

Lady Manners School



The Science Faculty

The faculty is active, forward looking and constantly seeking ways to build on the strong tradition of Science success. It is staffed by a dedicated team of professionals who freely give of their time and expertise to make the faculty the best that it can be. Results in Biology, Chemistry and Physics are strong at both GCSE and A level, along with the AQA Combined Science qualification at GCSE. We attract large numbers of students into the Sixth Form.

The team currently consists of a Director of Learning who is supported by three Curriculum Leaders. There are twelve teachers and four technicians; one of whom leads the technical team. We have a dedicated Science Learning Mentor who works with smaller groups of students.

There are ten fully equipped laboratories all of which have either a projector and interactive Smartboard or a Smart TV. The practical resourcing level is very high as there is a rich variety of practical work carried out within Science. There is also excellent access to textbooks and other materials. The faculty has a portable ICT network facility that makes it independent of the suites already available around the school and we have excellent hard-wired and wireless network access in our laboratories.

The current team has a wealth of teaching experience and some have additional skills and experience from other professions. There is a high level of understanding of teaching and learning and a willingness to develop new ideas. This has been a key element in the success of the faculty.

The Science Curriculum

In Key Stage 3 we have entirely redesigned our curriculum with the aim of developing a programme of study which covers and extends on the requirements of the National Curriculum. At the heart of the curriculum is the belief that there are some fundamental concepts in Science. These require teaching early on in the curriculum before returning to them in later years and Key Stages, adding depth of knowledge and understanding with each visit. All of this is built around a solid spine of high quality practical work with a focus on the teaching and development of skills. Students work through this curriculum for years 7 and 8 before moving into GCSE Combined Science in Year 9.

At the end of Year 9 students then opt to continue Combined Science or take Triple Science. Currently in Key Stage 4 there are just over half of each year group following the Triple Science route. All groups follow the AQA specifications for Combined and Triple Science.

This approach to 11-16 education allows students more flexibility in their curriculum choices. This means students can choose a broad and balanced curriculum and still follow a rigorous scientific route without compromising their other areas of interest. This keeps the maximum number of routes open to post-16 students and provides a challenge that the department is approaching with commitment and enthusiasm.

In the Sixth Form numbers are always strong, from both boys and girls. Many of our students move on to study Science subjects at university, and this includes places some of the best universities in the country.

Assessment is well developed, both in the formative and summative sense, and the department is at the forefront of using Key Stage 2, ALPS and progress data for monitoring and analysis of student attainment and progress.

Examination Results

We are very proud of the consistently high levels of attainment reached by our students.

Results at GCSE and A Level are higher than national standards and we are proud of this achievement in light of the comprehensive entry ethos of the school.

Examination results for all subjects are available on the school website.

The Future

The faculty is committed to achieving the best possible performance from students and has high expectations for all ages and abilities.

It is a faculty that is characterised by dedication, professionalism, energy and enthusiasm. It is effective because teachers are prepared to share their ideas and experiences. The opinions and expertise of everyone are valued and ideas are constantly exchanged.

The most recent projects have been the redesign of our Key Stage 3 course to reflect the new curriculum but also to try to tie it in with our new Key Stage 4 and Sixth Form courses. We are attempting to approach science education from a more holistic viewpoint so that each Key Stage is effectively supported by the preceding Key Stage. We are aiming to produce good scientists that are also able to pass exams.

We look forward to working with the successful applicant.

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