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WELLNESS
AMBITION
TOGETHERNESS
CONFIDENCE
HONESTY

CHOSEN HILL SCHOOL & SIXTH FORM

PROSPECTUS 2022 - 2023

Key Stages 3 and 4



The Virtual School
Best practice award 2022

WELCOME TO CHOSEN HILL SCHOOL



Our prospectus aims to give you a really good insight into our school and show how our young people are learning and being given opportunities to grow academically, personally and culturally.

Chosen Hill School opened in 1959 and became an Academy Trust in 2011. There are close to 1400 students in the school including a popular and expanding Sixth Form. I joined the school in 2021 and my key focus since arrival has been to ensure every child in our school has every opportunity to experience success.

With a whole school emphasis on enabling students to develop a positive mindset, we aim to encourage students to embrace challenge and develop intrinsic motivation and ensure the key learning behaviours of resilience, resourcefulness, taking responsibility and reflection are honed as they progress on that journey.

I invite you to hear from the staff and particularly the students of the school, about their experiences as a member of our welcoming and supportive school community. I look forward to speaking with you myself, along with a number of staff and students at our Open Events this September.



Chosen Hill School is a happy school where students, staff and parents work closely in partnership. Self-belief, aspiration and mutual respect are key drivers in the pursuit of a culture of excellence. Our aim is that every individual will experience success. That doesn't come magically - it is the result of hard work, perseverance and commitment by the student; good teaching, encouragement and feedback from the staff.

Key to a student's success is their attitude to learning and, here at Chosen Hill, we place emphasis on students developing a growth mindset, where students are encouraged to take ownership and responsibility for their learning, whilst being fully supported to do so by a broad, balanced and stimulating curriculum, a rich extracurricular and cultural offer and professional student support services.

You will find a picture of life in a dynamic community where students grow in confidence, independence, leadership and resilience, not only in their lessons, but in the breadth of Chosen Hill School's provision. We are very proud of our tradition of student leadership and ensure that students have many opportunities to contribute to the development and success of the school and to act as role models for younger students - from Year 9 Junior Prefect, to Year 11 Prefects, from membership of the Year and Whole School Councils to the Sixth Form Leadership Team and House Captains, our young people take responsibility at every stage in their school careers.

We have the highest expectations of our young people, not simply in their progress in learning, but in how they grow as good citizens. We want our students to be people we would be proud to know as our family, friends and neighbours. When our young people go out into the world, we want them to make a very positive difference. The ethos of the school is that we all help and look out for one another. We have an impressive record of community and charity work both here and abroad from the hosting of our own Race for Life events to World Challenge students supporting the building of new school buildings in Malawi. We encourage our students to develop as caring and responsible citizens.

We believe that all schools have a duty to develop young people's grit and resilience, help them develop skills and confidence to meet challenges, cope with pressure, and really work hard.

Our vision for the school is that we become exemplary - that we become a school that others want to learn from and with. We are striving for a culture of excellence that we can build on for all the generations of students to come.

MATTHEW PAULING
HEADTEACHER



OUR SCHOOL VISION

SUCCESS AND ACHIEVEMENT FOR ALL

We are committed to being a caring and inclusive school which promotes the highest standards of success in attainment, achievement and personal conduct for all students. We aim to provide a broad and balanced curriculum which meets the needs of all students, enabling them to realise their full academic, personal, social and emotional potential.

At Chosen Hill School, we believe:

1. Every student and member of staff should be known and valued.
2. Every student has the right to learn in a disruption free classroom.
3. Every student and member of staff should be positively challenged to achieve their best.

We aim to achieve this by:

- Providing a rich, varied and challenging curriculum that is relevant and fosters enjoyment in learning.
- Providing Teaching and Learning of the highest quality in a stimulating environment.
- Having high expectations of all students and celebrating effort, achievement and successes.
- Encouraging staff and students to be independent, reflective and resilient learners.
- Encouraging all students to challenge themselves and recognise that making mistakes is part of the learning process.
- Broadening students' experience beyond the formal curriculum.
- Fostering a positive, welcoming atmosphere in the school where everyone shows mutual respect and feels a sense of belonging.
- Promoting a sense of pride in the school and providing a healthy and safe environment.
- Developing partnerships with students' families, the world of work, local, national and international communities.
- Developing young people who are confident, responsible, prepared for life beyond school and able to make a valuable contribution to society.



OUR CORE VALUES



**WATCH
AMBITION
TOGETHERNESS
CONFIDENCE
HONESTY**

- WELLNESS:** Ensuring that our work supports the emotional, social and physical health of our students
- AMBITION:** A focus on high expectations and aspirations for our students to achieve amazing outcomes
- TOGETHERNESS:** High performance comes from an environment of trust and support. We need to build and maintain strong community links beyond school
- CONFIDENCE:** Positive feedback, celebration and a coherent knowledge rich curriculum that give students self-belief and esteem
- HONESTY:** A willingness to give and receive developmental support alongside a strong culture of rigours and frequent evaluation in order to be better every day

THE SCHOOL CURRICULUM | THE 5 YEAR PATHWAY

Our school curriculum aims to inspire and challenge all learners and prepare them for the future. The schools' aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Chosen Hill School offers a five year curriculum pathway, organised into Key Stage 3 (Years 7 - 9) and Key Stage 4 (Years 10 - 11). There is a key focus on securing and embedding the key skills of literacy and numeracy at Key Stage 3 to provide a strong basis for the move to the GCSE preparation curriculum in Year 10.

TEACHING GROUPS, CLASS SIZES AND GROUPING BY ABILITY

In Year 7 students are placed in Learning Mentor groups of approximately 30.

In Technology students are taught in small mixed ability groups. All remaining subjects, including Science are taught in mixed ability Learning Mentor groups.

The school day starts at 8:25 am and ends at 3:05 pm and consists of five 60 minute lessons split by two breaks, one at 11:00 am (20 minutes) and one at 1:20 pm (40 minutes).



YEAR 7 SUBJECTS:

Design and Technology	Modern Languages* Spanish, German	Science
Art	History	Careers
Drama	Music	Wellbeing, Relationship and Social Education (WRSE)
English, including the Accelerated Reader Programme	Information and Computing Technology	Literacy Intervention
Mathematics	Physical Education	Numeracy Intervention

* Students have an option to study a second language from Year 8.

Learning Mentor Programme: structured reading programme; mental Maths; general and cultural knowledge; employability skills.

AIMS OF THE CURRICULUM



THE CURRICULUM HELPS YOUNG PEOPLE TO:

- Develop a positive mindset encouraging students to embrace tough challenges, develop intrinsic motivation as well as the skills of collaboration;
- Study in a culture of disruption free learning that promotes steady progress and high levels of scholastic achievement and most importantly underpins high levels of achievement beyond a student's school years into work and higher education;
- Enjoy and be committed to learning;
- Achieve high standards and make excellent progress in qualifications that are recognised and valued by employers;
- Enable those not achieving age-related expectations to rapidly close the gap and catch up with their peers;
- Have and be able to use high quality personal, learning and thinking skills and become independent learners;
- Develop and improve high quality functional skills, including key literacy, numeracy and ICT skills;
- Be challenged and stretched to achieve their potential;
- Value their learning outside of the curriculum and relate it to the taught curriculum;
- Foster strong relationships with local workplaces;
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines;
- Prepare students to make informed and appropriate choices at the end of the Foundation phase, Pathways phase, Key Stage 5 and beyond;
- Help students develop personal moral values;
- Promote the fundamental British values of democracy, the Rule of Law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

GCSE | LEVEL 2 COURSES

CORE CURRICULUM 2020

English Language

English Literature

Mathematics

Science - Combined Triple

Wellness, Relationship and Social Education

Careers and work-related learning

Physical Education / Games

Study Skills and Exam Skills – delivered through the Learning Mentor Programme

General and Cultural Knowledge – delivered through the Learning Mentor Programme

PATHWAY OPTIONS

3D Design

Fine Art

Graphic Communication

DT Systems

DT Timbers

GCSE Drama

BTEC Performing Arts

GCSE Physical Education

CNAT Sports Science

Business Studies

Computing Science

CNAT Creative iMedia

French

Geography

German

BTEC Health & Social

History

Hospitality & Catering

Music

Philosophy of RE

Sociology

Spanish



ASSESSMENT & PROGRESS TRACKING

Chosen Hill School has developed an assessment scheme for the Key Stage 3 and 4 phases of our five year curriculum model based on the GCSE 9 - 1 assessment grading system. Currently parents receive three Curriculum Monitoring reports each academic year, outlining details of their child's current attainment, progress and learning attitudes.

As a school we are focused on students' mindsets and their approach to learning. We place a strong emphasis on their attitude to learning and attitude to home learning. If students show a good or exceptional attitude to learning, they are very likely to make excellent progress. All students who consistently demonstrate a good or outstanding attitude, as shown in class and their studies and recorded on their reports will 'Go Green'. Students are invited to special assemblies throughout the year where they are recognised for their outstanding effort and attitude to learning. In-class assessment processes have been developed in line with the school's commitment to the principles and language of growth mindset:

ATTITUDE TO LEARNING

EXCEPTIONAL	<ul style="list-style-type: none"> a) An attitude shown in lessons that always meets expectations. b) 'Actioned' the learning objectives every lesson. c) Feedback always actioned and never had to be repeated. d) A very positive Growth Mindset shown in every lesson.
GOOD	<ul style="list-style-type: none"> a) An attitude shown that meets expectations almost every lesson. b) 'Actioned' the learning objectives in almost every lesson. c) Feedback almost always actioned and rarely had to be repeated. d) A very positive Growth Mindset shown in nearly all lessons.
SATISFACTORY	<ul style="list-style-type: none"> a) An attitude that meets expectations in most lessons b) 'Actioned' the learning objectives in most lessons. c) Feedback mostly actioned and did not often need to be repeated. d) Positive Growth Mindset shown in most lessons.
REQUIRES IMPROVEMENT	<ul style="list-style-type: none"> a) Has not been working hard enough yet, to meet expectations. b) Insufficient 'actioning' yet, of the learning objectives in lessons. c) Feedback insufficiently actioned yet. Sometimes needs repeating. d) Positive Growth Mindset sometimes shown - not yet consistent.
CAUSE FOR CONCERN	<ul style="list-style-type: none"> a) Expectations for progress are not yet in reach, due to lack of effort so far. b) Not yet engaged with comments and direction. c) Feedback rarely acted on yet, and much need for repeated feedback. d) Growth Mindset rarely shown yet. Often Fixed Mindset.
CAUSE FOR SERIOUS CONCERN	<ul style="list-style-type: none"> a) Expectations for progress not in reach, due to lack of effort & a poor attitude to learning. b) No obvious progress has been made yet since the last report. c) Feedback not acted on yet, so feedback needs constant repetition. d) No Growth Mindset shown yet – consistently Fixed Mindset.



HOME LEARNING | PROMOTING INDEPENDENT LEARNING; LEARNING FOR LIFE

Home Learning tasks, when designed and implemented effectively, are valuable tools for reinforcing learning. At Chosen Hill School increasing the effectiveness of home learning tasks is a multifaceted goal as research clearly evidences that home learning is an important factor that increases students' rates of progress and achievement.

Accommodation, organisation, structure of tasks, technology, home-school communication and students' home lives all influence the effectiveness of home learning tasks. A key focus for teachers at Chosen Hill School is on how home learning tasks can be 'doable' and effective. When home learning tasks are designed to meet specific purposes and goals, more students complete their home learning tasks well and benefit from the results of doing so.

The three core benefits to home learning are:

- Long term academic benefits such as better study habits and skills;
- Non-academic benefits such as greater self-direction, greater self-discipline, better time management and more independent problem-solving – acquisition of self-regulation, including handling distraction, monitoring motivation and controlling negative emotion – a positive relationship exists between the development of self-regulation processes and self-efficacy beliefs as well as goal setting and maintaining attention;
- Greater parental involvement and participation in schooling with the benefits evidenced from this.

Research indicates that the benefits and purposes of home learning vary for different age groups of students. In Year 7, home learning tasks aim to promote positive attitudes, habits and character traits; allow appropriate parental involvement and reinforce simpler skills taught in class.

For all students, research evidence shows that students can be trained to develop self-regulation skills during home learning activities. In order to successfully complete home learning tasks, students must learn to self-regulate by setting goals, selecting appropriate learning strategies, maintaining motivation, monitoring progress and evaluating home learning outcomes. Students need to be taught these skills. At Chosen Hill School we aim to teach self-regulation skills as a key component in home learning tasks that promote progress and develop an appropriate mindset for learning.



**EDUCATION ENDOWMENT
FOUNDATION STUDIES IN
SECONDARY SCHOOLS SHOW
STUDENTS WHO REGULARLY
COMPLETE HOMEWORK
MAKE +5 MONTHS PROGRESS.**

BUILDING STUDENTS' CULTURAL CAPITAL

Cultural capital is the accumulation of knowledge, behaviours, and skills that a young person can tap into to demonstrate their 'cultural competence', demonstrating their wider education and awareness of the world around them. Cultural capital is key to building a young person's social assets promoting aspiration and social mobility.

In short, a student's cultural capital gives him or her power. It helps them to achieve goals, become successful, and aspire.

At Chosen Hill School, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student's cultural capital:

- Personal Development characterised by a student's understanding of career progression opportunities, personal finance understanding, employability skills, understanding of citizenship, political awareness, healthy living and confidence to express their views and opinions;
- Social Development characterised by thinking of others through volunteering or charitable work in school and in the wider community and by contributing and participating positively in the wider life of the school;
- Physical Development characterised by individual and team sporting activities and awareness and engagement with healthy lifestyles;
- Spiritual Development characterised by awareness and understanding of different cultures, faiths and ways of living, as well as their own beliefs and reflections;
- Moral Development characterised by the principles that encourage good choices and enable young people to be good role models for their peers and younger students;
- Cultural Development through providing access to the Arts, languages and cultures of other countries.



AT CHOSEN HILL SCHOOL OUR RICH CURRICULUM, ON-SITE PROVISIONS AND EXTRA-CURRICULAR TRIPS AND VISITS PROGRAMME PROMOTES AND SUPPORTS OUR YOUNG PEOPLE'S DEVELOPMENT OF THIS CRUCIAL CULTURAL CAPITAL.

PASTORAL CARE

Chosen Hill School has a long tradition of strong pastoral care and support based on mutual respect and high expectations. We recognise that the modern world is an increasingly challenging place for young people with the rise of social media and the pressures of academic assessment. We have a well-resourced and focussed student services provision alongside our pastoral leaders to provide strong support and guidance for students both for the day to day needs and for more specific support. The quality of this provision is recognised by the school's award as a Mental Health Champion and Healthy School's status.

Each student is part of a Learning Mentor Group with one key adult as their first port of call each day in the form of their **Learning Mentor**. The Learning Mentor is the first person to whom a student will turn for help or advice and the first point of contact at the school for parents. Each Learning Mentor Group is attached to one of our four Houses – Carne, Whittle, Masefield and Scott.

Each year group follows a richly resourced Learning Mentor programme delivered by the **Learning Mentor** which focuses on Literacy, Numeracy and personal, cultural and social development in the three year Key Stage Three Phase and study skills, exam skills, personal and leadership development and futures guidance in the two year Key Stage Four Phase.

Each year group is over seen by a **Year Lead – Progress Coordinator** who oversees the progress and development of each child in the cohort, focusing on their academic and personal progress and development and ensuring each student receives the support and guidance they need to remove any barriers to learning.

Each Pastoral phase receives strategic oversight provided by a **Senior Progress Coordinator**.



“ ”
STAFF WITH SPECIFIC RESPONSIBILITIES FOR SAFEGUARDING TAKE GREAT CARE TO ENSURE THAT THEY MEET THE NEEDS OF ALL PUPILS.

OFSTED



“ ”

LEADERS AT ALL LEVELS IN THE SCHOOL HAVE A VERY CLEAR UNDERSTANDING OF THE SCHOOL'S STRENGTHS AND AREAS FOR FURTHER DEVELOPMENT. THE POSITIVE IMPACT OF THE ACTIONS THEY HAVE TAKEN CAN BE SEEN IN THE PROGRESS OF CURRENT PUPILS.

OFSTED

The **Senior Progress Coordinator** supports, tracks and secures accountability from the team of Year Leads and Learning Mentors to support student progress, academic and personal success across the Phases.

Our school leads for Wellness, Relationship & Social Education (WRSE) have developed a full, targeted and responsive programme for each year group delivered through dedicated curriculum time. In Year 7 students will study modules that address mental health resilience and learning behaviours, finance education, internet safety, the democratic process, healthy relationships and healthy living, as well as the students' development of cultural capital. The programme is delivered by a team of specialist teachers and through a range of external speakers, workshops and specially customised units of study.

Our school lead for students' Social, Moral, Cultural and Spiritual development ensures that the school provides a joined up approach to these key areas of personal development across the curricular and extra-curricular provision at the school.

Our school's commitment to support the emotional and mental health and well-being of our students is recognised in the award of the GHLL Mental Health Champions Award. We have a dedicated Mental Health Lead on the senior leadership team and are at the forefront of the Gloucestershire Young Minds Matter programme, in partnership with the NHS, with primary Mental Health workers based at the school.

STUDENT SUPPORT SERVICES

In addition to key pastoral staff, the school offers joined up student services provision which includes key non-teaching post holders:

Behaviour Inclusion Lead, who supports students across the curriculum to access and engage with their learning and meet the school's behaviour expectations.

Student and Families Welfare Officer, who supports vulnerable students and their families to ensure a child's needs are met so that they are confident and secure in lessons.

Education Welfare Officer, who supports students and parents regarding issues linked to school attendance and punctuality.

Mental Health First Aid trained staff provide mental health and well-being triage for students alongside our fully trained School Counsellor. These staff work closely with the NHS Primary Mental Health workers based on site.

A **Careers Lead**, a **Key Stage 5 Futures Lead** and Independent Advice and Guidance **Careers Advisor** who work across the year groups and with the Sixth Form to support students with Options Choices, work experience, Further Education, employment, apprenticeship, training and Higher Education decisions.

The **School Council** further supports its peers in their work by student leaders who lead the peer mentoring and peer listening provision, and through the anti-bullying working group to tackle bullying or any peer group issues quickly and effectively. The student mental health sub-committee focusses on ensuring students can clearly communicate any emerging needs.



PARTICIPATION

At Chosen Hill we encourage all our students to take a full and active part in the life of the school and also to look beyond our school community to make a contribution to local, national and international communities. The school offers a wide range of opportunities for students to live up to these aspirations from the **Duke of Edinburgh Award programme** to **World Challenge expeditions** to the House and charity fund raising events. Last year the students have raised over £12,000 for causes as diverse as the Thantwe Primary School building project in Malawi, Red Nose Day and through the school's own Race for Life event for Cancer Research UK.

Central to participation at the school is the House system. The four Houses – Carne, Scott, Whittle and Masefield – are led by a team of Sixth Form House captains elected by the student body and staff House Team Leaders. Loyalty to the Houses is fierce amongst students and staff across the range of annual House events, including a House photography competition and inter-House sports competitions involving almost every sport across Autumn, Winter, Spring and Summer, culminating in House Sports Day. New additions to the programme have been the heavily contested Year Group and Sixth Form House Bake Offs, the Science Challenge and Art Challenges.

The **House Music** competition comprises of solo and ensemble instrumental and choral group entries involving students of all year groups, but it is the Sixth Form 'Open' show piece that draws high numbers of participants and the large audience. These audiences are only matched by those for the school productions which have an enviable reputation for their showstopper performances and professionalism. In 2020 'A Christmas Carol' combined acting and song. Last year's production of 'Cats' saw students from all year groups singing and dancing as if on a West End Stage!



BUILDING SKILLS FOR THE FUTURE

We place a high value on student voice in the decision-making of the school. Annual elections for year group council representatives and whole school council representatives are well contested and students are supported through the School Council structure to ensure their voices are heard. The Sixth Form council leaders chair the council and regularly attend senior leadership team meetings to discuss important issues at the school. Each year we send student representatives to the G15 student council – a council made up of students from the 15 schools in the Gloucester City cluster.



STUDENTS TALK ENTHUSIASTICALLY ABOUT THE WIDE RANGE OF EXTRACURRICULAR ACTIVITIES AVAILABLE TO THEM, INCLUDING SPORT, MUSIC AND DRAMA. THEY ALSO APPRECIATE THE LEADERSHIP OPPORTUNITIES THEY ARE GIVEN IN SCHOOL, PLAYING KEY ROLES IN THE HOUSE SYSTEM FOR EXAMPLE

Work Experience takes place for all Years 10 & 12 students during July and we take the opportunity for all other students to participate in our Curriculum Enrichment week where students are involved in activities as diverse as stop motion animation and film making, Forensic Science, Year 8 Camp, Year 7 and 8 French Trip to Paris, Show in a Week – Gold DofE expedition, Legoland, Drayton Manor, West Midlands Safari Park, STEM Challenge, Ice Quest – skating, Flying Trapeze, First Aid Training, Harry Potter World, and circus skills, yoga, Song writing workshop, zumba caving and climbing, Army day, Taekwondo, and university visits for Years 8 & 9.



CAREERS & WORK-RELATED WORKING

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. Chosen Hill is committed to providing a planned programme of careers education, information and guidance for all students in Years 7 - 13 in a partnership between teaching staff, parents and external providers.

It is our expectation that all students should leave the school and move on to either Further or Higher Education or training or other work-based training. The school's Careers Strategy recognises the importance of preparing students for the world of work in the twenty-first century and the provision of effective Careers Education and Guidance is an essential part of the preparation of all students for the opportunities, responsibilities and experiences of adult life. The school displays this commitment in its focus on developing students' employability skills which enable them to manage the transition to new roles and situations throughout their life and the staffing dedicated to this central strategic objective. Careers work is led by our dedicated staff – a full time non-teaching Careers Lead, a non-teaching Key Stage 5 Futures Lead and our independent Careers Advisor.



In addition to work-related learning embedded through the Citizenship, Personal, Social and Health programme in each year group, Year 10 work experience and Year 12 work shadowing, we encourage students to develop self-awareness, flexibility, personal organisation skills, resilience and confidence through both our curriculum and extra-curricular offer.

Across our Wellbeing programme we ensure students have a firm grounding in financial and enterprise education, employability skills, self management and managing stress and understanding and managing risk. External speakers from Further and Higher education establishments and the world of work, including Mira Showers, the police service, national charities, as well as theatre companies provide a rich and engaging approach to student's understanding of such key skills and issues. Chosen Hill School is an accredited provider of Financial Education.

Ethics & Personal Studies in the curriculum is further underpinned by the Learning Mentor Programme which provides further short focused sessions weekly on day to day financial awareness, current affairs, British government, general knowledge and cultural awareness as well as the reinforcement of mental maths, literacy skills and self-management skills.

Students are encouraged to become engaged with the opportunities offered by Higher Education as early as Year 9 and we enable students to participate in a range of programmes and activities offered by universities linked to curriculum subjects. In addition students at KS5 attend Higher Education induction sessions on Gloucestershire University campus at the start of their courses in Year 12, raising their aspirations from the outset of their Level 3 courses and introducing them to the UCAS application process.

Not all of these skills are learnt in the classroom or the lecture theatre - Chosen Hill School has a thriving **Duke of Edinburgh Award Scheme** - the world's leading personal development programme for young people – a scheme that gives participants the opportunity to develop new skills, demonstrate a care for the community, improve their physical fitness and teamwork to overcome the challenges posed by an expedition.

These are the skills and attributes employers and higher education establishments value and look for in their applicants. Since the reintroduction of the Scheme at Chosen Hill School, over 200 hundred students have participated in all award levels: Bronze, Silver and Gold.

Participants have also raised over £8000 to fund the building of 2 classrooms in rural Malawi – a sub-Saharan African state ravaged by absolute poverty – along with an active involvement with over 40 local charitable and community organisations.

From September, 2019 we expanded the Scheme to allow Year 9s to participate in the **Bronze Award**. Year 10s get the chance to directly enter the **Silver Award** and Year 12s have the option to directly enter the **Gold Award** or continue on from Silver. A parents' information evening takes place in July of each academic year which is parents' opportunity to meet the DofE Manager, ask questions and enrol their child for the programme.

In recent years we have sent **World Challenge** teams to many developing economies and wilderness areas around the World; including India, Peru, Malawi, Borneo and Malaysia. Whilst on these month-long summer expeditions, teams develop and apply many valuable life-skills; such as determination, resourcefulness, teamwork and resilience to overcome many of the expeditions physical and emotional challenges. They also participate in community projects aimed at improving the living standards of the local population, often in remote villages with high levels of poverty. Regrettably in 2020, our expedition team going to Northern Peru where students were to have the opportunity to trek through the Amazonian rainforest, visit ancient Inca sites and complete a community project in a small tribal village had to be cancelled owing to the Covid 19 pandemic.

For students in the Foundation phase, the school undertakes an enrichment week programme in July where students have the opportunity to undertake residential visits abroad and expedition-type activities in the UK. In school in this week students undertake curriculum-focused extended projects and activities, whilst Year 10 undertake work experience.



RESULTS 2020

GCSE

73% of students gaining 9-4 in English and Maths
 44% of students gaining 9-5 in English and Maths
 82% of students gaining 9-4 in English; 62% gaining 9-5
 79% of students gaining 9-4 in Maths; 52% gaining 9-5

A Level

35% of students gained an A* - B
 62% of students gained an A*-C





CHOSEN HILL SCHOOL

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HEADTEACHER

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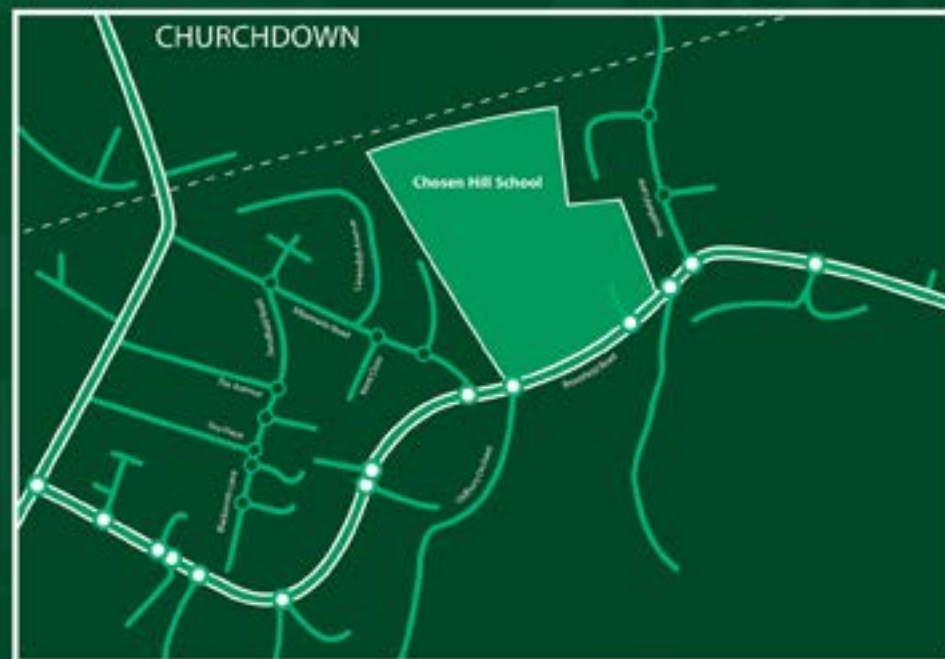
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