sarah Evans, BSc, PGCE (also Games)

History

Mrs Adelaide Fretwell, BA, MA, PGCE (**Head of History; also Head of Politics**)

Mrs Katharine Darwood-Bredin, BSc, GTP

Mrs Tracey Hester, BA (Oxon), PGCE (**Oxbridge Co-ordinator**)

Mrs Julia Lindsay, BA, MA, PGCE (**Challenge Curriculum Co-ordinator; also Politics**)

Greg Lyttle, BA, MA, PGCE (**Teacher in Charge of Politics**)

Dr Liz Pyne, BA, MA, PGCE, PhD (**Assistant Head - Teaching and Learning**)

Law

Mrs Helen Essery, LLB, PGCE (**Head of Law; also Business**)



Mathematics

Mrs Sharon McBride, BSc, PGCE, ALCM (**Head of Mathematics**)

Mrs Tanya Cowan, BSc, PGCE

Alan Harris, BSc, PGCE

Ed Hester, MA (Oxon), PGCE (**Foundation Principal**)

Ms Helen Lewis, BA (**Second in Mathematics**)

Ms Davinya Munford, BSc, PGCE

Alex Phillips, BSc, PGCE (also Games)

Mrs Leanne Rickart, BEd (Maternity Leave)

Alef Rosenbaum, MA (Oxon), PGCE

Theodoros Scoutas, PGCE (**KS5 Mathematics Co-ordinator**)

Gabor Toth, MSc

Mrs Isobel Turner-Pryce, MA, PGCE (Maternity Leave)

Modern Languages

Mrs Stella Keenan, MA, PGCE (**Head of Modern Languages; Spanish Subject Leader** and French)

Andy Compton, BA, MA, PGCE (**Assistant Head – Director of Digital Strategy**)

Mrs Sarah Duran, Licence LLCE Anglais, PGCE (**Second in Modern Languages; also Digital Learning Leader**)

Mrs Heather Foulerton, BA, PGCE

Mrs Bérénice Galano, Licence LLCE Anglais (**House Leader - Austin; French and Spanish**)

Mrs Michele Gawthorpe, MA (Oxon), QTS

Mrs Kate Ingram, BA, PGCE

Mrs Natalie Shedden, BA, PGCE

Music

Gil Cowlshaw, BMus, GTP (**Director of Music**)

Mrs Alison Wakeley, BMus, MMus, PGCE (also **Head of PHSE**)

Photography

Paul Hubball, BA, PGCE (**Head of Photography; also Head of Art**)*

Mrs Rebecca Blunsom-Washbrook, BA, GTP (also Art)

Physical Education and Games

Lee Cassell, BA, PGCE (**Foundation Director of Sport**)

Will Bower, BSc, Post Grad Dip with QTS (**Head of Outdoor Education**)

Miss Ellie Callan, BSc, NQT (**House Leader - Fisher; Acting Primary School Sport Liaison**)

Ms Hannah Carminati, BSc, QTS (**House Leader - Benet; also Primary School Sport Liaison**) (Maternity Leave)

Ben Collie, BSc (Biology: also **Head of Sixth Form**)

Stewart Dear, BSc, QTS (also Geography)

Mrs Sarah Evans, BSc, PGCE (also Geography)

Stuart Friswell (Rugby Coach)

Mrs Elizabeth Gane, BA, PGCE (**Head of Economics and Business**)

Thomas Gleghorn, BSc, PGCE (**Head of Academic PE**)

Miss Natalie Hardy, BTEC (Sports GTA)

Miss Victoria Howell, BSc (**Acting House Leader - Benet**)

Joe Jackson, BSc, PGCE (**Head of Boys' Games**)

Miss Rachael Mack, BA, QTS (**Hockey Coach; also English**)

Neil McCollin, BA, QTS (**Assistant Head - Co-curricular**)

Miss Megan McDonagh, BSc, PGCE (**PE and Games Coach**)*

Dr Dominic Phelps, BA, MA (also Religious Studies)

Alex Phillips, BSc, PGCE (also Mathematics)

Gavin Rooney (Sports Coach)

Ms Jacqui Scott, BSc, PGCE (also Design and Technology)

Cyprian Vella, BA, MA, PGCE (**Assistant Head of Sixth Form; Head of Religious Studies**)

Tom Walton, BSc, PGCE (also Design and Technology)

Mrs Clare White, BSc, PGCE (Science; also Psychology and Sociology)

Harry Walters, BSc, PGCE

Miss Carly Walton, BA, PGCE (**Head of Girls' Games**)

Paul Whitehead (Hockey Coach)



Politics

Greg Lyttle, BA, MA, PGCE (**Teacher in Charge of Politics**; also History)

Mrs Katharine Darwood-Bredin, BSc, GTP (History)

Mrs Julia Lindsay, BA, MA, PGCE (also History and Games)

Psychology and Sociology

Mrs Fionnuala Schofield, BSc, PGCE (**Head of Psychology and Sociology**)

Miss Lizzie Caisey, BA, MA, PGCE

Adam Rickart, BSc, PGCE (**Head of Austin House**; also CoRE Programme)

Mrs Clare White, BSc, PGCE (also Science and Games)

Religious Studies

Cyprian Vella, BA, MA, PGCE (**Head of Religious Studies**; also **Assistant Head of Sixth Form**; and Games)

Miss Elizabeth Hester, BA, PGCE*

Kieran McCullough, BA, PGCE (also CoRE Programme)

Miss Megan O'Gorman, BA, QTS* (**House Activities Co-ordinator**)

Dr Dominic Phelps BA, MA (also Games)

Mrs Marianne Tallis, BA, PGCE

Special Educational Needs/Learning Support Department

Mrs Natasha Warwood, BA, QTS, NASENCO (**Head of Learning Support and SENCo**)

Ms Lorna Prestage, BSc, PGCE, PGDip, ADG (Learning Support Teacher and Specialist Assessor)

Mrs Kayley Arkesden, MBA (Learning Support Assistant)

Miss Emilie Bergerat, HND (Learning Support Assistant)

Mrs Naomi Chard, BA, PGCE (Learning Support Assistant)

Mrs Rebecca Gonan, BA, PGCE (Learning Support Assistant)

Mrs Ann Marie Isaacs (Learning Support Assistant)

Mrs Amanda Kelly (Learning Support Assistant)

Mrs Fiona Moon, BA, PGCert SpLD (also English)

Mrs Lee O'Gorman (Learning Support Assistant)

Mrs Angela Ritson, BA, QTS (Learning Support Teacher)

The Sciences

Miss Emma Cooper, BSc, PGCE (**Head of Science**; **Head of Chemistry**)

Ben Collie, BSc (Biology; also **Head of Sixth Form**; Games)

Mrs Sam Curtis, BSc, PGCE (Chemistry)

Dan Lee, MEng, PGCE (**Second in Science**; **Head of Physics**) Head of STEAM

Dr Emilie Onyekwe, BSc, QTS (Chemistry)

Miss Faye Roberts, BSc, MSc, PGCE (Biology)

Simon Robertson, BSc, PGCE (Biology)

Mrs Sophie Rose, BSc, PGCE (Physics)

Mrs Joanne Smith, MChem, PGCE (Chemistry; also **Assistant Head of Sixth Form - Academic**)

Rob Southern, BSc, PGCE (Physics)

Michael Spencer, BSc, PGCE (Physics; also **Deputy Head Academic**)

Mrs Catherine Warne, BSc, PGCE (**Head of Biology**)

Mrs Clare White, BSc, PGCE (Science; also Psychology and Sociology; Games)

Dan White, BSc, PGCE (Biology and Chemistry)

* *Old Princethorpeian*



Support Staff

Mrs Beth Adams, BA, PGCE	Examinations and Assessment Administrator
Mrs Claire Alcock, AAT, ACCA	Head of Finance
Mrs Keren Andrews, BA	PA to the Foundation Head
Jack Baker	Estates Assistant
Mrs Annabelle Barnes	Student Support Officer/Uniform and School Shop Assistant
John Barnstable	Carpenter and Joiner
Milton Bartholemew	IT Engineer
Dr Will Bayley, MEng	Senior Science Technician
Mrs Mary Benham, BA, Cert Ed	Chaplaincy Co-ordinator
Dekk Brain	Estates Assistant
Mrs Barbara Bromwich	Shop Manager/Finance Assistant
Miss Aimee Brookes, BA	Graduate Teaching Assistant
Miss Liz Brown, MAAT	Finance Manager
Mrs Sally Chadwick, BLE	Library Assistant
Mrs Hayley Chaplow	Administrator/Receptionist
Evan Collins	Groundsman
Mrs Cynthia Carpenter	Cleaner
Will Cooper-Harris*	Estates Assistant
Mrs Zara Corbin, BA	SEND Administrator, also Bursary Assistant
Mrs Felicity Coulson, GMus, PGCE	Peripatetic and Exam Co-ordinator for Music and LAMDA
Thomas Crowton	Grounds Supervisor
Miss Lilli Draper, BA*	Graduate Teaching Assistant
Mrs Louise Eaton, BA, MSc	Foundation Data Manager
Miss Jo Flowers, BA, CIM DipM	Foundation Marketing and Communications Executive
Ms Chella Franklin, BEng	Academic Systems Co-ordinator
Mrs Tamsin Frost	Reprographics and Sports Administration Assistant
Mrs Paula Greig, SRN	Senior Matron
Andy Hadley	Estates Assistant
Mrs Harriet Hallam	Library Assistant
Mrs Emma Harcourt, HND	Pupil Hub Manager
Jim Hardwick	Estates Assistant
Mrs Christine Hawley, BSc, RGN	School Nurse
Mrs Milly Hemmings, BA	Pastoral Support Manager
Mrs Charlotte Hetherington, BEng	Design and Technology Technician (also teaches Textiles)
Mrs Marie Holt	Assistant Registrar
Mrs Carmel Hopkins	Office and HR Systems Manager
Alan Husband	Groundsman
Sam Ingles	Groundsman

Mrs Lynda Jaco	Cleaning Supervisor
Nick Jaco	IT Infrastructure and Network Manager
Mrs Suz Jeffery	HR Administrator
Mrs Kerry Low, BA, DipCG	Careers Adviser
Mrs Wendy McCann	PA to the Foundation Bursar
Mrs Amanda McKenzie	Sixth Form Administrator (job share)
Mrs Gina Malin	Finance Assistant
Mrs Marion Mitchell, BA, PGCE	Sixth Form Administrator (job share)
James Munsey	IT Engineer
Mo Ostrowski	IT Infrastructure Engineer
Elliot Perkins	IT Engineer
Mrs Pam Phull, RNA	School Nurse
Mrs Claire Phillips-Gore	PA to Deputy Head (Pastoral) and Pastoral Office Manager
Mrs Lauren Prydderch, BA	Administrator/Receptionist
Mrs Jacqui Quinney, BA, PGCE	Head of Careers
Mrs Lisa Reay, HNC	Laboratory Technician
Edd Robertson	Foundation Grounds Manager
Mrs Catherine Rogers	Registrar
Gavin Rooney	Operations Manager and Sports Coach
Sanjeev Sharma, BSc	IT Service Desk Team Leader
Mrs Helen Shayler	Payroll Assistant
Michael Small	Foundation Buildings Manager
Mrs Karen Smith	School Counsellor
Miss Katie Smith*	Bursary Assistant
Mrs Helen Stephenson, BA, CIM DipM	Foundation Press and PR Officer
Katie Strange*	Administrator/Receptionist
Mrs Heather Tocher, MBACP Dip	School Counsellor
Mrs Nicola Treadwell	Head Librarian
Mrs Sarah Tsang	Examinations Officer
John Vasquez	Estates Senior Technician
Mrs Emma Wells**	Administrator of Estates
Fr Alan Whelan MSC, BA	Chaplaincy
Paul Whitehead	Electrician and Hockey Coach
Mrs Charlie Wilde, BA	Science Technician
Miss Claire Wildsmith, BA	Recruitment Co-ordinator
Neil Wotton	Evening Caretaker
Mrs Sara Young, IOSH, NEBOSH	Health and Safety Manager

* Old Princethorpeian ** Old Crescentian



Admissions Process for entry in September 2024

Years 7 to 10

Children who want to come to Princethorpe sit an entrance examination usually in the November of the year before they are due to start in September. The majority of children join us in Year 7, but children are welcome to join in other year groups as space allows.

Entrance Examinations Day for September 2024 entry will take place on **Saturday 11 November 2023** from 9.00am to 4.00pm. The deadline for registrations, scholarship and bursary applications is **Friday 29 September 2023**, to facilitate the seeking of confidential references from the candidate's current school. The results of the Entrance Exams will be published on **Thursday 30 November 2023**, when the decision is also shared with the candidate's current school. See our Admissions and Entrance Examinations Booklet 2024 for full details.

Competition for places is high, as are standards, but the school also looks for young people who will contribute to the wider life of the school. In recent years we have been considerably oversubscribed.

Our Registrar, Catherine Rogers and Assistant Registrar, Marie Holt will be pleased to talk you through the admissions process.

Please contact them on **01926 634201/297** respectively, alternatively email them at admissions@princethorpe.co.uk.

Sixth Form

Princethorpe is an 11 to 18 school, and the expectation is that pupils will continue with us through to Sixth Form, providing they meet the academic requirements and embrace the College's ethos. Princethorpe Year 11s are not required to reapply for Sixth Form, however a term's notice in writing is required should a pupil not be intending to return.

The minimum academic requirement for Sixth Form is six GCSEs at grades 9-5, including at least three grade 6s or equivalent. Students are normally expected to have at least a grade 6 in the subject to be studied to A-level, although specific requirements apply for some subjects, see website and Sixth Form Admissions Information Booklet for details.

Following the Sixth Form Open Evening, Princethorpe Year 11s will be guided through the options process and external candidates should get in touch with the Registrar to arrange attendance at one of our Sixth Form Taster Days, which includes an informal interview with the Head of Sixth Form. A formal registration along with provisional options for A-levels should be made after the Taster Day.

Following satisfactory references from the external candidate's current school, the Admission Panel will meet and, if appropriate, a conditional offer will be made subject to actual GCSE grades. Confirmation of acceptance from a parent with a £300 deposit is then required to secure the place. This deposit is refunded after the end of the final term which the pupil spends at Princethorpe.

The deadline for external Sixth Form registrations and internal and external Sixth Form Scholarship applications is **Monday 22 January 2024**.

Sixth Form conditional offers and Scholarship awards, along with confirmation of subject choices will be made week commencing **Monday 18 March 2024**.

The deadline for external candidates to accept a Sixth Form place, or for Princethorpe Year 11s to give notice in writing of their intention not to return for Sixth Form, will be **Wednesday 17 April 2024**.

Once external candidates have advised actual GCSE grades to the Registrar by telephone in August, a confirmed offer will be made.

Information and Visits

Traditionally there are a number of opportunities to visit Princethorpe during the course of the year, in order for prospective pupils and their parents to get a true flavour of the school before registering to take the entrance examinations. The following events are for your information but could be subject to change. We will keep prospective families who are on our enquiry database up to date on opportunities to visit.

Open Afternoon

Sunday 17 September 2023
2.00pm to 5.00pm

Sixth Form Open Evening

Wednesday 18 October 2023
6.30pm to 9.00pm

Open Morning

Thursday 18 April 2024
10.30am to 12.30pm

Open Evening

Wednesday 5 June 2024
6.30pm to 8.30pm

Light refreshments are available at all open events.

Meet the Headmaster

Alternatively, or in addition to attending an open event, you may wish to make an appointment to meet the Headmaster, Grove du Toit, and have a tour of the school (this is usually conducted by our Sixth Formers).

Please contact the Admissions Team for an appointment on 01926 634201/297.

Taster Days

Taster Days aimed at Year 5, 6, 7, 8, 9 and 11 pupils also take place during the year to give prospective pupils a taste of senior school and Sixth Form life. Places are available on a first come, first served basis.

Please see our website for more details on how to book.



Fees

Registration fee: £50 (non-returnable)

A non-returnable deposit of £300 will be requested at the time of a place being offered, and this will be refunded after the end of the final term which the pupil spends at the College.

Tuition fees: £5,280 per term

Lunch: a pre-payment biometric system is operated by our caterers

Sixth Form Common Room levy: £20 per annum

Parent Teacher Association levy: £5 per annum

Payment of fees

Fees are due on or before the first day of each term. Parents can view their accounts and bills for each term using the Fee Billing Portal. There is also a link to this from My School Portal. Advice is sent by email when bills become available for a new term.

Parents are requested to make payment to us in the following ways:

- debit card payment, via the Fee Billing Portal;
- direct debit, a form is available from the Bursary;
- direct bank transfer, please state billing reference number and send to:

Bank HSBC Bank plc, High Street, Coventry

Account Name The Princethorpe Foundation -
Princethorpe College

Sort Code 40-18-17

Account Number 82689111

Parents are asked to be vigilant in respect of any communications purporting to be from the Foundation requesting money that do not match our normal procedures.

Please note:

- invoices are only available through the Fee Billing Portal;
- our bank account details will NOT change during the academic year 2023-24;
- if you receive an email purporting to amend our bank details, do not make any payment and please contact us by telephone immediately to clarify;
- we do not email details of unsolicited discounts for payment of funds.

Please contact the Bursary if you have concerns about any communication you receive and in particular if you receive any request for payment of funds outside our normal routines.

Please note we do not accept payment in cash for the fee bill.

School Fees Refund Scheme

The charge for this optional scheme is 0.82% of the tuition fee after any discounts have been applied.

Please note that trustees are unable to refund fees in the event of illness or disruption to a school term.

Late payment of fees

Interest is charged for late settlement of fees at a rate of 4% per annum or part thereof.

Letters relating to late payment of fees are charged at £10.

Sibling discount

Discounts on the main tuition fee are automatically applied to siblings (the youngest sibling is charged the full fee 5% for second and third siblings, 10% for fourth and subsequent siblings) and apply whilst there are two or more children attending schools in the Foundation* but excluding children attending the Nursery.

Examination fees

The cost of public examination fees are chargeable and are applicable in Years 11 and Upper Sixth and occasionally in other years. Individual subject costs vary and the total cost is also influenced by the number of examinations entered. The average cost for Year 11 is £485 and for Upper Sixth £385.

Optional charges

Music and Drama (LAMDA)

LAMDA tuition and instrumental lessons are available for piano, church organ, guitar, flute, oboe, clarinet, bassoon, saxophone, trumpet, cornet, French horn, trombone, tuba, violin, viola, cello and double bass. LAMDA and Music fees are negotiated with, and invoiced separately to, parents by tutors to whom enquiries and payments should be directed.

Small Group and Individual Learning Support

Small group support sessions are charged at £17.90 for one session a week, £25 for two sessions and £31 for three sessions per week, payable termly in advance.

In addition, further individual tuition can be arranged with a numeracy specialist.

Individual tutoring is charged at £31 for each lesson, again payable termly in advance.

**Princethorpe College, Crackley Hall School and Crescent School.*



Practicalities

Pupils have a two-week timetable. The timetable is individual to each pupil and both weeks will be very similar in structure. The weeks will be labelled Week A and Week B.

Please see page 20 for an overview of the curriculum for each year group.

The School Day

08.40 - 09.35	Period 1
09.40 - 10.30	Period 2
10.35 - 10.55	Tutor Time or Assembly
10.55 - 11.15	Break
11.20 - 12.10	Period 3
12.15 - 13.05	Period 4
13.05 - 13.55	Lunch
14.00 - 14.50	Period 5
14.55 - 15.45	Period 6
15.55	Buses depart
16.15 - 18.00	Princethorpe Prep or Co-curricular activities

After school many pupils choose to take part in co-curricular activities or do their homework in 'Prep', this is free of charge until 6.00pm; after this time there is a charge of £10 per half hour or part thereof.

Visiting Music and Drama Providers

Mrs Patricia Bach, BA, PGCE, Flute and Piano
Mrs Katherine Buckingham-Underhill, LSDE, LAMDA
Mrs Felicity Coulson, GMus PGCE, Flute, Oboe, Clarinet, Saxophone and Piano
Tom Durham, BMus Guitar
Mrs Jane Ebbon, BA, PGCE, Saxophone, Clarinet, Flute and Double Reeds
Miss Jodie Fisher, ATCL All Brass
Andrew Hughes, ABSM Violin and Viola
Mrs Claire Lomas, ABSM, Cello
Mrs Joanna Kunda-Jedynak, MA Vocal Studies
Mrs Fiona McCreath, BA, ATCL Vocal Studies and LAMDA
Mrs Shirley McLean MA, PGDip, LAMDA
Mrs Emily Myerscough, BA, LAMDA
Adrian Moore, BA, ARCO Organ and Piano
Matthew Prior, BMus Classical and Electric Guitar
Simon Wagstaff, Drum Kit and Percussion

Fees for individual Music and Drama tuition are negotiated with and invoiced separately to parents by external providers to whom enquiries and payments should be directed.

Co-curricular Activities

At Princethorpe, we pride ourselves on the range of co-curricular activities that we can offer to every pupil. Whether it's drama or archery, electric car club or sailing we cater for a wide variety of interests. Clubs, societies and activities take place either at lunchtime or after school and each term a full co-curricular timetable is produced to enable pupils to choose what they would like to take part in.

In addition, we also aim to support pupils' learning by offering regular music and theatre trips, lectures, visits to museums, art galleries and science festivals. We invite guest speakers into school to discuss issues with pupils, as well as welcoming visiting music, theatre and dance companies to demonstrate their excellence to our pupils. The Duke of Edinburgh Award Scheme is hugely popular at Princethorpe. Each year we have more and more pupils signing up to participate in this nationally recognised Award Scheme; a quarter of the school were involved last academic year.

Overseas trips include our regular sports tours, subject specific tours and outreach trips. In 2023 over 100 staff and pupils participated in the South Africa Sport Tour. Trips are a regular feature of the academic calendar and are offered to all corners of the globe.

Clubs and Societies

- Musical – musical theatre group, string orchestra, choir, concert band, brass group, guitar group, percussion group, a Capella group and chamber music
- Sporting – rugby, football, hockey, netball, climbing wall, badminton, archery, golf, fitness, running, trampolining, cycling, athletics, rounders and tennis
- Airineers Club
- Art Club
- Beekeeping
- Book Club
- Chess Club
- Cookery
- Craft Club
- Creative Writing
- Dance
- Darts
- Debating
- Drama Club
- Duke of Edinburgh Award
- Electric Car Club
- Equestrian Club
- Film Review Club
- Green Team and Wildlife Club
- History Club
- ICT Club
- Language Conversation - Spanish and French
- MedSoc
- Mindfulness
- Model UN
- Photography Club
- Poetry Club
- Project Club
- Psychology Workshop
- Science Club
- Technical Theatre Club
- Textiles
- Young Designers Club
- Youth Chaplaincy Team
- Youth St Vincent de Paul



Term Dates

2023/2024

Michaelmas Term

Monday 4 September
to Wednesday 20 December 2023

Half Term

Saturday 21 October to
Sunday 5 November 2023

Lent Term

Monday 8 January to
Friday 22 March 2024

Half Term

Saturday 10 February to
Sunday 18 February 2024

Trinity Term

Monday 15 April to
Wednesday 3 July 2024

Half Term

Saturday 25 May to
Sunday 2 June 2024

2024/2025

Michaelmas Term

Tuesday 3 September
to Wednesday 18 December 2024

Half Term

Saturday 19 October
to Sunday 3 November 2024

Lent Term

Tuesday 7 January
to Thursday 3 April 2025

Half Term

Saturday 15 February
to Sunday 23 February 2025

Trinity Term

Monday 28 April
to Thursday 3 July 2025

Half Term

Saturday 24 May
to Sunday 1 June 2025

Uniform

Uniform is compulsory for College pupils and helps to create a sense of shared identity, community spirit and a pride in oneself and in the College. Uniform can be purchased from the School Shop. Please contact the School Shop on **01926 634272** or email uniform@princethorpe.co.uk to make an appointment.

Shop opening hours during term time are as follows:

Monday and Wednesday 3.30pm – 4.30pm

During the school holidays the shop is open by appointment only. This is particularly useful for new parents who need to buy the complete range of uniform etc as they will be the sole customer at the time and waiting will be avoided.

Uniform 1

Blazer with College crest, plain white shirt, House tie, black College V-neck jumper, black school trousers (not jeans or canvas material), plain black socks, plain black shoes (not trainer-type shoes). Scarves, if worn, must be plain black.

Uniform 2

Blazer with College crest, plain white revere collar blouse, green) College V-neck jumper, a pleated school skirt, worn at the knee, and or black school trousers, worn as loose fitting (not jeans or canvas material). Black opaque tights, short plain white or black ankle socks, plain black low-heeled shoes. In warm weather, transparent tights may be worn.

Additional Information

Underwear, including T-shirts must not be visible under shirts or blouses. Canvas pumps, ankle boots or black trainers are not permitted. Outdoor coats must be plain in colour with no obvious logos, no leather, fur or denim. In severe winter weather pupils are allowed to wear boots or wellingtons to school but must change into shoes once inside the school building. Hats, scarves and gloves, if worn, must be plain or school branded. Non-school uniform items are prohibited in school.

Sixth Form Dress Code

High standards of personal appearance and presentation are expected of students at all times. We expect all Sixth Formers to wear 'Business Attire' and follow the Sixth Form Dress Code. A smart business suit with a jacket, which is to be worn at all times. Patterned fabrics are acceptable as long as they are made from a suit fabric ie check, tartan etc.

Sixth Form Dress Code Option 1

- Skirt suit with blouse or dress suit - blouse and dress must have a sleeve.

Sixth Form Dress Code Option 2

- Trousersuit with blouse – blouse must have a sleeve.

Sixth Form Dress Code Option 3

- Trousersuit with shirt and tie - shirt must have a collar.

Sixth Form shoes and accessories

- Jumpers, tank-tops and cardigans are permitted – round or v neck only. No zips or adornments on any knitwear worn.
- If a student chooses to wear an item of knitwear, then they must wear this on top of a shirt or blouse not instead of.
- Any cardigan worn must be worn underneath a suit jacket not instead of a jacket.
- Formal shoes, no trainers or boots. Shoes may be a slip-on loafer style, laced or other formal shoe with a sensible heel.



Parent Teacher Association

Princethorpe benefits from an active and supportive Parent Teacher Association. The Parent Teacher Association aims to strengthen the relationship between parents and school and organises a number of social and fundraising events during the year.

All parents automatically become members of the Association and a small subscription of £5 is levied and added to the Michaelmas Term account each year.

The Committee welcomes new members and meets regularly to plan events including social events and the ever-popular Summer Fête and Christmas Fair.

The PTA can be contacted via email at pta@princethorpe.co.uk.

Development Office

Our Development Office works to enable the provision of more bursaries to deserving pupils, to update our facilities and buildings, and to meet our strategic development plans. Whilst fee income is sufficient to cover core costs and some capital expenditure, it does not allow us to increase the number of places for deserving pupils from families who could otherwise not afford the fees, nor is it sufficient to wholly fund major new initiatives.

We also firmly believe that every child with the potential and passion to benefit from a Princethorpe education should be given the opportunity to learn, grow and develop here.

We garner support from our extended Princethorpe community (past pupils, current and former parents, former staff and Friends of Princethorpe) so we can help more children to benefit from this unique education and improve school facilities for current and future pupils.

There are different ways that people support us – by giving their time through volunteering their expertise or by making a financial donation. No gift is too small and many people choose to support us through regular monthly giving.

You can read our Annual Report, make a donation and keep up-to-date with our campaigns by visiting www.princethorpe.co.uk/support-us.

For more information on Development please contact Steve Kowal, Development Director on 01926 634265 or email makingadifference@princethorpe.co.uk

Old Princethorpians

Old Princethorpians is our thriving and popular past pupils' association.

The OP Committee meets once every half term and past pupils are represented from across every decade of the College's history. The association aims to act as link between past and current pupils, past parents and former staff and to celebrate their achievements.

We are interested in hearing from all past pupils and how they are faring in life post Princethorpe. We are now using the *Princethorpe Connect* database to improve our communication with Old Princethorpians.

To register or update your contact details simply go to <https://connect.princethorpe.co.uk>

Old Princethorpians who register can also subscribe to our termly e-newsletter The Old Princethorpians, www.oldprincethorpians.co.uk.

We have information on a large number of former pupils and will do our best to put friends back in touch with each other.

We also have an established annual programme of social events including the popular pub meets locally and in London, the annual OP's Summer Supper Reunion, and the OPs vs College Sports Day just before term begins in September.

Our successful Skills Bank initiative, whereby Old Princethorpians support current pupils through mentoring, advice and careers guidance, includes involvement in the College's Careers Fair which takes place every two years.

Our OP Friendly Faces scheme aims to supporting new OP undergraduates when they first go to university.

On leaving the College pupils and their parents are granted lifetime membership of the association.

For more information on Old Princethorpians please contact Melanie Butler, Secretary to the Old Princethorpians on **01926 634284** or email oldprincethorpians@princethorpe.co.uk.

Bus Services and Routes

from September 2023

Our Bus Services

A comprehensive private bus service brings pupils into the College from a wide area, extending as far afield as Burbage, Nuneaton and Coventry to the north, Lutterworth and Daventry to the east, Stratford-upon-Avon and Banbury to the south and Solihull and Henley-in-Arden to the west.

Around half of the school population use the services across twelve routes, which are operated by Catteralls of Southam and Ridleys of Leamington. All of their drivers are child safeguarding and first aid trained, and where possible regular drivers operate the routes.

We are constantly monitoring our services and looking for improvements. We welcome feedback and suggestions to princethorpe@vectare.co.uk.

Booking System

Our bus booking system is operated in partnership with Vectare and can be accessed at <https://princethorpe.vectare.co.uk>.

Return or one way bus pass bookings will be added to the next termly fee invoice, ad hoc bookings are paid for at point of booking using a credit or debit card.

All one way and return pass holders and regular ad hoc users will be issued with a swipe card or QR card to be added to their mobile phone wallet at the start of term. Those booking individual journeys can download a booking confirmation on to their mobile phone to show when boarding or alighting the bus.

To see a map of all our bus routes, timetable information and to find your closest stop visit <https://princethorpe.vectare.co.uk>.

Passes summary

Pass type	Regular morning use	Regular evening use	Occasional morning use	Occasional evening use
Full Bus Pass	Use Swipe Card or QR Code	Use Swipe Card or QR Code		
Bus Pass to school (Half Pass)	Use Swipe Card or QR Code			Book ad-hoc journeys on bus website for each journey, show confirmation
Bus Pass to home (Half Pass)		Use Swipe Card or QR Code	Book ad-hoc journeys on bus website for each journey, show confirmation	
No Bus Pass			Book ad-hoc journeys on bus website for each journey, show confirmation	Book ad-hoc journeys on bus website for each journey, show confirmation

It is not possible to use a half pass to mix outward and return journeys.

Charges for Bus Services

Zone A	Return	Single
Michaelmas	£323	£189
Lent	£312	£183
Trinity	£180	£113
Zone B		
Michaelmas	£560	£322
Lent	£530	£296
Trinity	£329	£188
Zone C		
Michaelmas	£780	£440
Lent	£740	£416
Trinity	£475	£254

Sibling discount

Discounts are applied to bus passes only for siblings (10% for second and 50% for third and subsequent siblings) whilst there are two or more children holding bus passes.

Ad hoc journeys

Ad hoc journeys should be booked online at www.princethorpe.vectare.co.uk. Pupils should download confirmation on to their mobile phones. All ad hoc tickets must be pre-booked in advance. Failure to do so will result in a £10 penalty charge for each journey being added to the next term's bill.

Single ad hoc fares - per journey

Zone A	£3.75	Zone B	£5.65	Zone C	£7.20
---------------	-------	---------------	-------	---------------	-------

Bus Timetable 2023-2024 Overview

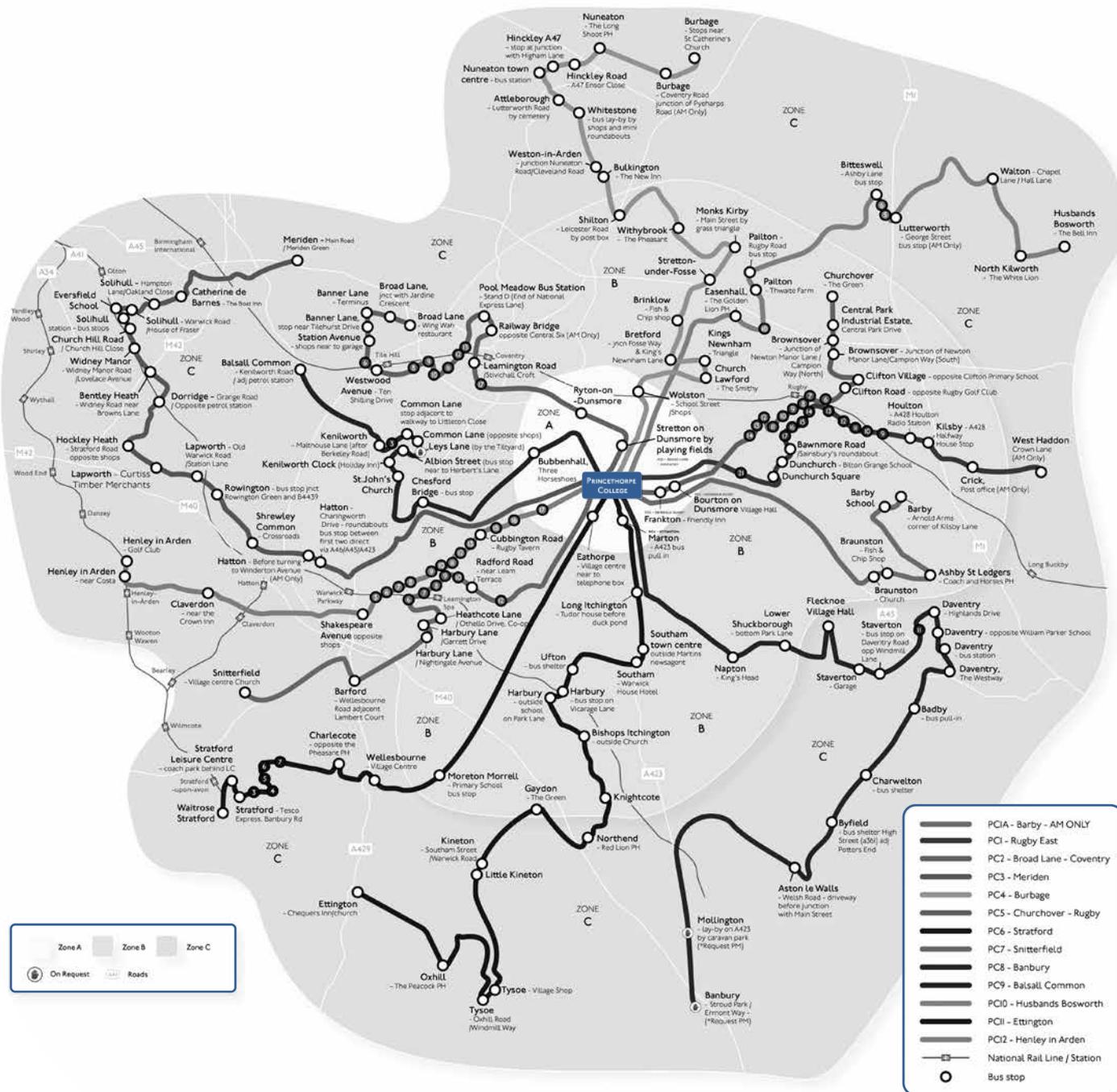
The current bus services are outlined below, for more details including charges, sibling discounts and stop timings please go to www.princethorpe.vectare.co.uk, where you can also input your postcode into our interactive map to see the closest stop to your home.

A full Transport Guide is available on the website.

PC1A	Barby, Ashby St Ledgers and Braunston (AM only)
PC1	West Haddon (AM only), Crick (AM only), Braunston, Ashby St Ledgers, Barby, Kilsby, Houlton, Hillmorton and Dunchurch
PC2	Coventry, Ryton-on-Dunsmore and Stretton-on-Dunsmore
PC3	Meriden, Catherine-de-Barnes, Solihull, Eversfield School, Bentley Heath, Dorridge, Hockley Heath, Lapworth and Hatton
PC4	Burbage, Nuneaton, Bulkington, Shilton, Monks Kirby, Stretton-under-Fosse, Brinklow, Bretford, Church Lawford and Wolston
PC5	Churchover, Brownsover, Clifton, Bilton, Cawston, Bourton and Frankton
PC6	Stratford, The Croft School, Tiddington, Alveston, Charlecote, Wellesbourne, Moreton Morrell and Eathorpe
PC7	Snitterfield, Barford, Heathcote, Myton, Leamington Spa and Radford Semele
PC8	Banbury, Mollington, Byfield, Daventry, Staverton and Napton
PC9	Balsall Common, Kenilworth, Chesford Bridge and Bubbenhall
PC10	Husbands Bosworth, Lutterworth area, Bitteswell, Pailton, Harborough Magna and Easenhall
PC11	Ettington, Oxhill, Tysoe, Little Kineton, Kineton, Gaydon, Northend, Knightcote, Bishop's Itchington, Harbury, Ufton, Southam, Long Itchington and Marton
PC12	Henley-in-Arden, Claverdon, Warwick, central Leamington, Cubbington and Weston-under-Wetherley

Bus services are offered to all pupils, subject to availability. All bus services are subject to periodic review and the College reserves the right to cancel, alter or introduce additional routes according to variation in demand. Charges are also subject to periodic review







The House System Pastoral Care

The House System at Princethorpe is an integral part of College life underpinning our community ethos and pastoral care. Each pupil is put in a House when entering the College and joins a Vertical House Tutor Group.

Austin, Benet, Fisher and More are the four Houses at Princethorpe, named after the Catholic Saints. The houses are led by our Heads of House: Adam Rickart (Austin), Faye Roberts (Benet), Louisa Fielding (Fisher) and Jessica Newborough (More).

There are nine tutor groups per House. Each tutor group is a 'family' within the wider 'House family'. Each house tutor group is comprised of four to five pupils from Year 7 to Year 11, supported by their tutor, co-tutor and their Head of House. Children stay with this group throughout their time at the College and close relationships develop across the age groups and between tutor, co-tutor, pupils and parents over the years. Pupils will engage in a tutor time curriculum of Learning Skills and Character Education. These sessions focus on building intellectual and performance virtues such as vision, resilience, leadership, communication and study skills.

New pupils with an existing connection to the College, for instance a sibling at the school or parent who is an Old Princethorpean, will normally go into the same house as their relative.

A wealth of inter-House competitions are organised throughout the year with the House Activities Co-ordinator, House Leaders and Senior Prefect House Captains presiding over the organisation of these. Inter-House competition is encouraged through a range of sporting, pastoral, social, academic and arts-based activities. Points are available for participating in each event with the eventual House winners being awarded the House Cup at the end of the academic year.

House points may also be accumulated through good attendance, helping at school events and for academic merits and sporting achievements.

Highlights of the House year include House Charity Day, the House Talent Show and House Activity Day at the end of the Trinity term.

Pastoral care is seen as paramount at Princethorpe and is very much a tangible expression of our strong Catholic ethos. Our team of professionals, headed up by the Deputy Head – Pastoral, provide a network to help support and encourage all our pupils. The team is broad reaching and includes the House Form Tutors and Co-Tutors, Heads of House, Matrons, our Counsellors, the Chaplaincy Team and our Student Support Officer.

The main premise of our pastoral care is that every child really does matter and that if that child is happy, healthy and safe, he or she will learn most effectively. The Pastoral Team work together or in various combinations as appropriate to fulfil and respond to pupils' needs. When problems arise, the College is proactive and swift to take action, working in close partnership with parents to tackle any issues and if necessary, agree action plans.

A key element of our pastoral care is the weekly confidential Pastoral Briefing to staff when issues affecting pupils can be drawn to their attention and guidance be given.

The College has a very strong sense of community and above and beyond the professional help available, there is also much mutual support offered to pupils by their friends and fellow pupils.

The House Form Tutors

The House Form Tutor and Co-Tutor are the pupils' and parents' first port of call and will generally be able to answer any queries or resolve any problems. If necessary, they will escalate problems to the Head of House or Deputy Head – Pastoral. Pupils spend at least 20 minutes with their House Tutor Group most mornings and this is an ideal time for any pastoral matters to be dealt with.

Pupil Hub Manager

This role provides all our pupils with a point of contact that is available before school, at break and lunchtime and after school to help with problems such as lost property, lockers, attendance issues, and wider administration support. This ensures that there is always someone available and if the Pupil Hub Manager cannot deal with the problem, she will know who can, and pass it on immediately.

Personal, Social and Health Education

The College's PSHE Programme is designed to support the moral, spiritual and cultural development of the child, as well as addressing issues on inclusivity, diversity, health, relationship and sex education and studying citizenship. This is delivered via the PSHE and through assemblies often featuring external speakers. Pupils will have a timetabled PSHE lesson when this programme is delivered either vertically or by Year Group.

The Medical Centre

The College also benefits from having a full cover by three Matrons on site in the Medical Centre to administer advice and medicines to pupils and to offer basic first aid when required.

Counselling Services

We have two qualified Counsellors on the staff. Pupils who are experiencing difficulties can be referred to the Counsellors for a series of appointments. This has been welcomed by pupils who appreciate being able to talk to an adult who is neither a parent nor a teacher. Pupils can also self-refer if necessary.

Chaplaincy Team

In addition, our Chaplaincy Co-ordinator offers sessions on prayer and meditation, provides sacramental preparation and runs workshops and retreat days for pupils to explore the spiritual aspects of life.

Outdoor Education

Outdoor Education also has a high profile within pastoral care. Experience has shown us that when pupils learn to work together as a team outside the classroom, this greatly benefits and accelerates learning inside the classroom. In addition to the well-established Duke of Edinburgh Scheme, a wide variety of outdoor education experiences such as 'World Challenge' and 'Camps International' overseas expeditions are offered.

Character Education & Learning Skills

We believe that having a vision, making a habit of effort, building effective systems, engaging in high stakes practice and having the correct attitude can be practised and learned. During tutor time, pupils engage in planned VESPA activities which explicitly focus on developing these non-cognitive skills. We take character education as seriously as we take academic education and work hard to ensure our pupils are given time to develop their intellectual and performance virtues in a practical way to enable them to flourish as individuals.

Special Educational Needs and Disabilities

At Princethorpe College we strive to enable all our pupils to realise their full potential. For most of our pupils this is achieved within the curriculum by Quality First teaching from all members of staff. We recognise, however, that some of our pupils have Special Educational Needs and Disabilities (SEND) that require specialist provision as well. A small team of qualified and experienced Learning Support teachers and Learning Support assistants provide this support across the school. For some specialist tuition, please see the fees section for details.

Specific Learning Difficulties and Other SEND

Pupils with Special Educational Needs and Disabilities are identified on the SEND Register, under the four categories in line with the 2016 Code of Practice:

- Cognition and Learning (including Specific Learning Difficulties such as dyslexia, dyspraxia, ADHD)
- Communication and Interaction (Speech and Language Difficulties, autism spectrum condition including Asperger's Syndrome)
- Social, Emotional, Mental Health
- Sensory (including hearing or visual impairments), Physical disabilities, Medical conditions

Learners of course may have co-occurring needs in more than one of these areas. In addition, more information is published to all staff on the school's intranet and enables all subject teachers to support these learners and to plan and differentiate their lessons. For pupils with significant learning needs, more detailed information is provided to all staff through their Personalised Learning Profiles, giving details of the pupil's individual learning needs together with advice on appropriate teaching strategies and reasonable adjustments.

The Learning Support staff work with parents/families in a team approach to plan and to share information and progress.

We are an inclusive learning environment – pupils with SEND follow the same curriculum as all other pupils, although there can be appropriate flexibility in the timetable at each Key Stage to develop a good fit for each learner's needs and progress.

At Key Stage 3, where appropriate, we can offer bespoke interventions through individual and small group specialist tuition with qualified and experienced specialist teachers, alongside some in-class support from the Learning Support team. We use multisensory, metacognitive teaching and learning methods as well as specialist technology designed to increase pupils' independent learning across the curriculum.

At Key Stage 4 some pupils may take one less GCSE option, in order to have individual or small group tuition or study skills teaching, alongside subject support for their GCSE course.

At Key Stage 5, Sixth Form students can have support for their SEND, advice on use of technology and study skills.

Examination Access Arrangements

Some candidates for external examinations may require adjustments because of their identified disabilities or learning difficulties. The Learning Support team work with pupils throughout their time at Princethorpe College to develop their normal way of working, trialling various examination access arrangements to find what works best with their SEND alongside the necessary standardised assessment carried out by our specialist assessors in the Learning Support team. Application is made in due course for external examination entries following the JCQ detailed procedure.

English Language Development

For pupils for whom English is not their first language we may be able to offer some targeted support with the development of English language skills.



Provision for Exceptionally Able Pupils

The da Vinci Programme

At Princethorpe College we aspire to the Renaissance ideal that all people should endeavour to develop their capacities as fully as possible, to enjoy broad interests, profound knowledge, and wide-ranging accomplishments. Whilst we may be born with certain predispositions, we are completely able to change and develop skills as much as we wish to and when a student demonstrates three interlocking traits - ability, task commitment and creativity - they will achieve high level performance. We recognise that young people can only perform at a high level if they are given opportunities to do so and this growth mindset is an integral part of teaching and learning at Princethorpe College. It is a mindset that encourages students to become independent, robust and enquiring; it embeds a culture of challenge, aspiration and dedication throughout the school. All departments provide tasks that offer pupils the opportunity to demonstrate their ability, task commitment and creativity embedded in the day-to-day delivery of the curriculum. These expose learners to complex resources, challenging questions, and high-level thinking skills within –their class grouping. When a pupil performs at da Vinci level they are awarded one of the da Vinci merits. These merits are logged on a data base and this allows us to carefully monitor high performance across all subjects and year groups.

Those pupils who consistently perform at da Vinci level are celebrated and offered further opportunities for stretch and challenge (such as invitations to guest lectures, Level 2 and 3 Project Qualifications). The top 10 % of pupils with the highest number of da Vinci merits in each year group are awarded da Vinci badges and are invited to participate in the annual da Vinci Badge winners' trip. The one student who achieves the most da Vinci merits in an academic year and who most embodies the Renaissance ideal is awarded the da Vinci Shield at the College's annual Prize Giving.

The Elite Sports Programme (ESP) and numerous opportunities in every subject across all years - as well as a wide range of co-curricular activities - allow pupils who demonstrate these three traits to further develop their prowess in their areas of interest. The College magazine, *The Pinnacle*, celebrates outstanding work produced by the pupils of the Foundation and is a showcase for our Renaissance ideal.

Project Qualifications

The College offers project opportunities to Academic Scholars in Year 8, and to identified high performing pupils in Year 9 and the Extended Project Qualification to all students in the Lower Sixth. A Project Qualification is a recognised qualification following the Edexcel Course comprising an individual research project rather than an exam. Project outcomes can be in the form of a dissertation, investigation, artefact or performance. Upon completion, students of the Level 2 (Year 9) and Level 3 (Sixth Form) qualifications are also required to give a short presentation on their research to teachers and a group of fellow pupils and take questions at the end. Pupils are assigned a mentor who provides advice and guidance as required and with whom they meet regularly for direct teaching, instruction and assessment, or other structured learning such as directed assignments or supported individual study. Pupils also meet regularly with the librarian and other pupils to be taught the necessary research and independent learning skills needed to undertake such a project. Pupils' own private study is an additional commitment to these guided learning hours. Extended Projects are welcomed by many universities, and admissions tutors may well use them in differentiating between applicants for offer making.

The Level 1 and 2 Projects are delivered after school as a co-curricular activity. The Level 3 Extended Project is worth the equivalent of half an A-level and is delivered as part of the Sixth Form programme.



Careers

Key Stages 3 and 4

We are proud of our Careers provision at Princethorpe; our aim is to equip pupils with the necessary skills to make informed decisions regarding their future. We believe that Careers Education forms a fundamental part of the development of a young person and underpins the development of goals and high aspirations, thus contributing to academic success and individual personal fulfilment.

During Year 10/11, all students receive an individual Careers interview with a member of the Careers team. This is to provide support and impartial guidance when post-16 decisions are being made. Further individual meetings are always available as requested by pupils, parents or tutors. The department is also available for younger pupils, particularly those in Year 9 when making GCSE option choices, and offers opportunities for parents to discuss careers-related queries at parents evenings and 360 review evenings.

The school uses Unifrog, an online platform, to enable pupils to undertake self-guided research, which is objective, non-judgmental and up to date. This also enables them to become independent and effective careers managers.

Work Experience

Work Experience should be undertaken by all pupils in either Year 10 or Year 11. This can be completed after the final GCSE examination, or at any convenient time in the holidays. At least one week is recommended.

The process of securing a placement, and the rationale behind it, is explained to all Year 10 pupils in April of Year 10, and letters to parents soon follow.

Pupils are encouraged to obtain a placement (or more than one) through family and friends, and Pupils are expected to be proactive in doing this. Once a placement is found, details are entered into Unifrog by the pupil and then all necessary paperwork is generated to ensure that the placement goes ahead safely.

Work Experience is an invaluable part of education at Princethorpe College; it informs decision-making, prepares young people for life beyond school, encourages initiative, teamwork, is essential for UCAS applications. It might also reveal skills and suggest a career path that perhaps they never knew existed!

In the Sixth Form, students are encouraged to find further placements to build on those already completed.

Oxbridge Programme

This programme seeks to inspire our most able pupils to aim for the top Universities when making their degree choices. We offer high performing Year 11 pupils the opportunity to visit Oxford or Cambridge in order to encourage this aspiration early in their academic careers. Aspirant Lower Sixth students will be mentored by subject staff specific to their area of intended undergraduate study and, in addition, will meet regularly as a group to discuss and debate the reading which they are doing to prepare themselves for interview.

Candidates are given the opportunity to strengthen their applications by taking part in essay competitions and taster days run by the Universities. An Oxbridge Admissions advisor visits the College each year in order to meet applicants and offer advice on the completion of their personal statements. During the parents' UCAS information evening, a session is held to inform parents of the unique nature of Oxbridge applications so that they are best able to support their children through the application process.

Sixth Form

The Careers team and Head and Assistant Heads of Sixth Form are available when GCSE results are published to discuss A-level options, and this begins a robust programme of careers advice throughout Sixth Form. All Lower Sixth students are offered a personal Careers Interview with the Careers Team. This is to provide invaluable guidance and support when making post-18 decisions. Students again use Unifrog to guide their own research and develop decision-making.

Within our CoRE Programme information and advice is given to Sixth Formers about university applications and other career areas. Parents are invited to two separate careers evenings during Lower Sixth, the latter one concentrating on university applications. There are further opportunities for work experience, visits to universities and attendance at subject specific lectures. Potential Oxbridge candidates are identified in Year 11 and given advice about this route, including a visit to an Oxbridge College. Medicine, Veterinary Science and Dentistry pupils receive extra guidance in their quest for places on these hugely competitive university courses. Visits are made to the Birmingham UCAS Convention as a school and students are encouraged to visit prospective universities and attend University Open Days, at the same time as ensuring they don't miss too much school!

There has been an increase in the numbers of students applying for apprenticeships and Princethorpe Sixth Formers have been very successful in their applications.

During Upper Sixth the vast majority of our pupils do make applications to university or college and there are further information sessions on aspects of life such as:

- Student finance
- Leaving home
- Keeping healthy in the future
- Accepting university offers and what to do when results are published

Sixth Formers also benefit from practice job/university interviews in the Autumn.

Careers Events

Pupils are exposed to a range of professionals representative of many Careers areas at different stages during their Princethorpe journey, as well as representatives from higher education. The Careers department organises a bi-annual Careers Fair, and offered pupils from Year 10 upwards and their parents, the choice of 40 speakers from both industry and Higher Education. This event enables pupils to gain a deeper insight into a wide variety of Career options and information about university courses. In the Sixth Form, there are also other events which expose students to employers including an annual Interview Practice Day for Upper Sixth where around 20 local business people come into school and give mock interviews to all the students. The Core programme also includes several employer talks throughout the year. The department also works closely with the Work Experience Co-ordinator to ensure that work experience placements are undertaken by pupils in Year 11 and this is again encouraged in Lower Sixth. Year 11 pupils not wishing or not able to stay on for the Sixth Form are individually guided and supported through signposting to appropriate college courses.





CoRE Programme, Extended Project Qualification and Enrichment

The Sixth Form

Comprising a varied range of topics and speakers and incorporating careers and higher education advice, the CoRE Programme is closely linked to the ethos of the college. The aim is to develop qualities such as Conversation, Openness, Reflection and Enthusiasm so that students grow in maturity and confidence as they look to life beyond Princethorpe College. The weekly CoRE lessons for both Lower and Upper Sixth incorporate personal, social, health, and citizenship issues, as well as relationship and sex education.

Over the course of the year, we invite a broad range of speakers to address the students on topics ranging from driving safety or cyber-crime to animal welfare or the prison system. In addition, students receive essential advice and information about careers, applying to university, vocational courses, apprenticeships, the world of work, gap year travel and personal finance.

As part of the CoRE Programme, issues are explored from a moral and religious perspective. Led by the RS department a separate timetabled course on the Philosophy of the Person (C-POP) and an enquiry using video and discussion into key elements of the Catholic faith is offered to all pupils in Lower Sixth. In a more informal, seminar-style setting pupils can take one period a week to share their views and examine some of the big questions in life.

In the Lower Sixth, an additional Enrichment period within the CoRE Programme each week is specifically set aside so students can extend their interests and to develop new skills. It offers options such as:

- Care home visiting
- Mindfulness
- Psychology through film
- Self defence
- Essential cooking skills
- Business Enterprise
- Investment Challenge
- Bushcraft
- Basketball
- Creative Arts and Crafts
- Stretch and Challenge (for Oxbridge/Russell Group applicants)
- Sign Language
- Boxercise
- Ultimate frisbee

We also run an accredited full day First Aid Course and a two-day level 3 TEFL course in the summer term for Years 11 and over.

As a whole, the CoRE Programme encourages students to develop new skills and interests, to think critically, logically and constructively about the world in which they live, and to look forward to the challenges and opportunities that lie ahead.

Extended Project Qualification

The EPQ (Extended Project Qualification) worth the equivalent of half an A-Level, is also offered to Sixth Form students and is timetabled alongside A-levels. With its strong focus on thinking and analytical skills, the EPQ develops the independent learning skills so highly valued by both universities and future employers.

Like a mini PhD, the EPQ comprises an individual research project rather than an exam, requiring pupils to produce a 6,000 word dissertation or scientific investigation, or to manufacture an artefact or stage a performance. Upon completion, they must give a ten-minute presentation on their research to teachers and a group of fellow pupils and take questions at the end. Pupils are assigned a mentor who provides advice and guidance as required and with whom they meet during timetabled sessions for direct teaching, instruction and assessment, or other structured learning such as directed assignments or supported individual study.

Pupils also meet regularly with the librarian and other EPQ pupils to be taught the necessary research and independent learning skills needed to undertake such a project. Pupils' own private study is an additional commitment to these guided learning hours. Extended Projects are welcomed by many universities, and admissions tutors may well use them in differentiating between applicants for offer making.

Alongside the EPQ will be a range of other options, such as accredited courses in Finance and CORE Maths.



Exam Results and Leavers' Destinations

Princethorpe is not and never will be an examination factory, but we do take great pride in trying to ensure that all our pupils achieve the best possible academic results; our 2022 A-level and GCSE results are very strong indicators that the school's academic achievements across the ability range continue to go from strength to strength.

This summer (2023) 71% of all A-level grades were graded A*-B and 91% were awarded a grade C or better; at GCSE 95% were awarded grades of 4 or better, with over two fifths of all GCSEs awarded grades of 7, 8 or 9.

In addition, over two-thirds of the Upper Sixth were awarded the Princethorpe Diploma encompassing academic success, meaningful work experience, extra-curricular achievement and service to others in the community.

A-level and EPQ summary results:

- 112 candidates
- 34% A* and A
- 71% A* to B
- 91% grade C or better

GCSE summary results:

- 159 candidates
- 45% of all grades were 9, 8 or 7 grades (A* or A)
- 38 candidates achieved eight or more 9, 8 or 7 grades

For more information on exam results and leavers' destinations visit our website www.princethorpe.co.uk.

Leavers' destinations

The overwhelming majority of our pupils go on to university, predominantly to their first choice. Leavers' university destinations in recent years include Cambridge, Oxford, Durham, Bristol, St Andrews, Nottingham, Warwick, the Birmingham Conservatoire, Newcastle, Loughborough, Cardiff, University College London, Queen Mary's College London, Bath, Leeds, Exeter, London School of Economics, Liverpool, Manchester, Sheffield and York.



The Curriculum

A broad range of subjects and a stimulating and well-resourced curriculum is on offer, aimed at fostering a love of learning. The curriculum develops each year to meet the needs of individual pupils more effectively.

Small groups allow for more personal attention from the teacher and a better learning experience, confirmed by fine examination results and impressive value-added achievements.

All pupils are taught at a level which matches their ability and high fliers are stretched to ensure that they achieve their maximum potential.

Pupils with learning needs, including dyslexia, have the support of the Special Educational Needs and Disabilities team.

All pupils from Year 7 to Upper Sixth pupils are expected to bring a laptop or tablet device to school, for use in lessons every day. Guidance is given as to the required specification along with a scheme to purchase devices. This approach improves the digital literacy of our pupils, allows for new and innovative methods of teaching and learning alongside traditional methods, and prepares pupils for the modern workplace.

Summary by Year and Key Stage

Years 7, 8 and 9

Pupils in Years 7 to 9 follow a traditional programme, which draws on the best of and goes beyond the National Curriculum.

The subjects studied are English, Mathematics, Science, Religious Studies, Latin, History, Geography, Computer Science and Technology, Art, Modern Languages, Music, Drama, PE and Games. Personal, Social and Health Education is delivered in dedicated lessons and through Tutor times.

In Year 8 pupils continue to study Spanish, with French also being introduced. Pupils will either continue their study of Latin or follow an English Development course designed to improve their literacy skills.

For Year 9 pupils are given further choices: they continue to study one main language (French or Spanish) and choose two optional subjects from the following list: Art, Computer Science, Drama, French, Latin and Music. This options system allows pupils to play to their strengths and gives more time to their areas of interest. With the exception of languages, it is not a requirement to take an option subject in Year 9 in order to take it at GCSE.

Years 10 and 11

In Years 10 and 11 the curriculum needs to be broad and balanced, in order to keep as many doors open for subsequent choices to be made at A-level and then for degrees and careers.

Core GCSE subjects:

- English Language
- English Literature
- Mathematics (and Further Mathematics for some)
- Science - Pupils study either Double Award Science or the Triple Science option which leads to three separate Science qualifications for Biology, Chemistry and Physics.
- Religious Studies

Pupils then choose three further options from the following option subjects:

- Art
- Business Studies
- Computer Science
- Design and Technology: Resistant Materials
- Design and Technology: Electronic systems, programmable components and mechanical devices
- Drama
- Food Preparation and Nutrition
- French
- Geography
- History
- Latin
- Music
- Physical Education
- Psychology
- Spanish
- Sport (BTEC)
- Textiles

(In the interests of balance, only one Design and Technology subject may be chosen).

Learning Support can be available in place of one GCSE option if appropriate.

In addition all pupils continue with non-examined Games and Personal, Social and Health Education (PSHE) through the REAL Programme.

Lower and Upper Sixth

Most Sixth Form students will take three subjects through to A-level as well as undertaking a Project Qualification (Level 3 Extended Project Qualification or Level 2 Higher Project Qualification). Students may take four subjects at A-level if it is felt to be in their best interests. There is also the opportunity to take Level 3 Certificate in Mathematical Studies (Core Mathematics) for students who are not taking A-level Mathematics but would like to continue with their Maths, perhaps to support other A-levels with considerable mathematical content. This would normally be in place of a Project Qualification. Students also have the option of taking a Finance Diploma instead of the EPQ.

Help is given in choosing A-level subjects wisely, taking into account strengths and preferences, sensible subject combinations and future degree choices and career choices.

Group sizes in the Sixth Form enable staff to give pupils a great deal of individual attention.

A-level Option Choices:

- Art
- Biology
- Business Studies
- Business Studies (BTEC)
- Chemistry
- Computer Science
- Core Mathematics
- Design and Technology (Product Design)
- Drama and Theatre Studies
- Economics
- English Language and Literature
- English Literature
- Fashion and Textiles
- French
- Geography
- History
- Latin
- Law
- Mathematics
- Further Mathematics
- Music
- Music (BTEC)
- Photography
- Physical Education
- Sport (BTEC)
- Physics
- Politics
- Psychology
- Religious Studies (Philosophy and Ethics)
- Sociology
- Spanish

Academic Curriculum 2023/24

Pupils follow a two-week timetable. Over the course of each fortnight they will have the following lessons.

	Year 7 (Age 11+)	Year 8 (Age 12+)	Year 9 (Age 13+)	Year 10 (Age 14+) GCSE	Year 11 (Age 15+) GCSE	Lower 6th (Age 16+) A-level	Upper 6th (Age 17+) A-level
	English 8	English 7	English 7	English 8	English 8	Three subjects are studied at A-level. There are four Option Blocks to choose from, which are constructed around pupil interest in Year 11	Students continue with their three A-level subjects from Lower Sixth
	Maths 8	Maths 7	Maths 7	Maths 8	Maths 8		
	RS 4	RS 4	RS 4	RS 6	RS 6		
	Spanish 5	French 4	Spanish/ French 6	Science Double 15 Leading to Double Award Science GCSE	Science Double 15 Leading to Double Award Science GCSE	Option A 12	Option A 12
	Latin 2	Enhancement Literacy or Enhancement Numeracy 2	Biology 3				
	Science 6	Science 6	Chemistry 3	Option A 6	Option A 6	Option B 12	Option B 12
	Computer Science 2	Spanish 4	Physics 3				
	Technology 4	Computer Science 2	Technology 4	Option B 6	Option B 6	Private Study 12	Private Study 16
	History 4	Technology 4	History 4				
	Geography 4	History 4	Geography 4	Option C 6	Option C 6	Enrichment 2	Games 4
	Art 2	Geography 4	Choice of two subjects from: Art, Computer Science, Drama, French, Latin & Music				
	Drama 2	Art 2		Option A 4 Option B 4	PSHE 1	PSHE 1	CoRE 2
	Music 2	Drama/Music Carousel 3	Games 4				
	PE 2 Games 4	PE 2 Games 4		Games 4	PSHE 1	PSHE 1	CoRE 2
	PSHE 1	PSHE 1	Games 4				
Periods	60	60		60	60	60	60

GCSE and A-level Options

Please note, GCSE and A-level Option Blocks change from year to year depending on pupil choices. The subjects on offer are reviewed annually. Please refer to the Department Information section of this booklet and the Sixth Form Information Booklet for a full list of potential subjects on offer. For current Option Block information, please contact the Registrars.

Departmental Information

Art

There is a flourishing Art Department, and the outstanding collection of award-winning canvases on display around the school is testament to the creativity and talent of our pupils.

The Art Department encourages experimentation in ideas and techniques, self-expression and hard work. As a result, our pupils have enjoyed considerable success in regional and national competitions.

Key Stage 3

The department's aim is to encourage pupils to explore materials and techniques through challenging and enjoyable projects. Throughout KS3 the pupils build upon their artistic skills. These are: drawing, painting, mixed media, colour theory, ceramics, sculpture, modelling, printmaking, ICT and art appreciation. A wide variety of KS3 work is on display around the department.

Key Stage 4/GCSE

Art is taken as an option at GCSE with usually two to three groups per year. Pupils follow the 9-1 OCR Fine Art Course. The new Art and Design syllabus has less emphasis on quantity and more on quality. Pupils are able to work in all, or a number of, the following media: drawing, painting, printmaking, modelling, ceramics, sculpture, lens-based and any other suitable form of two dimensional imagery. The course is assessed by the work completed for an Art and Design Portfolio and also through an examination style set task.



The Sixth Form

Art students in the Sixth Form follow the OCR Fine Art syllabus (H603) and have their own studio space in one of the three lofty art studios. Groups are of a good size with students having a strong sense of camaraderie with one another.

The A-level course consists of two components and is similar in structure to the GCSE.

Component 1 Personal Investigation and Related Study (3,000 word illustrated essay) is worth 60% of the total qualification. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards personal resolve outcomes.

Component 2 the Externally Set Assignment is worth 40% of the total qualification. This has a set preparation time and examination dates are determined by the position of Easter. This component allows the same opportunities as Component 1 in response to an externally set theme and culminates in a 15-hour period of sustained focus (timed examination) over three days.

Co-curricular Activities

School clubs are run at lunchtime and on one evening during the week and cater for all age groups. These clubs aim to enrich the curriculum by enabling pupils to further explore the art practices that they have learnt in class and also try out new practices such as oil pastel drawing, painting outdoors, ceramics or Origami. The clubs have been invaluable to pupils in examination groups by giving them crucial extra time in which to develop their work. A specific club is run just for Year 11 when they are in their externally set task preparation period.

The department regularly takes A-level and GCSE pupils on gallery visits to further develop their artistic awareness. Lower Sixth Form students take part in life drawing classes at *Compton Verney* and Upper Sixth Form students visit the *Tate Galleries* and *National Galleries* in London. Most years we take our Year 11 students to Oxford where they have a fabulous day drawing in and around the *Ashmolean*, *Pitt Rivers* and *Christchurch Picture Galleries*. Our most recent overseas trip was to Paris where we visited the *Louvre*, the *Musee D'Orsay*, the *Pompidou Centre*. and went up the *Eiffel Tower*.

Classics

Pupils at Princethorpe are given the option to study the language, literature and culture of the Roman people who have played such a vital part in the development of our own language and culture. Studying Latin gives pupils an insight into the structure of modern languages and also enables them to develop analytical skills which will prove to be of lifelong benefit.

Key Stage 3/Level 1

Most pupils in Year 7 take an introductory course in Latin which may lead to further development of the course in Year 8. In Year 9 Latin may be studied either as an option on the timetable or as an additional subject taught in a twilight session after school. Pupils are taught using the Cambridge Latin Course, our “in-house” Learning Manuals and practice papers. This material introduces the basic Latin grammar which forms the foundation to the study of more complex grammar and syntax in later stages of the course. At the end of Year 9 they are entered for the Eduqas Level 1 examination in Roman language and civilization.

Key Stage 4/GCSE

Latin is offered as part of the curriculum for Key Stage 4 for those pupils who wish to further their studies in Latin. It is offered to pupils who have proved themselves competent in the subject in Years 8 and 9. Pupils who choose Latin in Year 10 begin preparation for the GCSE qualification which embraces Latin language, literature and Roman civilization in Year 11.

Public Examinations

Pupils in Year 9 may be entered for the Latin examination offered by the Eduqas Board. Known as ‘Certificates in Latin’, this qualification is well regarded by universities. Any pupils who so wish may continue their studies into Years 10 and 11 in order to gain a GCSE qualification (Eduqas).

The Sixth Form

A-level Latin is available in the Sixth Form, subject to demand. Pupils are prepared for the OCR examinations; studies involve a combination of language, background and literature.

Co-curricular Activities

Some pupils do not wish to choose Latin as one of their timetabled subjects at Key Stages 3 in Year 9, but still retain an interest in further studies in Latin.

Such pupils are given the opportunity to study Latin in their own time. After-school lessons are available for those Year 9 pupils who opt to study Latin on a Twilight basis.

Pupils who attend these twilight sessions are prepared for the same Eduqas Level 1 examination as mentioned above. They may also use their co-curricular studies for the Skills section of the Duke of Edinburgh award.



Computer Science

Computer Science is at the heart of modern life and is constantly evolving and expanding its role in society. The Computer Science Department seeks to give pupils a deep understanding of the principles underpinning the technology we all use every day as well as strengthening their ability to use those tools effectively.

Key Stage 3

In Year 7 pupils study four units:

- **Introduction to Computer Science** – introducing the key concepts of Computer Science and how to make use of the Computing resources at Princethorpe
- **Online Safety** – pupils will learn how to assess resources on the internet and how to act safely and responsibly online
- **Inside the box** – pupils will gain an understanding of the components that make up a computer, the software that runs on it and how these things have developed over time
- **Creating a game** – pupils will learn the basics of how code is behind all computer programs and use specialist software to create a basic computer game

In Year 8 there are a further five units consisting of:

- **How Computers store data** – pupils learn how computers turn text, images, videos and sound into computer code and back again
- **Introduction to Python** – pupils will be given an introduction to basic programming concepts and to the Python programming language
- **Cybersecurity** – pupils will learn the dangers posed by computer hackers, viruses and other kinds of computer crime. They will also learn about counter-measures that can be put in place against these threats. They will take on the role of a computer security expert, giving advice to others
- **Micro:bit programming** – pupils learn to control a micro:bit computer using a simple programming language

If pupils choose to continue their study of Computer Science in Year 9, there are nine further units:

- **Four programming units** – “What is programming?”, “Further programming”, “Advanced Python” and “Code Combat” – where pupils develop the coding skills necessary to succeed in GCSE Computer Science
- **Logic and Binary, Cyber Security, Computer Science Careers, Networks and Ethics** – where pupils explore other facets of Computer Science and the impact it’s had on modern life

Key Stage 4/GCSE

In Year 10 pupils can opt to study AQA GCSE Computer Science. This is a very modern qualification, which gives students a real understanding of how computers work and how to create software as well as being a great platform for further study in Computer Science.

Pupils will study for two exams at the end of Year 11. In addition to this, pupils will undertake a non-examined assessment which will test their practical programming skills. This will take place in Year 11, once they have a firm underpinning in the theory of programming.

The Sixth Form

The Computer Science department offers an A-level in Computer Science (AQA).

A-level Computer Science includes units on programming, data structures, problem solving, computation, data representation, computer systems, computer organisation and architecture, the consequences of computing and communication and networking.

A-level Computer Science also includes a non-examined assessment. Students will learn the practical programming skills required for this in the first year and will complete it in the second year of the course.

Co-curricular Activities

Computer Science offers sessions at lunchtimes and after school, allowing pupils to develop their interests in programming, making websites and apps as well as offering support for coursework and controlled assessment.



Design and Technology

The Design and Technology Department enjoys comprehensive facilities for Food Technology, Textiles, an Electronics room/Design Studio and Resistant Materials workshops. All rooms are equipped with PCs and the workshop and Design Studio house a range of CAD/CAM equipment including three Markerbot 3D Printers, three laser cutters, milling machine and vinyl cutters.

Key Stage 3

At Key Stage 3, pupils experience modules in the different areas of Technology; this allows pupils to experience a broad and balanced curriculum that is exciting, practical and is delivered by teachers with particular subject specialisms.

In Years 7, 8 and 9 pupils rotate around the subject areas of Food, Textiles, Resistant Materials and Electronic Products. Within these subject areas students are taught to follow a design process and will use ICT, CAD and CAM where appropriate. Pupils are encouraged to be creative, to develop and use skills in a wide range of material areas and to produce practical outcomes of the highest quality possible. Pupils are continually monitored as they complete homework and class-based tasks and they are assessed at the end of the module when the pupils evaluate their progress and set new targets in conjunction with the teacher. The interim rewards are in the form of school merits in addition to any departmental certificates or awards. All modules include opportunities for da Vinci Awards. The Technology curriculum offers a 'product design philosophy' at all levels where projects of true purpose are designed and made to solve real problems by means of design and production of three-dimensional objects.

Key Stage 4/GCSE

The GCSE courses offered are Eduqas Design and Technology, AQA Art Textiles and AQA Food Preparation & Nutrition. Within Design and Technology pupils can opt to specialise in either Resistant Materials or Electronics. Each course is based on controlled assessment and a final written examination. Pupils are continually monitored or assessed at three or four weekly intervals in a similar manner to Key Stage 3. Pupil reports are based on 'criteria' reference where descriptors are used to match the different abilities and skills of a pupil. Pupils and staff evaluate work and interim rewards are in the form of senior school merits and departmental certificates. The controlled assessment tasks are in the form of project based practical activities within the particular material specialism. Projects have the opportunity to be entered into national competitions such as the Big Bang competition, Young Engineers for Britain and Young Fashion Designer UK awards. Practical outcomes are displayed at the College's annual Summer Art, Photography and Design Show.

The Sixth Form

Design and Technology offer the Eduqas Design and Technology specification at A-level and AQA Art & Textiles A-level.

Projects have the opportunity to be entered into national competitions such as the National Science and Engineering Awards and the Young Engineer of Britain Competition.

To embark on the A-level course in Design and Technology, students need to be committed to working on a course that is challenging, demanding and exciting.

Students are expected to work in the department if they have available free time at school, in addition to their normal timetabled lessons. Our dedicated students achieve projects of a high quality and find the course very rewarding, satisfying and enjoyable. This advanced course can lead to many interesting career options within the areas of engineering, design and technology.

Co-curricular Activities

Both Food Technology and Textiles offer after school clubs for pupils of all ages. Year 8 and 9 Food pupils enter national competitions such as *Future Chef*. The Resistant Materials workshop is available after school and at lunchtime to work on project work. There is also a Year 7 and 8 Resistant Materials Club. At lunchtimes a *Young Designers Club* offers Year 7, 8 and 9 pupils the opportunity to work on projects and the department also offers a High Tech Club. Robotics is highly successful and runs after school on a Tuesday. Pupils compete with success in either the VEX IQ challenge or the FTC challenge. Pupils participate in schemes such as Arkwright Scholarship for Year 11 and the *Toyota Challenge*.





Drama and Theatre Studies

Our small yet dynamic department offers a rich and creative space for our pupils to grow.

Our ethos is to:

- Encourage creativity
- Develop empathy, sensitivity and emotional intelligence
- Delight in collaboration
- Allow pupils to become independent artists
- Foster and instil an interest in the arts
- Enjoy and critique live theatre
- Demonstrate artistic integrity
- Be academically rigorous, and cerebral in our approach to creativity
- Offer a space in which it is safe to take risks
- Develop and demonstrate the importance of a sense of company and communion in the arts
- Allow everyone the space and security to explore feelings and situations
- Encourage looking beyond ourselves and explore what is beyond our comfort zones
- Broaden horizons

Key Stage 3

KS3 Drama is taught as a separate curriculum subject with a dedicated lesson per week. A thematic and stylistic approach is taken throughout the key stage whereby intrinsic drama skills are addressed. We aim to develop use of space, physical skills, use of voice, devising and script work. The emphasis is on collaborative group work and on building the confidence of individuals through an inclusive approach. There are many opportunities for creative and innovative work through improvisation, and pupils are encouraged to reflect on their work through self and peer evaluation processes.

Key Stage 4/GCSE Drama

GCSE Drama provides students with a solid foundation in creative, practical, theoretical, technical and performance elements of Theatre. Students learn to collaborate with others, think analytically and evaluate effectively. GCSE Drama encourages critical thinking skills and enables students to become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, this course provides pupils with a toolkit of transferable skills, applicable both in further studies of the Theatre Industry and in the general workplace.

AQA GCSE Drama enables pupils to gain an understanding of Theatre and Dramatic Texts.

The Sixth Form

A-level Theatre Studies

A-level Theatre Studies inspires students to become independent theatre makers with the skills they need to go on to higher education, whether that is to study a course in Drama and Theatre or another subject. This qualification emphasises practical creativity alongside research and theoretical understanding whereby students learn through practical workshop experience, seeing live theatre and making all elements of theatre for themselves.

Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically and devise and work on performances. They will develop skills that are not just essential for Drama but are applicable to a wide range of higher education subjects and in the workplace.

We currently have followed both Edexcel and AQA specifications. These specifications specifically refine students' collaborative skills, their analytical thinking and their approach to research. Candidates grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision-making.

Co-curricular Activities

Pupils are encouraged to participate in a wide variety of activities to support their study of Drama:

- Vine and Vessel Theatre Productions
- Kith and Kin drama evenings
- PALs Drama Club led by Performance Arts Leaders
- Regular theatre trips
- Back stage and technical support
- External visiting theatre companies such as *Frantic Assembly*, *Gecko* and *Splendid Theatre*

Economics and Business

All of us are consumers. Every 11 year-old knows about pocket money and most have large wish lists for birthdays and Christmas. Of course, we (and they) cannot possibly have everything we want so we all have to make choices. In a word, that is what Economics is all about – choice, or, if you prefer, decisions. On a global scale the choices we all make have an influence on the future of our planet. The term *carbon footprint* has become the accepted way of describing the impact we, as individuals, are having on our planet from the decisions we all make. Most of us aspire to higher living standards but at what cost for the future of our planet? This is the classic economic dilemma which we all face – every choice or decision has consequences and a trade-off or, in economic terms, *opportunity-cost*.

Economics and the world of business are inextricably linked. Businesses make products and provide services which help to satisfy many of our wants and needs. Business Studies is, literally, the study of business: how they are formed, what are their objectives, how they are financed and so on. In the last few years there has been a huge growth in business related TV programmes such as *Dragons' Den* and *The Apprentice*, which are all helping to popularise the world of business and which are very helpful in bringing the subject to life in the classroom.

Key Stage 4/GCSE

The Business Studies GCSE course focuses on the study of small businesses. Many of our parents own their own businesses whilst others are often managers or executives in the firms they work for. The course material is centred on the real world and focuses on businesses that most teenage pupils can easily relate to. In Year 11, the focus switches from starting a small business to building a business. This takes the concepts and ideas learned in Year 10 and develops them further; challenging pupils to explore how a business can grow successfully and the internal and external challenges it faces in trying to do so.

The Sixth Form

At A-level we offer separate A-level courses provided by Edexcel, in 'Economics A' and Business Studies as well as BTEC Business. Students do not need to have studied Economics or Business Studies at GCSE to study them at A-level, so all students start with a clean slate. They are popular courses which many 16 year-olds choose as options. Economics A is a course dominated by topical case study materials which means it is essential that students are able and, above all, willing to investigate whatever issues are in the news as the course progresses. The Business A-level focuses on the growth and development of Business, including Finance, Marketing and People in Business. The dramatic economic events of the Pandemic and Brexit, and the subsequent impact that this has had on governments, banking, business and consumers, illustrate the relevance of the study of Economics and Business.





English

The teaching of English at all levels is concerned directly with the highest standards of literacy. We insist upon a high standard of skills in both reading and writing and encourage an appreciation of the written word in its many contexts, both literary and non-literary. In addition, we see the development of communication skills as a vital aspect of the subject at all levels.

Key Stage 3

At Key Stage 3 we aim to engage pupils in a wide variety of activities leading to an appreciation of how language works and to foster a love of reading and an informed awareness of our literary and cultural heritage. At this level, all pupils will have a taste of Shakespeare, Dickens and other classic authors, in addition to some serious modern texts of more immediate appeal. In general, we aim to enhance each pupil's ability to read, understand and respond to a wide variety of writing, to develop their comprehension, their skills of retrieval and to use the information in diverse ways. Effective participation in discussion and dialogue is encouraged.

Drama is taught as a separate subject in Years 7 to 9, although we also aim to integrate aspects of drama in the English curriculum.

Key Stage 4/GCSE

We prepare students for the Edexcel IGCSE specifications in English Language and English Literature. Study for the English Language qualification is based on an anthology of fiction and non-fiction texts. Through studying these texts students will learn about the conventions of different forms and styles of writing and can use these as models for their own writing. This approach has the added benefit of helping students to prepare for their final exams, as they are assessed on both the anthology pieces they have studied and their responses to unprepared reading material. In addition, they complete coursework assignments which assess and develop their reading and writing skills.

The English Literature course offers a wide choice of titles from prescribed lists of prose and drama texts, including a Shakespeare play, as well as offering a wide-ranging poetry anthology. Assessment is a mix of examination and coursework units. Overall these are stimulating courses which offer some flexibility in the teaching.

The Sixth Form

We have a well-established English Literature course. Students are prepared for two examination papers and a coursework unit. One of the examinations focuses on the tragic genre, involving the study of a Shakespearean tragedy and a tragedy by a more contemporary dramatist, together with the study of a tragic poet. The other examination focuses on the crime genre and gives students the opportunity to study some crime fiction and crime writing in other genres. The coursework unit gives students some freedom of choice, as they take a novel and a poet of their choosing and write studies of these, each informed by their study of some literary theories. Overall, this is a challenging, but stimulating and diverse course which focuses valuably on texts in context.

In addition, we also offer a combined English Language and Literature course which is a very popular option.

There is a clear literary element in this course and students study a novel with a focus on imagined worlds, and a selection of poems by a chosen poet; but the texts will be approached from a linguistic as well as literary perspective. Students also study a range of non-fiction with a focus on place and get a chance to produce their own creative writing in response to some of their reading, supported by a critical commentary on their own work. Further literary study involves a Shakespeare play which is explored from both linguistic and literary perspectives. These elements are all assessed through examination papers. In addition, students carry out their own coursework investigation on an area of language of interest to them through texts they will choose with guidance from their teachers. This wide-ranging course develops abilities to both explore and use language to effect in a range of different contexts.

Co-curricular Activities

The subject is complemented at all levels by stimulating co-curricular activities. The department runs a number of clubs which enhance the curriculum on many levels. We offer opportunities for creative writing and debating. We run book clubs for both the junior school and the senior school which give pupils the opportunity to read a book of their choice over a period of time and then get together to discuss it. We offer students opportunities to participate in competitions, including our annual poetry competition. In addition, we regularly organise theatre trips for pupils from all age groups.

For parents, we offer a Reading Group, which involves parents meeting once a month in the library to discuss a book which has been read in advance.



Geography

Our aim is to encourage pupils to learn in an enquiring and stimulating way which will develop knowledge, understanding, and a real sense of place in today's world.

Key Stage 3

At Key Stage 3, pupils experience a wide variety of physical and human Geography. This ranges from basic skills taught in Year 7 such as Ordnance Survey map work, and understanding settlements and river landforms, processes and flooding, to knowledge and understanding of wider geographical issues like plastic waste and fast fashion in Year 8. Global biomes and glacial landforms are considered in Year 9 and coastal landforms and processes, population, natural hazards and adventure geography in Year 9.

Throughout this Key Stage we use a variety of different learning experiences, as well as traditional teaching methods, to give pupils a good grounding in Geography and literacy. Pupils use ICT for research tasks; publishing reports and PowerPoint presentations, are involved in role play exercises, group work, presentations and pair work. We aim to combine secure knowledge, understanding and skill development with the need to make Geography stimulating, relevant and fun!

As Geography is such a dynamic subject, we do make regular alterations to the specifics of each topic at Key Stage 3, to keep things fresh and relevant regularly exploring current geographical issues in the news and their environmental, social and economic impact.

Key Stage 4/GCSE

We follow the Edexcel specification GCSE (9 – 1) 1GA0. The course comprises three units:

- | | |
|---|---|
| 1 Paper 1 -
The Physical Environment | Pupils will have the opportunity to develop their understanding from Key Stage 3 regarding fluvial and coastal environments and study how landscapes are changing in the UK, weather hazards and climate change along with ecosystems, biodiversity and management. |
| 2 Paper 2 -
The Human Environment | This unit allows the study of how cities are changing, global development and resource management issues using contrasting low and high income country case studies. |
| 3 Paper 3 -
Geographical Investigation | The final unit consists of an examination of pupils understanding following a two-day fieldwork experience which will be taken in Year 10. |

There is also a synoptic "UK challenges" question on this paper, drawing together knowledge and understanding from the first two papers.

The Sixth Form

Themes studied in the Lower Sixth include Tectonic processes and Hazards, Coastal landscapes, Globalisation, and Regenerating places. Our residential field trip takes place in the Lower Sixth, and the requirement for A-level is that two days of Physical Geography and two days of Human Geography should be undertaken.

In the Upper Sixth, themes studied are Water Insecurity, Energy Security, Globalisation, Superpowers, Migration, and some themes from Lower Sixth.

There will also be an internally marked investigation (NEA), based on fieldwork. For this, students are required to be proactive and independent!

Our teaching approaches are diverse, but at Sixth Form level we put a greater emphasis upon students developing good research techniques, and taking an increasing responsibility for their own learning supported by the Geography Department and our wealth of resources.

Co-curricular Activities

As well as our field trips to Preston Montford in Shropshire (GCSE) and to the Cranedale Centre in North Yorkshire (Lower Sixth), pupils have also travelled to Sicily and Iceland. We are planning another big trip soon!



History

The study of History is essential for pupils to make sense of the modern world; to understand where we came from is to understand where we are today. At Princethorpe, the teaching of History at all levels focusses on the analysis and interpretation of evidence with a view to reaching balanced judgments. From Year 7 upwards, the evaluation of sources is developed as well as the skills of knowledge acquisition and extended writing. In addition to History, which is taught throughout the school, Politics is offered at A-level.

Key Stage 3

Within Key Stage 3 we aim to engage pupils in a wide variety of activities leading to an enthusiasm for History and a desire to learn. Pupils will experience a programme of study that will expand their knowledge of the past and help inform their understanding of the modern world.

In Year 7 pupils begin by investigating life in Roman times throughout the Empire. To provide some extra excitement, Year 7 includes a living History 'Roman Day' where pupils are shown the equipment and methods used by the Roman Army. In the Lent Term, pupils move their study on to Medieval Britain, starting with the Norman Conquest and a depth study on life in Medieval England.

In Year 8, the focus of the course is on ideas and how they impact on History. This takes us through Tudor History, the Age of Discovery and onto a study of the Slave Trade. The ideas discussed are how far religion influences political control, the difference between autocratic and democratic rule, and the awareness of human rights throughout history. As such, the Year 8 project will be on Slavery and the abolition movement.

The theme for Year 9 will be key influences on the modern world. The pupils will start the year with an investigation into the First World War and its impact, both politically and on the home front. This will be followed by a module on the campaign for women's suffrage in Britain. In the Lent term pupils will study the rise of Hitler, life in Nazi Germany, anti-Semitism in the Third Reich and the events of World War II. This will give an opportunity for pupils to conduct some independent research and formulate their own extended project. The final term will see us investigating the events of WW2 and the Cold War up to the 1960s. To ensure appropriate balance in the curriculum, this topic is taught in Year 9 but will not feature in the GCSE course or the A-level.

Key Stage 4/GCSE

History is a popular option choice at GCSE. The pupils are entered for AQA's GCSE History course (8145).

There are two examinations, one based upon British History and the other on Non-British History. The non-British History topics studied are the USA from the 1920s through to the 1970s and the Cold War in Asia. The British History topics studied will be on either the Normans or Tudors (dependent upon the teacher) with a thematic study on health in Britain over the past 1000 years.

The Sixth Form

The AQA A-level course comprises of 40% British History and 40% non-British History with 20% coursework. History in the Sixth Form is designed to provide the students with a range of study which will prepare them for the courses offered at Britain's leading universities. Therefore, the course includes the study of core periods from different eras and a coursework focused on a range of topics, such as the Troubles in Northern Ireland, anti-Semitism and the Holocaust and the development of public health in Victorian England.

Reflecting the specialisms of the staff, the topics offered are; The Making of a Superpower: USA, 1865–1975 for the first examination, and Religious Conflict and the Church in England, c1529–c1570 or The English Revolution between 1625 and 1660, for the second. This gives students a thorough understanding of two distinct eras in History, and a firm understanding of themes and issues that are as relevant as ever in the modern world.

Students are able to choose a coursework question on a range of topics which fit in with the requirements of the examination board. This is a positive opportunity for students who love the subject and want to explore an area in greater depth that is not covered in the examination content. This element of the course furnishes students with the skills necessary to excel at undergraduate level study in a variety of disciplines.

Co-curricular Activities

History is complemented by some stimulating co-curricular activities including a weekly History Club and a 'History through Film' series. The school has been regularly 'invaded' in recent years by Romans as part of Living History days. Year 7 visit Warwick Castle to complement their study of Medieval Britain.

A wide range of exciting trips is offered including regular trips to France and the WW1 battlefields for pupils in Year 8.

We have run successful trips to Berlin, New York and Washington, Munich and Southern Germany, Spain (jointly organised with MFL) and Rome (jointly organised with Classics and RS and culminating in a Papal Audience).

Law

The Sixth Form

What is Law?

Law is an invisible framework that permeates and influences every aspect of our lives – not just in the obvious ways of criminalising undesirable behaviour but in a huge range of other ways too: providing the foundations for our market economy; regulating how governments can exercise power over their citizens or use force against other countries; creating systems for environmental protection; regulating scientific research... the list is endless.

Why study Law?

To study Law is to analyse some of the fundamental mechanisms through which our society is governed, regulated and supported. It is a fascinating journey through which you will develop the highly transferable skills of legal scholarship: logical analysis, critical evaluation, precision and clarity of expression. Not only will you benefit from the intellectual rigour of the subject but you will also find that your awareness of the world around you will deepen as you begin to appreciate the incredible but invisible web of law that surrounds us all.

Law combines well with many other A-levels including Psychology, Sociology, English, Geography, Business, History and Economics.

Successful Law students combine a good logical mind with an eye for detail and a facility in close textual analysis. Law graduates are highly prized for the rigorous mental training they receive. A large proportion go on to practise law but the civil service, management consultancy or financial services are common career paths. A-level Law is recognised by university admissions tutors, although it is not required to read Law at university studying A-level Law, it will provide an excellent insight into the subject and provide a strong foundation for undergraduate success.



What aspects of the subject will I be studying?

You will study the AQA A-level Law course (7162A). It is divided into four components, one which covers the procedure and theory of law, and three which cover different areas of substantive law:

The Nature of Law and the English Legal System

The Legal System includes the criminal and civil court systems, alternative dispute resolution, sentencing, professional and lay people in the judicial system and access to justice. You will also study the law making process, including making law in Parliament through both primary and delegated legislation, the way in which judges make law, the way in which they interpret statutes, and other influences on the development of the law. The Nature of Law considers law and morality, law and justice, and law and society.

Criminal Law

Criminal Law covers the components of a crime (actus reus and mens rea), crimes such as murder, manslaughter, assault, GBH, theft and robbery, and defences such as intoxication, self-defence and duress.

The Law of Tort

Law of Tort introduces you to the idea of tortious liability and covers specific torts such as negligence, nuisance, occupier's liability and vicarious liability.

The Law of Contract

Contract Law includes the formation of a contract, the different kinds of terms within contracts, vitiating factors such as a misrepresentation and duress, frustration, breach and remedies.

Co-curricular Activities

Students are encouraged to visit courts in their own areas and we plan to continue with our trips to the Supreme Court and the Houses of Parliament.



Mathematics

The Mathematics Department aims to provide pupils with the mathematical skills needed in everyday life and to understand the contexts in which these skills are used. Pupils will develop the ability to communicate mathematically in written, diagrammatical and oral forms and will become confident in their use of mathematics.

Key Stage 3 - Years 7, 8 and 9

The Key Stage 3 curriculum has been recently redeveloped in response to significant changes in requirements at IGCSE and A-level. In Year 7, pupils will focus on fluency in the core skills that underpin the subject; number, algebra, and precise use of mathematical vocabulary and notation. In Years 8 and 9, they will build upon these skills and develop their knowledge of geometry, measures and statistics. Developing mathematical problem solving and applying knowledge in unfamiliar contexts are integrated throughout the Key Stage 3 course. By the end of Key Stage 3, pupils will have been taught all the topics that are included in the IGCSE Foundation Tier specification.

Key Stage 4 – Years 10 and 11 – IGCSE

Pupils study for the Pearson (Edexcel) IGCSE in Mathematics. Mathematics is a two tier entry qualification with the Higher Tier offering grades 4-9 and the Foundation Tier offering grades 1-5. At the end of Year 9, pupils who are proficient in the Foundation Tier material will proceed directly onto the Higher Tier and study work at grade 6 and above, with examinations in the summer of Year 11.

For those pupils who need further consolidation of the Foundation Tier content, an alternative route is available where this consolidation takes place during year 10 with the opportunity to take the Foundation Tier IGCSE in November of Year 11. Depending on results, many of these pupils will then go on to take the Higher Tier Examination in the summer of Year 11. Pupils showing particular proficiency with the material covered are also given the opportunity to study for AQA's Further Maths Level 2 Certificate.

For pupils with outstanding mathematical ability, accepting an invitation to attend a co-curricular club will give them the opportunity to study for OCR's Additional Mathematics Level 3 qualification.

The Sixth Form

A-level Mathematics is a popular choice in the Sixth Form. Students study for the Pearson (Edexcel) A-level in Mathematics.

The course is studied over two years and includes pure mathematics, statistics and mechanics.

Further Mathematics is a second A-level, that can be taken in conjunction with A-level Mathematics. As the name suggests, this comprises of work beyond the normal A-level course. Further Mathematicians study the Mathematics course plus more advanced pure and applied topics. This course also runs over two years with examinations at the end of the Upper Sixth.

Level 3 Mathematical Studies (Core Mathematics) is a qualification equivalent to AS-level taught in the Lower Sixth only. It is designed for students who have an interest in Mathematics or who are taking subjects which include a significant mathematical content.

Co-curricular Activities

Pupils from all years are encouraged to make use of the drop-in Maths Clinic that is run by the Maths staff at lunchtimes, with an after school Clinic also being available for pupils preparing for public examinations. Pupils can seek help with classwork or homework or catch up on work they may have missed due to absence.

Pupils have the opportunity to compete against others on a national basis through the individual and team Maths Challenge competitions from the United Kingdom Mathematics Trust. We have a good record of achievement in this competition and have had a number of pupils progress to the higher rounds. A lunchtime club allows pupils to prepare for both individual and team competitions.

We also arrange visits to enrichment events at local universities for Key Stage 4 and Sixth Form students.

Modern Foreign Languages

Our department is enthusiastic and committed to achieving a high level of success. In recent years our A-level students have gone on to study languages at some prestigious universities. We are fortunate to have some native speakers working as teachers within the department. In addition, our French and Spanish assistants are able to give pupils extra help, particularly with their oral work, in small groups. Benefiting from excellent resources and classrooms in the Limes, pupils have the opportunity to study Spanish and French within Key Stage 3 before selecting GCSE and A-level subjects.

Key Stage 3

The overriding philosophy at Key Stage 3 is to build pupils' confidence with their language learning. There is a strong focus on phonetics and pronunciation and providing pupils with the tools to understand and communicate personal opinions effectively. Since September 2017 Spanish has been the main language taught in Key Stage 3. Pupils in Year 7 study five periods of Spanish per fortnight. In Year 8 they continue with Spanish and pick up French so that they can make a language choice the following year. In Year 9 pupils will have three lessons of Spanish or French per week and two of the second language if they opt to continue with it. All of those studying French in Year 9 will follow an accelerated course which can be continued to GCSE in Key Stage 4.

Key Stage 4/IGCSE

At Key Stage 4, pupils usually choose one Modern Foreign Language, but we have had a number of dual linguists. We currently follow the IGCSE Edexcel courses, but are considering the new GCSE for 2024.



The Sixth Form

At Sixth Form, we currently follow the Edexcel specification which covers such topics as the changing family structure, music, an aspect of 20th century history in the target language country, a film and a book. Students are expected to do personal research in order to keep up to date with significant events in the target language countries and have access to the Hodder Boost website for practice comprehension and vocabulary tests.

Independent learning

All pupils from Key Stage 3 to 5 have access to several subscription websites, to support their learning outside the classroom and to encourage independent learning skills. This is vital for progress in a foreign language where regular revision, a little and often, is essential.

Co-curricular Activities

It is important for pupils to use their languages outside the classroom. Our French and Spanish assistants support and enrich the MFL curriculum and we endeavour to offer pupils a variety of co-curricular opportunities. These vary from year to year, but current plans include:

- French Homestay to Montpellier
- Spanish Homestay to Valencia
- Drop-in clinics for KS4 and KS3
- Language Leaders club for Y9-10 liaising with local primary schools
- Y7 French Club
- KS3 MFL cinema club
- GCHQ Year 9 National Languages Challenge



Music

Music plays an important role in the life of the College, with all pupils being encouraged to extend their own musicianship both in class and through our extensive co-curricular programme. Our aim is not only to encourage excellence in musical performance, but also to increase all pupils' understanding of, and access to, a diverse range of musical styles and genres, giving them a deeper appreciation of the art form whether they are instrumentalists or not.

The Music Department has recently undergone a complete refurbishment including the Round House and a suite of purpose-built, soundproof practice rooms and recording studio. In the Chapel there is a first class Bechstein grand piano as well as a magnificent 3-manual Binns organ.

Key Stage 3

All pupils are assessed for musicianship on entry to the College and those with musical ability not already learning to play a musical instrument are encouraged to do so.

In music lessons there is a balance of composing, performing and appraising and pupils are encouraged to use their own instruments when the content of a lesson makes this appropriate. Music Technology is used for certain parts of the course in each year, to ensure that pupils are confident in this increasingly important area of musical development.

The curriculum covers the elements of music early on and builds upon this using practical music-making in all lessons. Theory homework is used to reinforce the learning in class. The course covers such diverse styles as Western Classical Music, Pop Music, Samba, Film Music and Minimalism, and focuses on developing performance, composition, improvisation and listening skills.

Key Stage 4/GCSE

This is a natural progression from Key Stage 3, with pupils following the Eduqas GCSE course. All pupils: perform on their chosen instruments, sometimes in a formal evening concert, sometimes in class; compose in their own styles, and other styles selected by the department (either using acoustic instruments or by using ICT); and make a study of a wide variety of music from Baroque times to current Pop. For every part of the course there are many practical activities, as it is by 'doing' that pupils learn best.

Individual tuition

Individual tuition is a feature of the Music department and is offered in all orchestral instruments as well as piano, church organ, keyboard, drums, music theatre, singing, electric and acoustic guitars, and saxophone. Lessons are scheduled on a rotation basis to avoid missing the same subject and lesson each week.

The Sixth Form

Both A-level Music and BTEC Music Performance students are naturally encouraged to play a full part in the musical life of the school. Students compose in their own style, using software if they wish, and they also study the compositional techniques of other composers.

Regular public performances are a crucial element of both courses, so all students are encouraged to be members of the College Choir and instrumental groups, in addition to performing as a soloist and in small groups.

Co-curricular Activities

All Princethorpians are encouraged to take part in musicals, pantomimes, revues and plays, (including backstage involvement), and there are several concerts and productions each year. Instrumental Music opportunities offered include:

- Choir
- Musical Theatre group
- String Orchestra
- Concert Band
- Brass Group
- Percussion group
- Guitar group
- 'Vocalize' A Capella Ensemble
- Music Theory Clinic
- Year 7 Chorus

The combined College Choir performs regularly and has an average membership of 40 which includes pupils of all ages and a selection of staff.

The Orchestra and Jazz Band perform regularly. Other ensembles, pupil soloists and pupil pop groups are encouraged to perform at College events. Concerts and recitals take place in the College Chapel, Theatre and the Round House, as well at prestigious local venues including Butterworth Hall and Coventry Central Hall. Membership of musical activities does not rely on auditions - the only requirement for membership is commitment.

Pupils taking part in co-curricular music from Year 7 upwards are offered the opportunity of overseas concert tours. Recent music tours have included Belgium, Vienna, Barcelona, New York and Paris.

Photography

The Sixth Form

“Photography is an art form in its own right. It is not about taking ‘snaps of your friends’. It is an opportunity to document the world in a different, inspired and exciting way.”

Photography offers our students an even broader creative base in which to work; it has proven to be very popular.

During the first term students learn Photoshop CS5 skills, darkroom processing and how to correctly operate DSLR and 35mm SLR cameras; they will also hone their analytical skills whilst studying the history of photography. Cinema and film studies are introduced in the Lower Sixth and develop into a major factor of Upper Sixth project work (students say this is one of their favourite parts of the A-level).

The A-level students follow the OCR Art: Photography syllabus H603.

Component 1 Personal Investigation and Related Study is worth 60% of the total qualification. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards personal resolve outcomes.

Component 2 The Externally Set Assignment is worth 40% of the total qualification. This has a set preparation time and the examination dates are determined by the position of Easter. This component allows the same opportunities as Component 1 in response to an externally set theme and culminates in a 15-hour period of sustained focus (timed examination) over three days.

A darkroom with eight enlargers and a dedicated ICT Photography Suite is available for the students to use at any time. All PCs run the current Adobe Creative Cloud Suite which includes Photoshop and Premiere Pro movie editing software. Apple Macs have also been implemented in the suite.

Co-curricular Activities

In recent years the Photography students have enjoyed and been inspired by Photography exhibitions at *The National Portrait Gallery*, *the Science Museum* and the *Victoria and Albert Museum* in London.

A weekly photography club is run and is open to all years; in fact it is most popular with the younger members of the school where they have the opportunity to use the facilities of the department, particularly the darkroom.





Physical Education and Games

Sport features very prominently at Princethorpe. Every pupil participates in Games and PE to keep them active and to give them a sense of well-being. All the major sports are offered, but it is also possible to experience sports such as archery, trampolining, climbing, lacrosse, golf, badminton, clay pigeon shooting and table tennis and to get involved in equestrian competitions.

There is an extensive programme of inter-school fixtures and Princethorpe has a proud tradition of pupils gaining county, regional and international representative honours including Old Princethorpeian Ian Bell of cricketing fame.

Our extensive facilities range from:

Indoors – a well-equipped four badminton court size Sports Hall with indoor cricket nets, a Fitness Suite with resistance, free weight and cardio areas and fully equipped climbing wall;

Outdoors – a floodlit all-weather pitch, floodlit netball and tennis courts, over sixty acres of games pitches and an internationally recognised cross-country course.

Physical Education

Pupils in most years have one 50-minute lesson a week of Physical Education. This is a core subject on the curriculum and a wide range of sports are covered in six week blocks throughout the year which include Games, Dance, Outdoor Education, Athletics and Gymnastics. We cover as many as possible so that the pupils get a wide variety of experiences and gain an appreciation of different types of activities.

Games

Each pupil has an afternoon games session of 100 minutes each week. Our Games sessions are organised to coincide with those of other schools, so we have Year 10 on Monday, Year 9 on Tuesday, Year 11 and the Sixth Form on Wednesday, Year 8 Games on Thursday and Year 7 on Friday.

Each term the Games Department focuses on different activities:

- The boys' focus is Rugby in the Michaelmas Term, Hockey, Football and Cross Country in the Lent Term and Cricket, Athletics and Tennis in the Trinity Term.
- The girls' focus is Hockey in the Michaelmas Term, Netball and Cross Country in the Lent Term and Athletics, Tennis and Rounders in the Trinity Term.

Co-curricular Activities

There are many, many sporting opportunities available for all pupils.

We run ski and snowboard trips and sports trips to watch topflight netball, hockey, football, tennis, cricket and rugby. Our sports teams tour annually in October to the South Coast and Holland and every two years we go on a major sports tour - the last destination was South Africa in July 2023.

Our Outdoor Education programme is developing and improving all the time. The Duke of Edinburgh Award scheme is incredibly strong with a majority of the pupils participating at one or more levels.

House sport is a major component of life at Princethorpe with competitions taking place in a wide variety of activities throughout the year. One of the highlights of the inter house sporting calendar is Sports Day. Everyone in every House is involved in an afternoon of activities that sees the whole school, staff, pupils and parents, watch this fantastic event.

Elite Sports Programme (ESP)

Princethorpe College has some exceptional sporting talent throughout the school, in both school co-curricular clubs and clubs outside of school. As a Physical Education Department, we aim to identify this talent and provide an environment for these pupils to develop. We choose the top 60 pupils in the school from Year 8 to Upper Sixth, from a variety of sports.

The scheme provides support and advice for pupils and creates an atmosphere where pupils of a similar situation can work together and achieve more. We have pupils who represent their county, region and their country and are constantly pushing them to become their very best.



Academic Physical Education

Key Stage 4/GCSE - OCR Physical Education

An increasingly popular option at GCSE that provides both challenging academic as well as physical elements.

Theory Paper 1 (30%): Applied Anatomy and Physiology.

Theory Paper 2 (30%): Socio-cultural, Sports Psychology and Health & Fitness.

Practical element 1 (30%): Performance (progress in three activities with at least one team and one individual activity selected from the prescribed list).

Practical element 2 (10%): Analysis and Evaluating Performance.

Key Stage 4/BTEC Tech Award in Sports

The BTEC Sport Tech Award is a two-year course which can result in a Level 2 Pass, Merit, Distinction or Dinction*.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas: There are two mandatory units and two optional specialist units from a choice of three. Units available include:

- investigating provisions for sport including equipment and facilities to enhance sport
- fitness for sport including fitness testing and methodology.
- planning and delivery of sport drills and sessions

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

The components covered are:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

- **Component 2:** Taking Part and Improving Other Participants Sporting Performance
- **Component 3:** Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Pupils should discuss with the PE staff whether to choose GCSE or BTEC as one of their options - they cannot select both.

The Sixth Form

A-level OCR Physical Education H555 is an interesting, challenging and diverse course that challenges the students in a variety of areas. It is an opportunity to do something different combining an enjoyment of sport with knowledge of how the body and mind adapt and change as people grow and become more skilled within sport.

The course also looks at how sport in society has evolved and at the challenges and issues that face all athletes both on and off the field today.

The course consists of four areas of study:

- **Exam (30%):** Applied Anatomy, Exercise Physiology and Biomechanics
- **Exam (20%):** Psychological Factors affecting Performance: Skill Acquisition and Sport Psychology
- **Exam (20%):** Socio-cultural Issues in Physical Activity and Sport
- Practical Performance (15%) and Verbal Analysis (15%)

BTEC Sport:

Level 3 National Diploma in Sport (equivalent of two A-levels).
This would count as two option choices.

Level 3 Extended Certificate In Sport (equivalent of one A-level)

This qualification consists of a number of compulsory units and optional units which are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. The final grade overall is calculated using points awarded from each unit. A Distinction* can be awarded to pupils who have demonstrated strong performance throughout the qualification. The course consists of units that are assessed by examination, a research and write up task along with observed performance. All units must be passed in order to be awarded the qualification.

BTEC qualifications are recognised by universities and there is the scale of UCAS points available depending on the final grade.

Co-curricular Activities

Pupils taking this subject tend to already be involved in the sporting co-curricular life of the college. Sixth Formers are also encouraged to help support the coaching of junior age groups as well as potentially develop their officiating skills.

Pupils who have chosen GCSE PE and A-level PE are expected to attend at least one co-curricular practice per week in order to develop their practical skills and knowledge in their main sports.

Politics

The Sixth Form

Politics at Princethorpe College provides a challenging, academic study of British and US Politics as well as a historical approach to political ideologies. The third paper (new to students examined in 2019) offers students an opportunity to reflect upon political philosophy and study the key ideologies of liberalism, conservatism and socialism, with an additional focus on feminism.

In an era of tabloid journalism sound bites and “click bait”, the study of politics involves lifting the veil on the world of spin and debate. Politics involves the study of how the government governs the people and how the people can elect and influence and even become the government.

Students currently study UK Politics and Political Ideas in their first year following AQA's Politics specification. The study of the USA in their second year of A-level provides an interesting comparison with the UK, as it has a written constitution and a powerful Supreme Court with the power to strike down legislation – as well as some fascinating political characters. Politics is a subject that involves discussion and debate, though it is less about personal beliefs and more about understanding all viewpoints. Most groups indulge in healthy debate with the teacher and each other as time progresses.

In common with all Politics specifications the assessment is 100% based on examinations.

Co-curricular Activities

It is vitally important for students engage with politics outside of the classroom. To this end, we engage with debate competitions run by the European Youth Parliament. Every year we take the students on a visit to the Westminster Parliament and the Supreme Court in order to witness and engage with the political process at the seat of national government. In 2022 the class met and debated current political issues with Jeremy Wright, the MP for Kenilworth and Southam. A trip to the USA and Washington is planned for October 2023, which is an exciting opportunity for students to observe and engage with the political process on the other side of the Atlantic.



Psychology



Psychology is the scientific study of brain and behaviour which seeks to explain why we do what we do, feel what we feel and think what we think. Psychology is concerned with who we are, and how we came to be this way. Tapping into pupils' intuitive interests, Psychology is a popular choice at GCSE and A-level.

Key Stage 4/GCSE

Pupils can elect to study Psychology as one of their GCSE options. We follow the AQA specification which provides an introduction to a broad range of topics including memory, perception, development, research methods, social influence, language, thought and communication, brain and neuropsychology, mental illness.

It is assessed by two exams at the end of Year 11 comprising multiple-choice and written questions.

The Sixth Form

The Psychology A-level looks to develop both subject knowledge in greater depth and also a range of scientific and evaluative skills. This A-level may be chosen to build on some of the themes from the GCSE, but it is absolutely not essential to have studied Psychology before in order to enjoy, and excel, in this A-level.

We follow the AQA specification and study a broad range of topics including approaches to psychology, biopsychology, psychopathology (including phobias, OCD, depression and schizophrenia), forensic psychology, social influence, memory, attachment and relationships. The course also aims to develop research skills, and students are encouraged to carry out their own experiments as part of this.

Co-curricular Activities

The department offers two drop-in clinics on Tuesday after school and Thursday lunchtimes where pupils are able to receive help and support from teaching staff, and also mentoring and advice from our Upper Sixth subject ambassadors. In recent years, pupils have also benefited from attending numerous revision conferences and attending lectures by renowned psychologists including Philip Zimbardo.



Religious Studies

The Religious Studies Department at Princethorpe plays a vital role in supporting the faith and ethos of the College. Our aim is to invite pupils to explore the spiritual dimension of their lives and to appreciate and value all human beings who are 'created in the image of God'. The beliefs and values of the department are drawn from the Mission Statement of the College where all faiths are respected, and mutual respect is accorded to all individuals.

The Religious Studies syllabus is designed to stimulate healthy discussion and enquiry, irrespective of the personal faith of individual pupils. Religious belief has been universally present within all human societies throughout history, affecting the lives of countless billions of people. It has inspired some of the greatest human accomplishments in art, music, literature and architecture, as well as some of humanity's greatest follies in the form of war, persecution and intolerance. The study of religion gives an insight into the unique power of religious belief in shaping and directing the lives of religious believers, who constitute the vast majority of the global population. Consequently, an understanding of religion is imperative for illuminating and expanding the richness of our lives as we engage both with our cultural heritage and our fellow human beings.

Key Stage 3

At Key Stage 3, we aim to provide our pupils with an overall knowledge and understanding of the Christian faith and in particular an understanding of the unique ethos of our school. By the end of this key stage, pupils will be familiar with Christian principles and teachings; they will also have explored other major world religions, namely Judaism and Islam.

Pupils will also examine the differences between the religious and secular world view and be introduced to philosophical thinking through the discussion of moral dilemmas. The Key Stage 3 syllabus is designed to prepare pupils for the demands of studying Religious Studies at GCSE level. In partnership with the Chaplaincy Department, pupils celebrate the liturgical seasons of Advent and Easter through reflections in the Chapel.

Key Stage 4/GCSE

Pupils study the Eduqas Religious Studies specification, which includes an investigation of current philosophical, ethical and moral topics. These include an investigation of abortion, euthanasia, marriage, crime and punishment, war and the environment.

The course provides pupils with an opportunity to think about the 'big' questions on the existence or non-existence of God, the problem of suffering and evil and to explore potential areas of tension between Science and Religion.

We will also undertake a study of two world religions: Christianity and Judaism. Pupils study both the teachings of these two religions and, in addition, see how these beliefs are put into practice in the lives of believers.

Skills of analysis and reasoning are an integral part of the course. In addition to developing pupils' ability to think clearly, these skills provide a very good foundation for most A-level subjects. There is no coursework component to this syllabus.

The Sixth Form

Students can elect to take Religious Studies at A-level. Three modules are taken:

- Philosophy
- Ethics
- Christian Theology

The Philosophical element of the course is wide-ranging and includes consideration of arguments for and against the existence of God, the plausibility of accounts of miracles and the legitimacy of using finite, human language to speak about an infinite God. Within the Ethics component students reflect upon moral dilemmas through the prism of a variety of ethical theories. Christian Theology invites students to critically engage with elements of the Christian faith, exploring questions ranging from a discussion of the evidence for the resurrection to a consideration of whether God should be considered male or female.

Co-curricular Activities

A number of visits are organised for pupils in Key Stage 3, these include a visit to a local Mosque and a Gurdwara. Sessions on prayer and meditation are run in conjunction with the Chaplaincy Department. A-level students are invited to attend external workshops and symposiums relating to the syllabus.

The Chaplaincy offers sacramental preparation, workshops and retreat days for students wishing to receive the Sacrament of Confirmation.

Sociology

The Sixth Form

Sociology is the study of social groups and is a social science which attempts to explain the behaviour of human beings in society by looking beyond the individual and towards the wider social context. Sociology does not confine itself to one area of social life meaning it is a broad and varied discipline, something reflected in the nature and content of the A-level. This also makes it a subject well suited to being matched with a large range of other A-level subjects.

At Princethorpe we follow the AQA A-level specification for Sociology which examines core themes of socialisation, culture, identity and power within contemporary UK society. The topics we study include education, crime and deviance, the media, families and households, theory and methods, and methods in context.

The A-level is assessed at the end of the second year of the course with three written exams papers.

Co-curricular Activities

The department offers two drop-in clinics on Tuesday after school and Thursday lunchtimes where students are able to receive help and support from teaching staff, and also mentoring and advice from our Upper Sixth subject ambassadors.

In the Lower Sixth, students have the opportunity to conduct their own research at Crackley Hall, and in the Upper Sixth students visit Warwick Crown Court and interview a former prisoner.





The Sciences

The Science Department aims to stimulate curiosity, interest and enjoyment in science and an interest in and sense of responsibility for the environment. We seek to develop abilities and skills that are relevant to the needs and interests of the pupils and equip them for life in modern society and further education and training. We focus on enabling all pupils to work independently, and to take responsibility for their own learning. We encourage pupils to develop personal qualities such as politeness, perseverance, initiative, empathy, self-confidence and independence. It is fundamental to our ethos to develop an understanding of the spiritual, moral and cultural aspects in the development of Science, and in the study of Science.

Key Stage 3

Each teaching group in Year 7 and 8 has one Science teacher for the year. The pupils are taught a co-ordinated Science course which begins in Year 7 with an introduction to the laboratory environment and reinforces basic Science skills and laboratory techniques. Pupils then study a series of Biology, Chemistry and Physics topics. These are assessed through a combination of assessed tasks and topic tests. The assessed tasks provide opportunities for pupils to receive feedback about areas of strengths and weaknesses and what they need to do to make progress.

The course contains good opportunities for practical work and ICT based activities. It develops pupils' skills in thinking scientifically, understanding the applications and implications of science, communicating and collaborating in science, using investigative approaches and working critically with evidence. At the end of each year, pupils are assessed on material covered throughout the Key Stage, thereby emphasising the cumulative nature of the material and providing pupils with a good foundation for their GCSE course.

Key Stage 4/GCSE

Science is a core subject at Princethorpe, which means that all pupils study either Combined Award Science or the separate subjects, Biology, Chemistry and Physics. The course is taught from the start of Year 9 and all groups have specialist subject teachers for Biology, Physics and Chemistry. The course followed is AQA Trilogy (Combined Award Science) or AQA Biology, Chemistry and Physics (Triple Award Science).

The Sixth Form

The Science department currently offers A-levels in three subjects.

Biology

Biology is the study of living organisms and their interactions with their environments. It is a diverse subject including biological molecules; cells and viruses; classification and biodiversity; exchange and transport in Lower Sixth.

Additional topics in the Upper Sixth include; microbiology, genetics, homeostasis and biological processes.

There are three written papers at the end of the A-level course, with a mixture of style questions, covering all material studied in the two years. There is a compulsory field trip in the Upper Sixth to complete the ecosystems component of the course, which incurs an additional charge. The specification currently followed is Edexcel.

Chemistry

Chemists study the ways in which atoms combine together and underpin the properties of materials and hence their potential applications. The A-level course follows the three main branches of chemistry: physical, inorganic and organic chemistry.

There are three written papers at the end of the A-level course. Two of these contain long and short answer questions and the third also contains some multiple choice questions. All three papers examine practical skills. The specification currently followed is AQA.



Physics

Physicists investigate natural phenomena in an attempt to make sense of the way our World and the Universe work. The A-level course includes traditional content such as mechanics, but students also study the exciting developments in particle physics and cosmology.

There are three written papers at the end of the A-level course. Two of these contain long and short answer questions and the third also contains some multiple choice questions. All three papers examine practical skills. The specification currently followed is Edexcel Physics.

Co-curricular Activities

Subject drop-in sessions and revision classes are held at lunchtimes and after school as appropriate for exam classes. Science Club takes place once a week at lunchtime and is aimed at giving the younger pupils extra opportunities to develop their practical skills. The department also co-ordinates events, trips and competitions for pupils of all ages. Younger pupils have the opportunity to compete in national competitions during *Science Week*, and in the *Salter's Festival*, often with considerable success.

There are frequent excursions to live performances of Science shows and exhibitions. Sixth Form students regularly attend lectures and workshops at local universities and compete in the *Olympiads*. Those striving to go on to study medicine or veterinary sciences at university can also attend the Medsoc club, which helps is held one lunchtime a week, to prepare them for the application and interview process. Pupils at all levels benefit from a range of visiting speakers and workshops provided by industry and universities.



The
Princethorpe
Foundation

Key Admissions Dates

Parents' Online Admissions Q&A Session

Monday 11 September 2023 – 6:30pm to 7:30pm

Year 6 Taster Days

Tuesday 12, Wednesday 20 and Tuesday
26 September 2023

Registration, Bursaries and Scholarships Deadline (Years 7 to 10 Entry)

Friday 29 September 2023

Sixth Form Open Evening

Wednesday 18 October 2023 – 6:30pm to 9:00pm

Entrance Examinations (Years 7 to 10 entry)

Saturday 11 November 2023 – 9:30am to 3:30pm

Sixth Form Taster Days

Tuesday 5 December 2023 – 9:30am to 5:00pm

Thursday 18 January 2024 – 9:30am to 5:00pm

Open Morning

Thursday 18 April 2024 – 10:30am to 12:30pm

Open Evening

Wednesday 5 June 2024 – 6:30pm to 8:30pm

Dates could be subject to change.



Princethorpe College

Princethorpe
Rugby
CV23 9PX

Telephone: 01926 634200
email: post@princethorpe.co.uk

www.princethorpe.co.uk

The Foundation takes its responsibilities for safeguarding children extremely seriously and rigorous child protection procedures are in place relating to staff recruitment and retention. This publication is for illustrative purposes only and does not constitute a contract. Terms and Conditions are available on request. No part of this publication may be reproduced, scanned or distributed in any printed or electronic form without written permission. © The Princethorpe Foundation 2023.

The Princethorpe Foundation, Company registered in England & Wales and Limited by Guarantee Number 4177718.

Registered Charity Number 1087124. Registered Office: Princethorpe College, Princethorpe, Rugby CV23 9PX.