



Philips

High School

Success Together Aspire Respect

Part of the

Oak



Learning Partnership

oaklp.co.uk

Context

Philips High School is a member of the Oak Learning Partnership. Our trust is committed to improving the life chances of young people through the delivery of a well-rounded world-class education. At Oak Learning Partnership, inclusion is at the heart of our trust. Inclusion is a constant consideration as we strive to ensure that everyone is accepted, supported, and challenged to be the best possible version of themselves. Our motivation is to help all students make exceptional progress in school, regardless of barriers, and we aim to make sure that nobody is left behind. We understand that lives and communities can be transformed by high quality teaching and strong support within the framework of the best, bespoke curriculum.

In September 2024, the school officially joined the Oak Learning Partnership Trust. In recent years there has been significant change in the senior leadership team with the Headteacher taking up the Headteacher role permanently in September 2024 and a new Deputy Headteacher joining the school in September 2024. In 2024, the school saw students achieve their best results, with a P8 of 0.03 and an attainment 8 score of 47.24. 66.1% of students achieved 4+ English and Maths, above the national average. In 2025, the school continued this improvement trend with an attainment 8 score of 49.7. 71.8% of students achieved 4+ English and Maths, 5+ 53.1%, both above national average.

In a post pandemic environment, we are proud of our above national average attendance figures but strive relentlessly to improve these further. As a school, our cohort of disadvantaged and SEND students is higher than the national average. We believe that an ambitious and broad curriculum is essential in addressing inequality, supporting our students to make exceptional progress, providing life chances, and enabling them to move onto their chosen ambitious life path. In addition to our formal academic curriculum, we believe passionately in our

personal development offer. We value the broad cultural heritage of our community and provide a comprehensive programme of culturally enriching activities to enable access for all students regardless of the economic situation.

At Philips High School our community has higher than national average number of males in comparison to females, with 13% higher than the national average number of males in the exiting 2024–2025-year 11 cohort. In the local community the population who have a degree is below the national rate. Therefore, equipping our learners with the knowledge and skills to successfully complete university level study or another aspirational equivalent underpins the work we do. The demographic makeup of our school is carefully considered when constructing a curriculum where students not only excel academically but leave school valuing themselves and others.



Curriculum Intent

We believe that every student is capable of excellence, both academically and personally, and encourage each student to push themselves to achieve their potential on their chosen aspiration life path. Our curriculum is designed to enable everyone to do so through a broad and challenging curriculum, carefully monitoring each student's social and academic progress. We know that good exam results alone are not enough to secure a positive future. We strive to make our curriculum relevant for our learners. We aim to equip students with the necessary knowledge and skills to thrive in modern Britain, now and in the future. Our curriculum aims to ensure students leave Philips High School with a solid understanding of British Values, in particular, democracy, liberty, respect and tolerance. We guide our students to make healthy choices, promoting the importance of physical and mental health. We want our students to value life-long learning and to feel empowered to act with moral purpose in a complex and every changing world. Our academic curriculum is supported by a wide range of personal development activities that broaden and extend the students' experience.

Our curriculum is considered deeply by our staff. Curriculum content and sequencing are key. To support long term retention of knowledge, content is spaced and interleaved retrieval practice is a core foundation of our pedagogies. We aim to learn deeply and sustainably. We believe that literacy and numeracy skills should be developed at all appropriate opportunities and prioritise reading in our curriculum.

The Philips High School curriculum consists of two strands:

- Our academic curriculum is based on powerful knowledge. In addition to an in-depth understanding of each discipline, we want to ensure students have an awareness of how all subjects' impact on broader aspects of

their life. Our academic curriculum enables students to leave Philips High School with the best examination results and life chances.

- Our personal development curriculum enables our students to go 'the extra mile', developing themselves as an active global citizen who will contribute positively to the world, we live in.

Our personal development curriculum underpins our school culture and supports students to act positively as global citizens. We actively teach responsibility, respect, tolerance, and acceptance across our curriculum. We promote equality and challenge discrimination. We promote cultural understanding.

Equality of opportunity is essential to our curriculum offer and all students are given the opportunity to study the English Baccalaureate if they wish. We also ensure that our curriculum does not discriminate against anyone and celebrates difference and diversity so that all children and young people can see themselves reflected and valued. We work extremely hard to close gaps in attainment and achievement between groups of students especially students eligible for pupil premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups. All students are inspired to 'be a STAR', strive for success, work together, aspire to excellence and demonstrate respect for all. The curriculum supports students to develop enquiring minds, to feel valued and respected and in turn value and respect those around them. Together, these two strands are central to our **STAR Vision and Values**.

By experiencing our curriculum, we hope students will have:

- the knowledge, confidence and resilience to make healthy and respectful choices throughout their lives
- high expectations of themselves and others
- a work ethic that supports them to achieve their full potential

Curriculum Overview

During the 5 years at Philips High School, students will spend three years in key stage 3 and two years studying key stage 4 content. The key stage three curriculum is broad, offering design technology, art, music and drama as a core offer. These subjects receive their own distinct curriculum time of one hour a week in key stage 3. The key stage 3 curriculum has been carefully designed to ensure it goes above and beyond the requirements set by the national curriculum. In year 9 students choose their GCSE option subjects and complete these until the end of year 11. All subjects are available to all students. We offer a broad range of vocational and academic subjects including, but not exclusive of Performing Arts (both Dance and Drama), Art, Photography 3D Art, Hospitality and Catering, Engineering, Business and Sport Studies. All students can study a modern foreign language at both key stage 3 and 4. The curriculum also considers the guidance of the DfE and relevant subject specific advisory boards.



Curriculum Structure

The school operates a two-week timetable based on 25 hours of lessons per week. Our allocation of curriculum hours is shown below:

Philips High School 2025 2026 Curriculum Hours															
		Core Subjects - The Basics		Core Subjects				EBACC Subjects				Foundation Subjects			
		English Language and Literature	Mathematics	Science	Physical Education	Character	REW	French	Geography	History	Computing	Drama	Music	Art	Design and Technology
KS3	Year 7	4	4	3	2	1	1	2	1.5	1.5	1	1	1	1	1
	Year 8	4	4	3	2	1	1	2	1.5	1.5	1	1	1	1	1
	Year 9	4	4	3	2	1	1	2	1.5	1.5	1	1	1	1	1
		English Language and Literature	Mathematics	Science	Physical Education	Character and REW	Option 1	Option 2	Option 3	Option 4					
		Year 10	5	5	4	1	Drop down and form time	2.5	2.5	2.5	2.5				
KS4	Year 11	5	4	5	1	2.5		2.5	2.5	2.5					

In addition to our formal 1-hour lesson time, we run a form time programme and before and after school enrichment.

Curriculum Flexibility

The curriculum at Philips High School is personalised to meet the needs of all our students. Flexibility is built into our curriculum to allow for modifications to be made that respond to the needs of both students and individuals as they progress through their time at Philips High School.

Setting

From year 7, each year group is divided into two bands (x and y). This is based on both scaled scores and other information shared by our primary partners. These bands are then further organised into smaller sets, which are either set based on academic performance or mixed ability, depending on the subject and year group. The setting is reviewed throughout the year to ensure pupils are placed in the most appropriate set, and opportunities to move sets are given as appropriate.

KS4 Options

In the spring of year 9, students take part in the Options process. This is to enable students the opportunity to specialise in their personal areas of interest, enhancing their motivation and attitudes to learning. All students can access all GCSE/Vocational option courses, regardless of academic or technical ability. Students receive multiple opportunities to discuss their choices, including access to an independent careers' advisor.



Key Stage 4 Courses and Examining Bodies

The following qualifications are currently offered at Philips High School.

Examination Board	Qualification type	Subject	Assessment Format	Weighting
WJEC	GCSE	Art & Design (Art, Craft and Design)	Comp 1: Portfolio	60%
			Comp 2: Externally set assignment	40%
WJEC	GCSE	Art & Design (Photography)	Comp 1: Portfolio	60%
			Comp 2: Externally set assignment	40%
OCR	GCSE	Business Studies	Business 1: Business activity, marketing and people	50%
			Business 2: Operations, finances and influences on business	50%
OCR	GCSE	Computer Science	Computer Systems	50%
			Computational thinking, algorithms & programming	50%
Edexcel	BTEC	Digital Information Technology Tech Award (2022)	Exploring user interface design principles and project planning techniques	30%

			Collecting, presenting and interpreting data	30%
			Effective digital working practices	40%
Edexcel	BTEC	Digital Information Technology Tech Award (2022)	Exploring user interface design principles and project planning techniques	30%
			Collecting, presenting and interpreting data	30%
			Effective digital working practices	40%
NCFE	V1 Tech Award	Level 1/2 Technical Award in Engineering	Non exam assessment	60%
			Examined assessment	40%
			As above	
WJEC	GCSE	Art & Design (Three-dimensional Design)	Comp 1: Portfolio	60%
			Comp 2: Externally set assignment	40%
AQA	GCSE	English Language	Paper 1: Explorations in Creative Reading & Writing	50%
			Paper 2: Writers' Viewpoints & Perspectives	50%
			Spoken Language (Endorsement)	0
AQA	GCSE	English Literature	P1: Shakespeare & the 19th Century Novel	40%
			P2: Modern texts and poetry	60%



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Edexcel	GCSE	French	Listening	25%
			Speaking	25%
			Reading	25%
			Writing	25%
AQA	GCSE	Geography	Living with the physical environment	35%
			Challenges in the human environment	35%
			Geographical Applications (Pre-release resources - 12 weeks before paper 3)	30%
Edexcel	BTEC	Health & Social Care Level 1/2 Tech Award (2022)	Comp 1: Human Lifespan Development	30%
			Comp 2: Health & Social Care Services and Values	30%
			Comp 3: Health & Wellbeing	40%
Edexcel	GCSE	History	Thematic study & historic environment	30%
			Period study & British depth study	40%

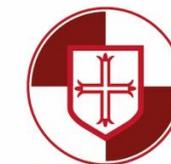
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			Modern depth study	30%
WJEC	L1/2 Vocational Award (Technical)	Level 1/2 Vocational Award Hospitality and Catering (Technical Award)	Unit 1: The Hospitality & Catering Industry - External Exam	40%
			Unit 2 Hospitality & Catering in Action (internal Assessment)	60%
Edexcel	GCSE	Mathematics	Paper 1 Non-calculator	33.3%
			Paper 2 Calculator	33.3%
			Paper 3 Calculator	33.3%
WJEC	GCSE	GCSE Music	Unit 1: Performing	35%
			Unit 2: Composing	35%
			Uni 3: Appraising	40%
Edexcel	BTEC	Performing Arts (Drama) Tech Award 2022	Comp 1: Exploring the Performing Arts	30%
			Comp 2: Developing Skills & Techniques in the Performing Arts	30%
			Comp 3: Responding to a brief - External Synoptic	40%
	BTEC		Comp 1: Exploring the Performing Arts - Internal	30%

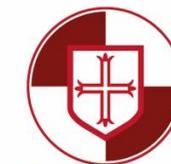


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		L1/2 Tech Award in Performing Arts (Drama)	Comp 2: Developing Skills & Techniques in the Performing Arts - Internal	30%
			Comp 3: Responding to a brief - External Synoptic	40%
Edexcel	BTEC	BTEC Tech Awards (2022) Performing Arts (with a dance approach)	Comp 1 Exploring the Performing Arts	30%
			Comp 2 Dev Skills & Tech in the PA	30%
			Comp 3 Responding to a brief	40%
AQA	GCSE	Religious Studies	Christianity & Sikhism	50%
			Thematic studies	50%
Edexcel	BTEC Tech Award	Sport (Tech Award) NEW First teaching Sept 2022	Preparing Participants to Take Part in sport & physical activity	30%
			Taking Part and Improving other participants sporting performance	30%
			Developing Fitness to Improve other participants performance in sport and physical activity	40%

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AQA	GCSE	Combined Science – Trilogy	Combined Science: Biology Paper 1 (Topics 1-4)	16.7%
			Combined Science: Biology Paper 2 (Topics 5-7)	16.7%
			Combined Science: Chemistry Paper 1 (Topics 8-12)	16.7%
			Combined Science: Chemistry Paper 2 (Topics 13-17)	16.7%
			Combined Science: Physics Paper 1 (Topics 18-21)	16.7%
			Combined Science: Physics Paper 2 (Topics 22-24)	16.7%
AQA	GCSE	Biology	Paper 1 (Topics 1-4)	50%
			Paper 2 (Topics 5-7)	50%
	GCSE	Chemistry	Paper 1 (Topics 1-5)	50%
			Paper 2 (Topics 6-10)	50%
	GCSE	Physics	Paper 1 (Topics 1-4)	50%
			Paper 2 (Topics 5- 8)	50%

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AQA	Cert	EL Cert in Science (Single Award)	Comp 1 Biology: The human body	33.30%
			Comp 2 Biology: Environment, evolution & inheritance	
			Comp 3 Chemistry: Elements mixtures & compounds	33.30%
			Comp 4 Chemistry: Chemistry in our world	
			Comp 5 Physics: Energy forces & the structure of matter	33.30%
			Comp 6 Physics: Electricity, magnetism & waves	
Edexcel	Cert	EL Cert in Further Science (Double Award)	Biology: The human body	16.66%
			Biology: Environment, evolution & inheritance	16.66%
			Chemistry: Elements mixtures & compounds	16.66%
			Chemistry: Chemistry in our world	16.66%
			Physics: Energy forces & the structure of matter	16.66%
			Physics: Electricity, magnetism & waves	16.66%

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Praise/Reward

Our school is underpinned by a culture of high expectations for all and praise. We celebrate students' achievements and encourage students to be proud of their efforts and outcomes. 'Pride in Presentation' PIP is a focus of all lessons and students share their pride with us during celebration events. In addition, students are recognised by staff and their peers for achievement and celebration when meeting our STAR values. Further information can be found in our Rewards policy.

As staff we model our expectations of this praise culture every day and to this end, we also celebrate our staff and their contributions informally daily and formally each week in staff briefing.

Student Voice

Utilising student voice is essential to ensuring that inclusion truly is at the heart of our trust. At Philips High School we take regular student feedback on our findings to staff who use this to celebrate our successes and refine our practice further. Recent examples of student voice surrounding curriculum have led to the inclusion of the new Travel and Tourism and 3D Art qualifications at key stage 4.



Reading and Oracy

At Philips High School we aim for all students to be confident readers, who read for leisure and pleasure. We understand the importance of reading as a fundamental skill to enable students to access our ambitious curriculum. To support students' development, we run a three-wave reading strategy. Our reading strategy places reading at the centre of our practice. We explicitly teach reading strategies to students, including (for those that need it) the mechanics of reading.

In addition to this we are extremely fortunate to have a well-stocked library with both classic texts and more modern counterparts. We constantly review our resources to ensure students feel reflected and valued in our texts (in both the library and in our taught curriculum). We also promote up to date awareness of current affairs through our news-based reading programme. Our social time 'table talkers' provide another layer to our curriculum that exposes students to subject content beyond that learnt in formal lessons.

Throughout our curriculum we focus on the key vocabulary needed to access ambitious content. We develop oracy when 'Speaking like an expert' in each distinct disciplinary area. Further information can be found in our reading strategy.



The Basics

At Philips High School we place a strong importance on achieving at least a pass in both English and Mathematics at key stage 4. Success in these subjects opens doors for students in the next stage of their life journey and we unashamedly prioritise support for academic success in these subjects.

We offer curriculum time for intervention across a range of subjects to best support a student's future life chances. For students who require further support in Mathematics and English we offer the opportunity to study Option Maths and Option English.

The EBACC

We believe that all students should be able to study the EBACC if they wish to do so. In addition to this we have responded to student voice and recently provided opportunities to study more than one of History or Geography if a student desires. At Philips High School we also offer triple science and computer science and have at student request recently increased our cohort of triple scientists to two full classes in year 10. In addition to French, we also offer the opportunity for students to study and certificate additional languages. Students attend additional sessions outside of lesson time to support their progress in these subjects.

Personal Development Curriculum

Character Lessons

The Character curriculum is designed to support students in developing the knowledge and skills they need to manage their lives in modern Britain and the wider world.

The Character curriculum includes:

- Personal, Health, Social and Economic education (PHSE)
- Spiritual, moral, Social and Cultural education (SMSC)
- Relationship and Sex Education (RSE)
- Careers Education, Information and Guidance (CEIAG)
- At KS4 Religious Education

In addition to our core Religious Education offer we also offer Religious Education as a GCSE option.

CEIAG

We are committed to the Gatsby benchmarks and are also currently working towards the MBacc. In addition to dedicated careers lessons within the Character programme we provide additional careers insight opportunities. These take many forms, but include guest speakers, college, university, workplace trips, and work experience.

All students have access to an independent careers' advisor. Our CEIAG curriculum supports students to make informed and aspirational choices throughout their time with us and beyond, supporting future economic wellbeing.

Co-curriculum

Character lessons are complimented by our co-curricular offer, which runs through form, enrichment and social times. The co-curriculum provides further opportunities for students to develop their cultural capital and STAR values.

The co-curricular calendar outlines our co-curricular offer. Here we celebrate significant events throughout the year. We provide opportunities to develop cultural capital and awareness, developing their understanding of British values and the world we live in.

The full personal development curriculum has been carefully constructed with reference to statutory guidance from the DfE, the PSHE association, REal, Religion and Worldviews: The Way Forward (Final report), and the Gatsby benchmarks.

As a school we aim to develop the following attributes: resilience, self-esteem, risk-management, teamwork and critical thinking. We develop these skills in the context of three core themes:

- Health and Wellbeing
- Living in the wider world
- Relationships

Further details can be found in our Character curriculum overview and co-curricular calendar.

Form time

Each student is a member of a form. Their dedicated form teacher provides the initial point of contact for most students each morning. The form tutors work closely with our pastoral teams to ensure students are ready for the day ahead. Form teachers also deliver our form time personal development curriculum throughout the week. This is accompanied by a collective year group assembly once a week and a literacy session.

Enrichment

We offer a wide range of after school enrichment activities such as manga art club, dance, debate club, netball, rugby, Cadets and drama club to name just a few. Further details can be found on our enrichment calendar.

In addition, we run academic enrichment before school, during lunchtimes, after school, and during the holidays. Academic enrichment runs across key stages. Year 11 after school academic enrichment runs in three blocks throughout the year. Students are allocated to each block based on their greatest need at the time.

Social time activities

At social times, students have access to several spaces and activities. Students can spend time in the canteen, canopy eating area, library, Astro pitches, or playgrounds. We facilitate numerous activities such as sports (football and ping pong), reading groups and games clubs.

Oak Experiences

As a student at Philips High School, we believe that regardless of your economic circumstances, all students should be able to attend an overnight residential event. To this end we provide a funded outward-bound trip to all Year 7 students. This curriculum experience is highly anticipated and valued by students and staff. Further full year group experiences are provided to support the development of students' sense of belonging.

Duke of Edinburgh (DofE) and Combined Cadet Force (CCF)

At Philips High School students also can join our DofE or our CCF programme. Students can participate in these programmes at a variety of levels, suitable to their interests.



Interventions

Where students require additional support in their learning, we provide a range of one-to-one and small group interventions. We are extremely fortunate to include the following colleagues within our teams:

- Two speech and language teachers
- Maths tutor
- EAL HLTA
- Literacy HLTA/Librarian

Our staff team provides a wide range of interventions and supports bespoke curriculum pathways for our students that need this provision.

Curriculum Planning

Our world is changing rapidly and what works today may not always lead to the best outcomes for students tomorrow. We maintain a process of self-reflection reviewing both our key stage 3 and key stage 4 curriculums annually to ensure we meet the needs of our students and community. We want our students to be proud of their community, and we are proud of our curriculum exploration of our local context. The sequencing and delivery of the curriculum is discussed by staff in detail. We are always reflecting on the impact of our teaching and students learning, refining our curriculum as necessary.

To ensure that our curriculum is planned effectively and, in a workload, friendly manner for our staff we utilise the following curriculum planning documentation:

- The whole school curriculum overview
- Subject based Long and medium-term planning
- 5 phase lesson PowerPoints

In addition to this, the curriculum is assessed through summative KAT (Key Assessed Tests)/Mock Examinations/End of Year Assessments.

All curriculum documentation is shared between subject department staff to improve consistency, standards and reduce staff workload. Substantial CPD time is dedicated to teaching, subject specific pedagogy, and continued subject knowledge development. Our research informed practice enables staff to provide impactful and stimulating lessons for our students.



Standard Operating Procedures - Lessons

We intend for all lessons to support students to achieve excellent progress over time. We intend to make lessons engaging and effective. Our practice is evidence informed, and we calendar deliberate practice and CPD to ensure there is always protected time for development at all levels.

Our 5-phase lesson structure has been developed to better support our students to make exceptional progress. The 5-phase structure includes the following phases:

1. Retrieve
2. Explicitly sharing learning intentions
3. Direct instruction including co-construction
4. Green zone independent learning
5. Review

We understand the importance of planned retrieval to support students in embedding knowledge in their long-term memory and to ensure that students can access new learning methods each lesson.

Our curriculum is planned at a granular level. We explicitly share our learning intentions and the position of new knowledge within a wider sequence of learning. We understand the importance of explicit vocabulary instruction in enabling all students to access the curriculum and overcommunicate this.

We utilise the principles of cognitive science to reduce cognitive overload and support all students to access ambitious knowledge and skills. We work collaboratively to master knowledge before we move on to independent work.

Students are not only taught the knowledge and skills to succeed academically, but softer skills such as resilience to ensure they can work independently and successfully. In lessons we provide live feedback so that errors and misconceptions are minimised and students are stretched to produce their best work.

Students review their progress against the learning intentions, solidify their understanding and celebrate their successes.

Independent Learning

All subjects set independent learning tasks to be completed at home. This work aims to consolidate and/ or extend students' understanding of in class learning. The format of these tasks varies depending on the subject.

