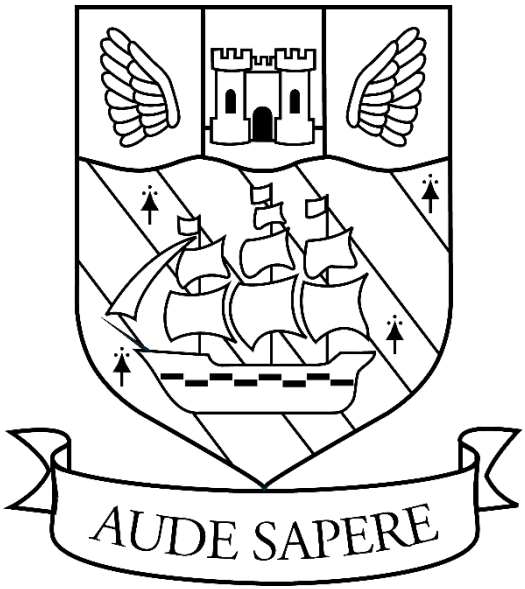
Information

2026/2027



TORQUAY GIRLS' GRAMMAR SCHOOL

1. **Our Vision**

We aim to provide an outstanding environment which fosters our school values:

Kindness, Equality, Well-being, Open Minds and Collaboration

In doing so we equip students for a future in which they have the academic qualifications, character skills and self-esteem to make decisions that lead to long, happy and content lives. Our motto is 'Aude Sapere' - We **DARE** our students **to be WISE** – *We dare them to think for themselves*.

2. **Pastoral System**

Our pastoral system is based around the need to look after all parts of a student's life. We have a very strong house culture and a year-round calendar of activities. Our students are allocated to a house on entry to the school. These are named after former Head Teachers: Beal, Jackson, Robertson, Wilkinson, Cross and Omanyo. The House system enables students to work together for events such as Sports' Day, Charity week and other events culminating in the House Shout where all students (and staff!) compete by singing a song of their choice at the end of term assembly – see our House Culture Booklet.

Sixth form students are elected by their House members to be Heads of House and these senior students also provide invaluable support for the younger members of the school (www.tggsacademy.org/houseculture).

The leaders of the Pastoral care system are the Heads of Year, in 2026/2027 they are currently:

Head of Year 7	- Ms Hagland	Head of Year 10	- Mr Tailford
Head of Year 8	- Ms Saunders	Head of Year 11	- Ms Bumby
Head of Year 9	- Mr Whittington	Head of Year 12/13	- Mrs Keen/Mrs Gale

All students follow a tutorial programme which includes assemblies, reading, quizzes and a weekly celebration of inclusion and diversity. Additionally, Year 12 students are trained to be peer educators or academically mentoring students so that younger students can feel confident in approaching someone other than a teacher for support and advice. We have a counsellor on site five days a week.

3. **Induction of New Pupils**

When joining the school in Year 7 every effort is made to help students settle in and adjust to the new environment. We link every new student with a current Year 7 student who will write to them and be their buddy. The new intake is then invited to Practice Days in July so that they can become familiar with the buildings and meet the members of their new tutor group, their form teacher and their buddy. Parents are invited to a meeting in the Summer Term before admission. For students who join the school at a later stage, care is taken to ensure that they settle in as quickly as possible. There are many opportunities for the students to bond. Parental information evenings over the year gives parents a chance to talk to subject staff and Form Tutors about any issues.

4. **Behaviour Expectations**

We are a caring and considerate community where individuals are treated fairly and with respect, and where the students treat each other and their environment with care. The students are expected to maintain a high standard of personal behaviour so that they can pursue their studies unhindered and community life can run smoothly. We have a TGGS Behaviour Charter which we expect all members of the school community to adhere to and we seek to minimise the need for sanctions through encouragement and praise. All students are ambassadors for the school, and we expect older students to actively model these behaviours to the younger years. All parents/carers and students will have access to Arbor which is an online portal that provides information about student rewards, behaviour and homework.

5. **Rewards and Praise**

The staff and students have developed a praise and reward system based on the awarding of House Points for excellent effort in all walks of school life, from academic achievements to character skills and recognition of extra-curricular and super-curricular pursuits. Our students gather numerous House points throughout the academic year, and this can lead to certificates, postcards and letters home, hot chocolate mornings, and recognition in assemblies.

At Key Stage 4 the House Points go towards our auction; here exciting prizes are bid for by the students with those with the highest number of House Points able to bid highest. At the end of the year comes the moment the school waits for – the unveiling of the House with the most points, and winner of the coveted House Points Cup!

Across the whole school, we hold prize draws for students' attendance and behaviour. Qualifying students are entered into a draw, with names chosen at random in the whole school assembly.

6. **Curriculum**

Our curriculum intent is to realise our vision to equip students for a future in which they have the academic qualifications, character skills and high self-esteem to make decisions that lead to long, happy and content lives. This is taught both within lessons and through our extensive 10 Healthy Habits and extra-curricular programmes.

In Years 7-9, Key Stage 3, students fully cover the National Curriculum and go beyond. Students are taught discrete subjects by subject specialists in English, Mathematics, Science, Modern Languages, Physical Education, Geography, History, Religion, Philosophy & Ethics, Art, Music, Computing & IT, Food Preparation & Nutrition, Drama, PSHE, Citizenship and Careers Education.

Through the use of activities to enable recall and retrieval, supporting the development of long-term learning, students are challenged to develop their knowledge and its application in a wide range of GCSEs. Alongside PSHE, Citizenship, Careers Education, Core Ethics & Values and Core Physical Education, students study 9 GCSEs in Years 10 and 11. All students will study English Language, English Literature, Mathematics, Science and Religious Studies, plus a humanity and three other subjects of their choice.

At the time when these choices are made, parents' meetings are held at which all the appropriate subject teachers and specialist careers staff are available.

7. **In the Classroom**

The atmosphere at the school can be described as academically rigorous and students and staff work hard to achieve the highest possible standards. We assess the students regularly and ask them, in partnership with their teachers, to monitor their own progress and set themselves challenging targets.

Art

Art makes an essential contribution to the full range of human intelligence and offers a means of deep personal enrichment. There is a wide array of aesthetic opportunities and acquisition of skills available at each Key Stage to suit the aptitudes and interests of the students across a range of projects. At both GCSE and A Level, we follow the OCR Fine Art syllabus. Year on year, we achieve excellent examination results, as a result of the synthesis between dedicated department staff and enthusiastic, studious and able pupils. The Art Department has one full-time and two part-time members of staff. All classes are taught as mixed ability groups in specialist accommodation located in The Haystacks building.

Business and Economics

Business is available to students as an option at GCSE, and A Level. Economics is taught in the Sixth Form. The topical nature of these subjects means that resources are constantly updated; recent real-life case studies and current data are therefore drawn from newspapers, TV and online sources.

Through studying Business, students will be better prepared for the world of work and will have a deeper understanding of the decisions made by firms; helping them as future employees, potential employers and as a general stakeholder in society. Our students will gain an ability to think commercially and will be given opportunities to develop business acumen and management skills, which can benefit them in whatever career they pursue.

During their study of A Level Economics Students will develop the knowledge and skills needed to understand and analyse economic data and to think critically about economic issues. Students will have a good knowledge of developments in the UK economy and economic policy in the recent past. The A Level course will develop students as well-rounded junior economists and give them an ability to think about global issues when entering the world of work.

Drama

At TGGS, students benefit from two fully equipped drama studios that provide an inspiring and creative environment for performance and theatrical exploration. Through a dynamic, practical curriculum, students develop essential performance skills while engaging with both scripted texts and devised theatre.

Lessons are designed to build confidence, foster creativity, and strengthen collaboration and communication skills. With a strong emphasis on practical learning, students regularly rehearse, devise, and perform work for a variety of audiences.

Students experience a broad range of theatrical styles, genres and techniques, including mime, improvisation, characterisation, Greek theatre, Commedia dell'Arte, Melodrama, Verbatim Theatre, Pantomime and ensemble-based performance, inspired by influential theatre practitioners. This varied approach enables students to become imaginative, confident and versatile performers.

Beyond the classroom, TGGS offers a vibrant programme of extra-curricular drama opportunities. Students from all year groups can take part in the annual school musical, while dedicated Drama Clubs for each year group provide further opportunities to rehearse and perform throughout the year. These productions allow students to

contribute both on stage and behind the scenes, developing teamwork, creativity, and a passion for live theatre.

English

The students follow a programme designed to inspire passion and enthusiasm in the three key areas of English: reading, writing, speaking and listening. Students are encouraged to become confident communicators who have their own 'voice', think critically and write with creative flair. They study a diverse range of texts including novels, poetry, drama including plays by Shakespeare, and modern media texts. They learn to question the world around them, develop empathy and open-mindedness and build a life-long love of literature.

Classroom approaches are active and lively, enabling students to develop critical and creative responses and supporting them to become independent learners. Pupils are often given the opportunity to visit the library where they learn how to effectively use materials for research and are encouraged to read widely and for pleasure.

Where possible, visits to the theatre are arranged so that students can see the plays they are studying in performance to enrich their learning. Also, extra-curricular opportunities such as Book Club and Creative Writing Club and competitions such as 500 words offer students the chance to pursue their passions and be creative.

Geography

The geography programme in Years 7 – 9 is designed to both prepare the students for GCSE geography and to inspire them by investigating a broad range of contemporary geographical issues. The range of skills students develop is impressive and includes cartographic, mathematical and analytical skills. The GCSE and A Level programmes of study are exciting and rigorous and provide an environment for healthy discussion and debate within lessons. Students that opt for geography at GCSE and A Level develop a critical understanding of the world around them and the challenges humanity faces now and into the future. To support classroom learning the geography department is passionate about delivering field work and locations have included Iceland, Sicily, Manchester, Lake District as well as more local destinations such as Bristol, Plymouth, Exeter, Dawlish Warren, Slapton Sands and Dartmoor.

History

In History students are encouraged to understand and appreciate their own cultural heritage and how it interacts with other world cultures. Alongside the traditional skills of analysis and interpretation there is an emphasis on enquiry and research, developing good independent learning skills. This will help to prepare them for the GCSE course. Where possible, visits to places of historical interest take place to enhance classroom activities, such as London and the First World War Battlefields. We encourage students to participate in History House competitions, such as Castle building and extracurricular activities such as the film clubs.

In Year 7 students begin their studies with a course on Medieval England which then leads onto the Tudors. In Year 8 we start the year with the Stuarts and continue into Victorian England and the British Empire. From there this leads us into the First World War. In the Autumn term of Year 9, students study the Second World War and world history post 1945. We then start the GCSE in the Spring term of Year 9. GCSE and A Level options allow the students to study different periods of both British and World History and allow them to critically analyse these events through both primary source material and interpretations. As such, students are given the opportunity to explore a wide range of fascinating political, social and economic aspects of our incredible past.

Mathematics

In Mathematics our aim is to develop confident Mathematical thinkers through depth before breadth and mathematical fluency.

Mathematics is a creative, highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

At TGGS, students are challenged with a variety of methods; written, mental, oral, investigative and practical, to make them more proficient and confident. We stretch them. We actively develop the tools necessary to improve their problem solving and reasoning skills. We strongly promote independent learning and build their resilience, by encouraging them to learn from mistakes.

Students are continually assessed on 5 key skills

- Number
- Ratio and Proportion
- Algebra
- Geometry
- Statistics

We use many resources to enhance the students' learning experience such as Dr Frost and Integral Maths.

Our students take part in annual National Competitions such as the Maths Challenge at Junior, Intermediate and Senior levels. Questions are interesting, thought provoking and fun and certificates are awarded for levels of success achieved. Each year a few students are asked to take part in the second round which is much more demanding, and many have been very successful.

Modern Languages

At Key Stage 3, our students study one language which will be either French or Spanish. At Key Stage 4, they have the option to continue with the language studied at KS3 and, as part of the options, they can study the other language ab initio at GCSE level.

We strongly believe in giving our students the ability not only to communicate confidently but also to manipulate the language(s) that they are studying. Our spiral curriculum allows grammar, vocabulary and skills to be taught in a cumulative way, building meaningful language competence. We use a range of strategies to support students' language learning, including independent, pair and group work, all built into our in-house curriculum plans. At Key Stage 3, we create all of our own materials to ensure an appropriate level of challenge and engagement and at Key Stage 4 and 5, we follow the Edexcel specification.

Should students choose to continue with languages at A Level, they will study a wide range of topics. This level of study incorporates aspects of literature, film, culture and current affairs and students who follow this course leave with a fluency in the language which gives them a real and rewarding ability to express themselves in their chosen language.

Music

Music is taught to all students in Key Stage 3. As a performing art, a great deal of emphasis is placed on the practical aspects, but these skills are underpinned by knowledge about the subject. Activities in lessons include composing, performing, arranging, vocal and instrumental improvisation, listening and appraising. This approach continues at Key Stage 4. Students experience the curriculum through exploring both live music-making and Logic Pro X software on our Mac computers.

Many students learn a musical instrument in lessons given by specialist teachers, and everyone is encouraged to participate in the school orchestra, choirs, the string ensemble, marching band and band workshops which take place in lunchtimes.

Students have many opportunities to perform, including our annual Carol Service, Summer Concert and other internal events, as well as external performances within our local community.

Physical Education

Physical Education develops students' physical competence and confidence and their ability to perform in a range of activities. It promotes physical skills and knowledge about the body in action. Physical Education provides opportunities for students to be creative, competitive and to face up to different challenges as individuals, and in groups and teams. In addition, it helps social, physical and mental development. It promotes positive attitudes towards active and healthy lifestyles. It is also fun! A broad curriculum is covered during Years 7 and 8. The course broadens slightly in Year 9 where students opt for strands which lean towards their area of choice.

A GCSE course in Physical Education is available at Key Stage 4 for students who are enthusiastic about sport, exercise and healthy lifestyles. The course provides opportunities to develop practical skills, alongside an understanding of the science and theory behind performance.

Physical education is also offered at A Level in Key Stage 5, providing students with the opportunity to further develop their knowledge and understanding of areas such as exercise physiology, biomechanics, sport psychology, and socio-cultural influences in sport.

Science

In Years 7 and 9, students study Science as an ever-changing subject; not a day goes by without some scientific discovery or issue being reported in the news. We incorporate this important and exciting aspect of the subject in our teaching, and in doing so inform and encourage the next generation of scientists.

We want our students to be adept at applying their understanding in different contexts and our excellent facilities ensure that they also have many opportunities to develop their practical and investigative skills.

In Year 9, students start the Science GCSE courses, before opting to study either the Combined or Triple Science Award in Years 10 & 11. By the end of Year 11, students will have gained either: · GCSE Combined Science (equivalent to two GCSEs) or · GCSE Biology, GCSE Chemistry and GCSE Physics (Triple Science Award). Our GCSE courses are also firmly based on investigations, practical work and individual research with many students opting to pursue a science discipline at university.

Biology

Biology is a very popular subject both at GCSE and A Level. Students are engaged through real life examples and lots of practical work to embed the theory. To challenge and stimulate gifted students with an interest in Science, the Biology Challenge is offered to Year 10 students, and we have entered Sixth Form students into the Biology Olympiads for several years. Many of our students have been successful in gaining medals and certificates for their achievements. Students that love the subject have the chance to be Year 10 or Year 12 Ambassadors where they spread their passion through support for those struggling, running clubs and setting competitions, and we plan multiple trips right from Year 7.

Chemistry

The principal focus of science and chemistry teaching in Key Stage 3 is to develop a deeper understanding of a range of scientific ideas. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding such as the particulate model as the key to understanding the properties and interactions of matter in all its forms. Students are encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Students follow the AQA Activate scheme of work at Key Stage 3. In key stage 4 students continue with the process of building upon and deepening scientific knowledge and the understanding of ideas developed in earlier Key Stages.

Many of our students choose to study chemistry at A Level. At TGGS we follow OCR's A Level in Chemistry A. In Chemistry, students are encouraged to get involved with Chemistry Week celebrations and activities outside of lesson time. As well as participating in the Royal Society of Chemistry competitions, including the Chemistry Olympiad and the Cambridge Chemistry Challenge.

Physics

The physics curriculum aims to provide students with a strong foundation in understanding the fundamental laws of nature and how they apply to everyday experiences. Younger students will learn concepts such as motion, energy, forces, waves and electricity, using hands-on activities and experiments. Older students also explore modern physics, including quantum physics, astrophysics, nuclear physics and medical physics, for example. By the end of the whole subject experience, students will have a deep understanding of the physical world around them and the tools to analyse and solve problems with scientific rigour.

Our specialist-led Physics department is committed to developing students' analytical thinking, problem-solving abilities and understanding of the physical world in a supportive and engaging learning environment. We offer a range of resources and opportunities, ranging from taking part in Physics Olympiad competitions to organising both support sessions at lunchtimes and trips both to local engineering facilities and abroad to world-renown institutions, such as CERN in Geneva. Our goal is to cultivate a love of learning and a deep understanding of physics in all our students.

Food Preparation and Nutrition

Students develop a wide range of practical cooking skills while learning the principles of nutrition and healthy eating. We aim to inspire a lifelong love of cooking, encouraging creativity, confidence and independence in the kitchen. Cooking is an essential life skill that enables students to prepare nutritious, affordable meals for themselves and others, both now and in later life. Through the Food Preparation and Nutrition curriculum, students gain a strong understanding of culinary techniques alongside key knowledge of food science, nutrition, food marketing and food safety.

Computer Science

Computer Science is taught as a discrete subject at Key Stage 3, where students develop a strong foundation through a series of engaging, project-based lessons. They build confidence in problem-solving and computational thinking while gaining practical experience across a range of tools and environments. Students explore the importance of Data Science by analysing and interpreting data, alongside developing key skills in web development, digital publishing, networking, and understanding how computers work. This ensures a broad, balanced, and relevant introduction to modern computing.

From Year 10, students can opt to study GCSE Computer Science following the Pearson Edexcel specification, with final examinations at the end of Year 11. The course combines a solid grounding in core theory with the development of practical programming skills. Students learn to design, write, and test solutions to real-world problems, preparing them for success in both examinations and future study.

Computer Science provides students with a powerful and enduring skill set. The logical thinking, creativity, and problem-solving abilities they develop are highly transferable and remain valuable in an ever-changing technological world.

Personal, Social, and Health Education (PHSE)

Personal, Social, and Health Education (PSHE) helps students to learn to recognise their own value, work well both independently and with others so they become increasingly responsible for their own learning. PSHE helps them to reflect on their life experiences, explore their misconceptions and to understand how they are developing both personally and socially.

At TGGS, the PSHE curriculum is designed to enable students to become informed, proactive and responsible citizens, and contains three strands.
Through the citizenship aspect of the curriculum, students learn to understand and respect our common humanity, to understand our parliamentary and judicial systems and the laws preventing discrimination and promoting equality. Topics include the setting up of community projects or creating a campaign to inform others on something they are passionate about.

Our wellbeing section includes ways to build resilience and look after our physical and mental health, as well as learning to critically evaluate the ways we use social media platforms and the impact it can have on our own and others' self-image and self-esteem. We believe that this holistic approach gives our students the knowledge and skills they need to lead confident and healthy lives, and to become kind and thoughtful young adults who have the belief that they can make a positive impact on the world around them.

The final section is the Relationships & Sex Education (RSE) component. This is a compulsory aspect that the government introduced from September 2020 and explores our relationships with others, understanding when a relationship is healthy or unhealthy. We also look at puberty and where science lessons cover factual information relating to sexual reproduction, the impact of hormonal changes upon emotions and good personal hygiene are taught as a separate lesson in wellbeing. If lessons reference sensitive or controversial issues, such as challenges around food, then students are notified in advance and given the opportunity to seek further information from the teacher in charge. In accordance with government guidelines, parents may withdraw their children from those parts of the programme that deal with Sex Education but not Relationships but we would ask that you speak to the Head of PSHE first to discuss any concerns you may have, so we can share the lesson with you before you make a final decision.

Religion, Philosophy and Ethics

Religion, Philosophy and Ethics encourages students to become thoughtful, open-minded and compassionate global citizens who are able to engage critically with the complex issues facing society today.

In Years 7 to 8, students have three lessons a fortnight in line with other humanities subjects. Lessons are designed to be engaging, relevant and thought-provoking, exploring how religious and non-religious worldviews respond to contemporary ethical issues such as environmental responsibility, organ donation and social justice. Students also examine philosophical questions including "What is truth?" and are introduced to perspectives such as Humanism.

In Year 9, students begin the GCSE Religious Studies course, following the AQA Religious Studies A specification. Students study Christianity and Judaism alongside key thematic topics including relationships and families, religion and life, religion, human rights and social justice, and crime and punishment.

At Key Stage 5, we offer Eduqas A Level Religious Studies, which combines the study of Buddhism, philosophy of religion and ethics. The course develops students' ability to think independently, construct balanced arguments and engage with challenging ideas in depth.

Across all key stages, students develop a range of transferable skills including communication, reasoning, analysis and evaluation. Through discussion, debate and reflection, students learn to understand the beliefs and experiences of others while developing the confidence to question, critique and form their own informed judgements.

Careers Education and Guidance

Careers Education features as an integral part of the PSHE curriculum throughout the school. The Careers programme seeks to increase self-awareness as well as developing knowledge of the opportunities in the world of work as well as in further and higher education. The programme is delivered through a mixture of discrete taught sessions and work in tutor periods. Outside speakers provide valuable help and our students have access to a qualified Careers Advisor who is an integral member of the Careers Department in the school.

Students also practise decision-making and transition skills such as writing a curriculum vitae, completing application forms and interview techniques. The school makes use of the UNIFROG platform to help students organise themselves and to assist them when applying for work, apprenticeships, university and life beyond school.

In both Key Stage 4 and Key Stage 5 students are encouraged to undertake work experience in a wide variety of placements either in-person or virtually, to further develop their skills and experience.

8. Special Educational Needs and Disability Provision (SEND)

Here at TGGS, we are committed to ensuring that all pupils who meet our admissions criteria are fully included and as such, we cater for a wide range of Special Educational Needs from across the four areas of need.

All teachers are trained in using adaptive, high quality teaching strategies to ensure that our universal provision is able to meet the needs of almost all learners, regardless of Special Educational Need. For those students who require provision additional to and different from this high-quality universal provision, we apply a graduated response.

The first step in this response cycle is for the SEN team, in consultation with teaching and pastoral staff, the child and their family, and external professionals where appropriate, to assess the pupils' needs, before planning what support to put in place. This support is then outlined on a Pupil Passport which is circulated to all teaching staff as well as the family. Teachers and support staff then implement the support outlined in these Passports and the final stage in our graduated response is to review the support termly, consulting with teachers, support staff, families and children, to monitor the impact of the support.

Thanks to our experienced team of ASD Lead, SEMH Lead, Counsellor, Pastoral Staff, Assistant SENDco and SENDco, we have a wide range of support available. This allows us to ensure that all children with SEN progress and develop in line with their peers.

For Year 6 pupils who are identified as requiring this, we offer a comprehensive, bespoke programme of enhanced transition, beginning with a visit from our school staff to the child's primary school to meet them and their current SENDco. This allows us to ensure that we are ready to begin applying a graduated response from the moment the child starts school with us in Year 7.

9. Extra-curricular Activities

At TGGS we are very proud of our students who really do go the extra mile to enrich their time at school. We want our students to develop their character skills of leadership, teamwork, aiming high, problem solving, speaking, listening, creativity and staying positive through engaging in a vast array of extracurricular activities, leadership positions, outdoor education, house competitions and charity fundraising. However, the contribution of our students extends beyond the school community as they are given opportunities to be real advocates for societal change including environmentalism and challenging misogyny.

Leadership and Personal Development

At TGGS, we encourage all students to develop their character skills through participating in extra-curricular clubs, trips, house competitions and super-curricular opportunities. We also encourage our students to undertake positions of responsibility. We offer opportunities for leadership from year 7 right through to the end of sixth form. In a world where females are underrepresented in leadership roles, we want to encourage our students to break glass ceilings and prepare for being future leaders. Students can apply to be School Council representatives, House Captains, Sports' Captains, Form Representatives, Subject Prefects and Ambassadors. Student Council has made a real impact at TGGS ensuring that the student voice helps shape the vision of our whole school community. The student council designed the school library and every year they arrange the school's Cultures Day. This is a day where students can celebrate cosmopolitan multiculturalism, and learn about the different cultures and traditions of our school community. The Sixth Form students are expected to take a leading role in school life, especially in working with younger members of the school. They support younger students through the academic peer mentoring scheme, the Hub, which typically involves over 70 Year 12 students working with subject teachers, to offering specific subject intervention to students in younger years. Students in Year 10 can also apply to be maths prefects and support peer mentoring for younger students. Other sixth form students take on the mantle of the Heads of Houses and the Head Girl team, truly coveted positions in the school community. Students can also apply to become wellbeing ambassadors, and this scheme trains sixth-form students to support younger students with their mental health and well-being.

At TGGS we promote the importance of oracy and encourage students to develop their skills and to be confident when presenting their views. We have highly successful public debating teams, and in recent years, two teams have reached the final of the English-Speaking Union's Public Speaking competition (with one team winning), as well as two students consecutively reaching the final of Historical Association's national debating competition. There is a debating club for sixth form students and the Year 12 Politics Ambassadors support the debating club for Years 9-11. Students in Years 7-11 can also participate in SWAT challenges (Southwest Academic Trust) schools. The SWAT teams have been successful, both as winners and runners-up, and presented at the SWAT Schools conference at Exeter University.

In 2020, the school was named UK Parliament School of the Year, and this accolade reflects how our school community proactively endorses core British values. Every year, we celebrate British Democracy week; all students watch live hustings for the Head Girl and Heads of Houses, and we have a whole school vote to elect the winning candidates. We also invite many external speakers ranging from local MPs representing different political parties and pressure groups. We have successful Medsoc and Lawsoc sixth form-led groups who also arrange for visiting speakers to come into school to talk to students about prospective careers.

The students at TGGS are are also championing change beyond the school gates through lobbying decision makers. Locally, students are invited to join the Torbay Youth Forum to support change for young people by working with leaders at Torbay Council, ensuring that the voices of young people are heard. Students have even travelled to Parliament to meet the Business Secretary to raise awareness of the school's e-petition in relation to climate change and the inclusion of young people in future policy making. During the pandemic the efforts of students to campaign for change continued, albeit virtually, with a meeting with the Minister for Equalities. The students were able to raise concerns with the Minister and the local MP for Torbay about street harassment and the lack of a universal PHSE programme for young people aged 16-18. More recently, sixth form students initiated a poster campaign 'Safety in the Workplace' to tackle misogyny in the workplace. This initiative has been supported by an array of local businesses and MPs and we hope that it will be rolled our beyond the local area.

We encourage our students to be ambitious with their future destinations and there are many opportunities for students to enter competitions relating to STEM and other areas, for example essay competitions. These are widely publicised through the careers' newsletter, which is shared with students and staff, and is also available publicly on the website. Careers talks are provided for students, and we use student, parent and staff surveys to inform the development of our careers programme. Students are also given support to engage with professionals in the health care profession through the bi-annual

Health Care Conference with representatives from Torbay NHS, Medical History group and alumnae who are now health care employees. Sixth form students at TGGS are also one of the very few Junior League of Friends in the country and they raise money for the local hospital through fundraising and attending board meetings with the charity founders of the League of Friends.

Clubs

We offer an impressive array of clubs at TGGS, and we continuously adapt our provision to try to accommodate student requests. Clubs range from sporting clubs to more relaxed clubs like crocheting and the quiet club, which allows students to take some respite from the busy school environment. We encourage students to utilise our lovely grounds and walk around the circuit at lunch and breaktime as we are aware that being active promotes wellbeing. The full range of clubs currently offered can be viewed at www.tggsacademy.org/clubs.

Duke of Edinburgh Award Scheme

The Duke of Edinburgh (DofE) Award enables students at TGGS to develop their mind, body and soul in a non-competitive environment. Its ability to elevate self-confidence, skills and aspirations should not be underestimated.

The DofE scheme allows students from Year 9 onwards to participate in either the Bronze, Silver or Gold Award scheme. For each, students chose their own activities and set personal objectives in each of the following sections:

- **Volunteering**: undertaking service to help people, the community or society, the environment, or animals.
- **Physical**: improving in an area of sport, dance or fitness activity.
- **Skills**: broadening an understanding and increased expertise in a chosen skill.
- **Expedition**: planning, training for and completion of an adventurous journey in the UK or abroad.

- **Residential:** At Gold level, participants must do this additional fifth section, which involves staying and working away from home doing a shared activity or specific course.

Each section must be done for a minimum time period, during which it is monitored and then assessed. Each level of the DofE Award demands more time and commitment from participants. A DofE Award at any level represents a great achievement and can undoubtedly compliment academic success at TGGS, in Higher Education, and in future vocational situations.

Ten Tors

TGGS teams enter the challenging 35, 45 or 55-mile Ten Tors event held each year on Dartmoor. Training on the Moor takes place over several months preceding the event, led by qualified members of staff and volunteers. The students involved will learn skills of navigation, trekking, wilderness camping, teamwork and leadership. We have established a very good reputation and can offer an exciting, challenging, and safe training programme for students in Years 10 to 13. Ten Tors is a mass participation event, involving endurance, teamwork, and survival! All those who have participated in the Ten Tors challenge will remember it for the rest of their lives and for many it will be a life-changing experience.

Music

There is a strong musical direction to the school. The students have the opportunity to take part in a range of activities including ensemble groups such as the Choir, Orchestra, String group, Jazz band, Pop band, Close Harmony Choir. There are highly experienced peripatetic staff attached to the school so there is tutoring available for most instruments. There are also plenty of opportunities to perform such as Carol Services, Open Evenings, Carol Singing, Assemblies and Community events. There is a special Year 7 concert in the first term where whole year group participate in a musical variety showcase.

Sport

Hockey, netball, rugby, tennis, badminton, rounders, athletics, trampolining, dance, fitness, cricket, football, basketball, volleyball and gymnastics are available over Key Stages 3 and 4, in lessons and as extra-curricular activities. There is an extensive programme of fixtures and students are encouraged to attend extra-curricular clubs, as well as enter area and county trials and competitions. We have had considerable success in team and individual sports with students competing at local, national and international levels.

Our four badminton court sports hall greatly enhances our ability to provide sporting opportunities including the fitness suite, which offers a variety of cardiovascular and resistance training equipment. It is used extensively in Key Stage 4 lessons and is extremely popular with the 6th Form as an extra-curricular activity.

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10. **Facilities**

Torquay Girls' Grammar School was founded in 1915. The school moved to the art deco building on its Shiphay site, surrounded by its own playing fields, in 1939. In the ensuing years this original building has been extensively altered and refurbished to provide up-to-date specialist facilities and a whole range of modern buildings has been added as the school has expanded and the needs of teaching and learning have changed.

Sport provision includes a £2 Million Sports Hall and modern netball and tennis courts. An all-weather astro-pitch provides competition-standard facilities for all our students, including a large Pavilion.

The Trustees are committed to providing the best possible facilities for the students and recent developments include a study centre and a lecture theatre. We celebrated our recent Centenary by building an archive corridor, an outside amphitheatre and refurbishing our Vestibule in an Art Deco style.

Our new Learning Resource Centre, co-designed with the student council, opened in Autumn 2022.

11. **The School and the Community**

At Torquay Girls' Grammar School, we understand that education is for life as well as for academic success. We value our contacts with local businesses and institutions as well as those within the wider international community. Visitors from the Health Service, the Police and local Magistrates contribute significantly to our PSHE programme.

The School has an admirable record for contributing to charitable causes, most prominent of which are our support for Imprezza School in Kenya and national and local causes nominated by the students themselves.

12. **Charity**

Charity work occupies an important place in school activities and there is a long tradition of contributing toward the needs of others. This helps to develop social awareness and understanding, and it fosters in the students a concern for those less fortunate than themselves.

Students together nominate one or more charities they wish to support and organise events to raise funds. In addition, we support national initiatives such as Children in Need.

Imprezza is our partner school in the third most deprived area in Kenya, offering free education to students that can't afford to pay school fees. Over 20 years ago, one of our former Head Girls travelled to Kenya and spent time in the school. She was inspired by what she saw and upon her return to TGGS she explained how the collective efforts of the school community could make a real impact upon the lives of the school children in Kenya. Since then, we have been supporting the school through fundraisers, events and our annual sponsored walk.

13. **The South West Academic Trust (SWAT)**

We gain massive benefits from belonging to SWAT. The South West Academic Trust is a partnership of leading grammar schools in the South West and the University of Exeter. Our vision is to work together to raise achievement and aspiration within our schools and across the region. Each school seeks to continue and extend existing partnerships with community schools, sharing and embedding good practice and innovation in order to contribute to raising standards and achievement.

SWAT is made up of the following schools: Bournemouth School for Girls, Churston Ferrers Grammar School, Colyton Grammar School, Devonport High School for Girls, Devonport High School for Boys, Parkstone Grammar School, Plymouth High School for Girls, Poole Grammar School, South Wilts Grammar School, Torquay Boys' Grammar School, Torquay Girls' Grammar School, and the University of Exeter.

14. **Sixth Form**

After Year 11, our students move into our outstanding Sixth Form and from there go on to take up places in the world class universities and find employment with top companies. TG6 offers students the choice of over 20 A levels, alongside extensive leadership and enrichment opportunities. Academic enrichment includes the exciting prospect of undertaking the Extended Project Qualification or joining one of the many academic societies such as MEDSOC or LAWSOC.

Our students obtain excellent A Level grades and we know that they value, not only the academic qualifications they achieve whilst in our Sixth Form, but also the fantastically friendly and supportive atmosphere. Numerous memory making trips to places such as Borneo, France, Germany, Poland, Iceland and London really help students to bond, and create a sense of fun that withstands the stressful time of examinations.

Full details of our inspiring Sixth Form (one of the highest performing in the country) can be found in our Sixth Form Prospectus which can be viewed on our website, or is available on request.

15. **RESULTS 2025**

A Level Results Year 13 (2025)

112 Candidates Pass Rate = 98.5% Percentage A* - B Grades = 72%

Exam SUBJECT	**Entries**	**A***	**A**	**B**	**C**	**D**	**E**
Biology	**45**	10	6	14	6	8	1
Business Studies	**10**	0	1	6	3	0	0
Chemistry	**39**	6	5	11	11	4	2
Computer Studies	**2**	0	0	1	1	0	0
Drama	**0**	0	0	0	0	0	0
Economics	**14**	1	8	4	1	0	0
English Literature	**21**	2	2	10	5	0	2
Fine Art	**7**	2	2	3	0	0	0
French	**4**	0	1	2	1	0	0
Geography	**29**	5	10	5	9	0	0
German	**9**	0	3	2	4	0	0
History	**21**	0	8	9	1	3	0
Mathematics	**26**	6	6	6	5	2	1
Media Studies	**11**	3	4	3	1	0	0
Music	**0**	0	0	0	0	0	0
Philosophy & Ethics	**2**	1	0	1	0	0	0
Physics	**9**	0	2	4	1	1	1
Physical Education (TBGS)	**3**	1	0	0	2	0	0
Politics	**15**	3	5	5	0	1	1
Psychology	**46**	7	11	17	7	3	1
Religious Studies	**10**	3	3	3	1	0	0
Sociology	**6**	1	1	2	1	0	1
Totals	**329**	**51**	**77**	**109**	**60**	**22**	**10**
EPQ	**51**	14	15	18	4	0	0

GCSE Results Year 11 (2025)

156 Candidates Five 9-4 Grades inc Maths and English = 94% Percentage 9/8/7 Grades = 58%

Exam SUBJECT	**Entries**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**
Art & Design	**37**	13	0	12	3	0	0	0	0
Biology	**91**	21	12	14	16	20	5	3	0
Business Studies	**49**	0	11	10	13	9	4	2	0
Chemistry	**91**	17	13	18	14	22	5	1	0
Computer Science	**7**	1	0	1	1	2	0	0	1
Combined Science	**125**	27	24	32	20	16	5	0	0
Drama	**9**	4	2	0	3	0	0	0	0
English Language	**156**	21	26	36	36	25	10	1	1
English Literature	**154**	21	20	46	34	22	7	2	1
Food & Nutrition	**10**	2	3	5	0	0	0	0	0
French	**73**	16	13	9	15	16	2	2	0
Geography	**89**	22	20	15	17	8	5	2	0
Geology	**16**	8	3	3	1	0	1	0	0
German	**76**	14	10	15	15	12	8	2	0
History	**72**	14	22	11	17	4	2	2	0
Maths	**156**	21	33	34	34	24	7	3	0
Maths (Further L2)	**32**	7	9	11	3	2	0	0	0
Music Studies	**13**	1	3	4	2	2	0	1	0
Physical Education	**14**	0	0	1	4	3	2	4	0
Physics	**91**	17	9	18	16	17	10	2	0
Religious Studies	**58**	14	14	18	7	3	1	1	0
Totals	**1421**	**258**	**255**	**316**	**270**	**210**	**75**	**28**	**3**

16. ADMISSION ARRANGEMENTS

For entry into Year 7 in September 2027
Torquay Girls' Grammar School is a selective girls' school with Academy status. As an Academy the Trustee Body has responsibility for admission to the school. For the academic year 2027-2028 Trustees have a Planned Admission Number (PAN) of 192 in Year 7.

Registration to take the 11+ Tests
Applicants wishing their child to take the test at Torquay Girls' Grammar School on Saturday 19th September 2026 must complete the Registration Form which is available on the school website via a secure page and return it by midday on 15th July 2026 (preferable) or the final date of midday on Friday 4th September 2026. Anyone unable to complete an online application should contact the school.

The registration is made with just one school which will be the school where your child will sit the test. This part of the process is not an application for a place – see APPLICATION FOR SCHOOL PLACES.

Applicants
Candidates will be female.

Candidates will be in Year 6 at the time of taking the test:
(Applicants for September 2027 will be born between 1st September 2015 and 31st August 2016).

Candidates qualify to take the tests by virtue of their chronological age not the year of their school placement.

The process for requesting an admission outside of the normal age group is as follows.

Parents/Carers will need to submit evidence in support of the application. We require a letter from their current school confirming the child will be in Year 6 at the time of testing, and in the case of a child being younger than the age range, a supporting statement regarding their social and emotional development.

Should it be agreed that the tests can be taken a year early it needs to be clearly understood that a second attempt cannot be made the following year. No child can take the tests twice for whatever reason.

Testing Arrangements
Applicants **must** complete the Test Registration Form issued by the School and this form must be returned by midday on **Wednesday 15th July 2026** (preferable) or the final date of midday on **Friday 4th September 2026**. The form can be accessed from the school website on the Admissions page (electronically submitted) or by contacting the school office. The school will send all details of the test arrangements via e-mail in early September 2026.

Torquay Girls' Grammar School tests on English and Maths.

Children who are unable to take the tests on Saturday 19th September, due to illness or other significant acceptable reasons, (eg. religious observance) will be offered the opportunity to take the tests on the pre-arranged catch-up date which this year will be Friday 25th September 2026. However, this must be discussed with the school at the earliest opportunity. Children sitting these tests will be considered alongside those children who sat the tests on Saturday 19th September 2026.

Requests to take the 11+ tests, received beyond this time, will only be considered when parents can demonstrate a genuine reason why the tests could not be taken according to the above schedule. For example, bereavement, or other circumstance beyond the control of the parent(s)/carer(s) prevented a timely registration, or the child moved into the area after the closing date for test registration. Evidence will be required to justify this delay. Testing will take place in December. Children sitting these tests will be considered alongside those children who sat the tests in September 2026. These students will be considered in the first round of applications.

For children whose registration or common application form (or both) were submitted after the closing dates and where they were not considered to be timely, there will be an opportunity to sit the school entrance tests for consideration after the first round of allocations on National Allocation Day. Such cases might be if illness prevented a single parent/carer from returning the form on time, if the reason for lateness is supported in writing by a medical professional involved in the case, or if the applicant has moved into the area after the deadline (evidence will be required). Late notification of the testing timetable by a child's current school or otherwise will not be accepted as a reason why timely registration was not possible These students will be able to sit the tests in March and considered in the second round of applications following National Allocation Day.

SEND Candidates

Access arrangements, including Extra Time (up to 25%), will be applied only in exceptional circumstances. This is to ensure that no candidate has an unfair advantage and also to reflect the JCQ regulations on Access Arrangements which are applied at GCSE and A Level. Access Arrangements will be considered only where we have received evidence from primary school that this is the student's normal way of working and at least one piece of additional evidence from our approved list of evidence (see Appendix 1). If a parent believes that their child qualifies for Access Arrangements, this should be stated when registering for the 11+ and evidence provided as soon as possible. In situations where it only becomes clear following registration for the 11+ that the child qualifies for Access Arrangements, parents must make contact with the Admissions Officer as soon as they become aware and provide evidence as soon as it is available. Failure to provide evidence in a timely manner may lead to Access Arrangements not being applied.

Notification of potential extenuating circumstances

A parent may submit a case that there were exceptional circumstances that may have affected a child's performance prior to or on the day of a test. This information must be submitted to the school in writing or via email, within 14 days of the test even if the test has been taken at a different school. The Admissions Panel will consider each written case received when the marks are received and prior to the guidance letters being issued.

There will be no opportunity to resit the selection test for admission in the same academic year.

Notification of Guidance – Testing before Preference

To help parents make an informed decision about whether an application for a place in a grammar school may be successful, children sit the selection test before the closing date for applications for a school place with the Local Authority.

Guidance letters will be issued on, or as soon as possible after Monday 12th October 2026 indicating whether, based on the child's performance in the 11+ examinations, a selective education is appropriate to his or her academic ability. This will not be the actual scores but a Yes or No to whether your child's performance has met the eligible score for our school, as determined by the Admissions Panel. Guidance will be given whether the scores achieved would be likely to gain a place at each of the selective schools in Torbay.

At this stage of the process this will not be an offer of a place at a selective school – it will simply give an indication of whether an application is likely to be successful.

Scores for successful candidates will not be disclosed even when places are formally offered in March. The rationale for this is that when students start in Year 7 that they all begin their academic journey at Torquay Girls' Grammar School from the same starting point.

Application for School Places

The normal round of admissions is when children can join our school for the first time. To enable all parents who wish to apply for a place for their child in Year 7, each Local Authority (LA) across the country is required by law to co-ordinate applications for the schools in its area. This means parents will receive one offer of a school place at the same time as other parents. For us, Torbay is the LA which co-ordinates applications which have been made either direct to them or passed on by Devon and other LAs.

Parents must apply for a school place using a Common Application Form from the Local Authority in which they live (deadline Saturday 31st October 2026). They can make up to three choices ranked in order of their preference. For children who live in Torbay, this is called the CAF1 and is available online at www.torbay.gov.uk/secondaryschooladmissions.htm. In Devon it is called the D-CAF3 and is available at www.devon.gov.uk/admissionsonline or within the Step-by-Step booklet. You can request a copy by calling Torbay on 01803 208908 or My Devon on 0345 115 1019. If your child lives in another LA, you must apply by contacting that LA, even though you are requesting a place here.

There is a national closing date for applications for secondary transfer, and this is 31st October. You can apply after this date, but your application may not be considered until after all of the applications that were made on time. If you could not apply before, you should make sure that you inform the LA. If the reason for applying after the closing date is accepted, your application will be considered at the same time as everyone who did apply on time, if this is still possible.

If you know that you are going to move into the area during the Year 6 for your child, you can apply from where you are (providing your child has sat the 11+ examination) and provide evidence of the new address where possible. You do not need to wait until you have actually moved, even if this is after the offer of places on Monday 1st March 2027.

Shortly afterwards, we will also contact successful parents to welcome them and their child to the school and to make arrangements for admission itself. The LA will offer a school place to every parent who makes an application for admission, either at a school they have named or an alternative.

Where parents have applied for a place on the Common Application Form without having taken the 11+ examination, there will be no score to rank and therefore a place will not be offered. The child will be deemed not to have met the entry criteria.

Standardised Score for Age
Standardisation is a statistical process that is designed to take account of the fact that older children are at an advantage when taking the entrance test. Standardising the raw score makes it a level playing field for all the children in the year.

The test scores are adjusted to take account of the age of the children at the time they take the entrance test. One taking the test might be born on the first day of the school year (1st September), while another might be born on the last day (31st August). With what amounts to a whole year's difference in their ages, the older child is clearly at an advantage; for example, the older child will have an additional year's worth of vocabulary. As children are exposed to new vocabulary at the rate of more than 1,000 words per year, the difference can be very significant for the entrance tests. To remove this unfairness, the marks are adjusted to make them 'standard' for all children, regardless of their age.

ADMISSIONS CRITERIA

The Published Admission Number (PAN) is 192
Entry is determined by performance in the selection tests. Applicants achieving eligible scores are ranked based on performance in the tests, ie. the eligible list. These children are eligible to be admitted. Children achieving eligible scores who have an Education, Health and Care Plan naming the school will be admitted.

Oversubscription Criteria
The School will prioritise all applicants with an eligible score using the following oversubscription criteria:

1. Looked After Children and previously Looked After Children, including those children who have ceased to be in state care as a result of being adopted.
2. Children on the eligible list who are entitled to Pupil Premium, including the Service Premium. Parents/Carers will be required to provide evidence of eligibility and the school may request confirmation from the applicant's home local authority.
    i. Children given priority under this criterion fall into the following categories:
        1. Children currently registered as eligible for free school meals and children who have been registered as eligible for free school meals at any point in the last six years.
        2. Children whose parent(s)/Carer(s) are serving in the regular UK armed forces, to the children of regular armed forces personnel who were serving in the past 3 years, or to children who are in receipt of a pension under the Armed Forces Compensation Scheme and the War Pensions Scheme because their parent(s)/carer(s) died on active service with the UK armed forces.
3. Rank order based on the total score achieved in the tests of children on the eligible list.

Tie-breaks
In the event of a tied ranking for the last available place, proximity to the School will be used. This will be determined by measuring a straight line from the main School Reception front door to the house address of the applicant, using Devon's Geographical Information System, an electronic mapping system which can be viewed

at: www.devon.gov.uk/schoolareamaps. For those living equidistant from the school, an independent person will supervise random allocation.

Inclusion
The School acts at all times in accordance with the Equality Act 2010 and will therefore consider a request for reasonable adjustments from the parents/carers of any child with a disability or Special Educational Need who wishes to sit the selection tests. Parents/Carers should notify the School on the registration form if their child will need additional support in order to access the selection tests. This notification must be issued in a timely manner.

Post Allocation – Admission Appeals
Parents have a statutory right to appeal against an unsuccessful admission application to an Independent Panel, (independent of the school) whose decision is binding on the parents and the school.

The Appeals Panel will review the decision and will decide whether the refusal was justified on the grounds that the school was full or that your child was not of the required academic standard. Even if the Appeals Panel agrees that the school was full, it will also consider the impact on the child and family and may still award a place at the school.

Application should be made to the Clerk to the Appeals Panel, Pupil Services Department of Torbay Local Authority. Parents then have no more than 20 school days to return the papers, together with any supporting evidence parents wish to include. Parents do not have to wait for this period of time before submission.

The Clerk to the Appeals Panel will give parents at least 10 days' notice of the date when the appeal will be held. Parents will also be told when they should submit any further information they would like to be considered. Parents will receive evidence on behalf of the school before the appeal hearing.

After appeals are heard, decision letters will be sent within five school days; parents will be able to find out the outcome by telephone before then.

For further information on the appeals process, parents can contact the Clerk to the Appeals Panel for this school. Please see details at end of policy.

This policy details the admission arrangements for our school and should be read in conjunction with the Secondary and In-Year Co-ordinated Admissions Schemes and other agreed policies of Torbay Council, the Local Authority (LA). All policies and procedures seek to comply with the requirements of the School Admissions Code 2014, the School Admissions Appeals Code 2012 and other relevant legislation.

Waiting Lists
There will be a second allocation of places, end of March/beginning April 2027. Following allocation of Year 7 places, the LA will retain a waiting list until the first day of the Autumn term 2027 as per the secondary co-ordinated admissions scheme. After that, places in the secondary transfer intake will be offered to new eligible candidates and to the waiting list as vacancies arise.

Following that, the school will retain the waiting list in partnership with the School Admissions Team. They are held in rank order score with the oversubscription criteria being used to distinguish children with the same score. Waiting

lists will be kept so long as there is at least one name on it. New tests will need to be taken in the Spring Term of 2028 by children to join a waiting list for Year 7.

Places on lists will not be prioritised according to how long a child's name has been on that list. It is possible that a child's name could go down on a list as well as up.

School Fees and Charges
There is no charge for applying for a place here, for admission or for the provision of education. We will not request donations before or during the admissions process and any donations made to the school or Charitable Trust following admission are entirely voluntary.

Equality Impact Assessment
It is essential that admissions tests, arrangements and all other aspects of this Admissions policy are operated with no reference to protected characteristics.

TIMETABLE FOR ADMISSION FOR YEAR 7 IN SEPTEMBER 2027

Tuesday 23rd June 2026 8 October 2026	Open Evenings at the School.
Midday, Friday 4th September 2026 (final) Midday, Wednesday 15th July (preferable)	Deadline for receipt of the Test Registration Form by the School.
Saturday 19th September 2026	11+ test AM and PM session
Friday 25th September 2026	Test arranged for children unable to take the examination on the 14th September 2024 – prior arrangement must be made with the school.
On, or as soon as possible after 12th October 2026 TBC)	Guidance letters emailed to parents.
Saturday 31st October 2026	**Deadline for receipt of the Common Application Form (CAF) by the Local Authority.**
January 2027	Admissions Panel meets to determine the rank order of candidates.
Monday 1st March 2027	**Local Authority advises parents of the school allocation.** **National Allocation Day**
April 2027	Deadline for parents to submit an Appeal Request to Torbay LA Democratic Services.
Summer Term 2027	Independent Appeals Panel meets to discuss Parental Appeals.

ADMISSIONS AT OTHER TIMES – IN-YEAR ADMISSIONS

You can make a request for admission after the normal round of admissions – after 31 August 2027. All In-Year admissions to the school will be made in line with Torbay's In-Year Co-ordinated Admissions Scheme. All girls seeking admission after the beginning of Year 7 must provide evidence of their academic ability. This will normally be by sitting entrance tests, except where evidence of a girl's ability from another selective school is accepted. In Year testing takes place termly when required.

1. **For Year 7 from 'National Allocation Day' to the end of the Autumn term of that year**
   After places have been allocated the 11+ results will form the waiting list until end of the Autumn term of the admission year. If places become available during this time the next girl on the list will be contacted and offered a place.

   After this time girls who have satisfied the following criteria can apply for any places that become available.

2. **Key Stage 3 (Years 7-9):**

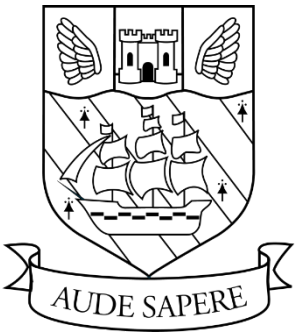
   Opportunities for in-year admissions are dependent upon there being a place available in the relevant year group (7-9) and your child showing that they have reached the required academic standard.

   From Autumn 2025 the tests will consist of one English paper and one Maths paper, both of which are taken online. The results will be placed in rank order. The rankings will be used to determine the rank order of candidates.

   The highest scoring student(s) who passes this exam suite will be offered a place.

This policy details the admission arrangements for our school and should be read in conjunction with the Secondary and In-Year Co-ordinated Admissions Schemes and other agreed policies of Torbay Council, the Local Authority (LA). All policies and procedures seek to comply with the requirements of the School Admissions Code 2014, the School Admissions Appeals Code 2012 and other relevant legislation.

Approved by Full Board of Trustees, December 2024



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