



The Cottesloe School

# KS3 Year 9 Choices



2021



## CONTENTS PAGE

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Page	Choices subjects
4	<b>Modern Foreign Languages</b>
5	<b>Art and Design</b>
6	<b>Business and Enterprise</b>
7	<b>Dance</b>
8	<b>Design Technology: Product Design</b>
9	<b>Design Technology: Hospitality and Catering</b>
10	<b>Drama</b>
11	<b>Music</b>
12	<b>Physical Education</b>
13	<b>Religious Studies (Ethics and Philosophy)</b>
14	<b>Choices Form</b>

An electronic copy of the form will be issued for completion online. On the form at the back of this booklet, please make a record to keep at home, of the choices and reserve selected.



**Deadline for returning the form:**  
**Tuesday 9th March 2021**

## An introduction to the KS3 Year 9 Choices part of TCS curriculum

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**A robust, broad and rigorous core curriculum, enriched with additional personalisation, leading to well-rounded, resilient and confident young people.**

Our curriculum offer is closely aligned with the school's mission statement and vision of **Prepare, Aspire, Succeed**; supporting the 'Cottesloe Journey' that combines learning about and from the world we live in, where students experience a sense of fulfilment through educational and personal achievement.

### **What is the KS3 Year 9 Choices process?**

In Year 8, students are offered a number of choices for their Year 9 Programme of Study, alongside a suite of core subjects. Year 8 students are able to make three choices about their learning in Year 9 from a range of subjects within the Creative Arts, Technology, and an Enrichment choice such as Business Studies. Although Year 8 students make these choices about their learning in Year 9, Year 9 is part of KS3 rather than KS4. This means that whilst these choices will influence decisions for KS4, there is still some opportunity to make changes, prior to choosing GCSE options in Year 9.

This process has two key aims:

- To enable students to begin to specialise in some areas of the curriculum that they particularly enjoy, or are particularly successful in.
- To provide a 'practice run' at the GCSE options process. The Options process takes place mid-way through Year 9.

We believe the KS3 Year 9 choices process is a key point in a student's secondary education. The process allows students to begin to take ownership of their learning. We are also aware that not every student will get things right first time around; therefore students who feel they have made a mistake, or who change their mind as they move through Year 9 will be supported to transfer their choices to more appropriate subjects. We are all allowed to make mistakes!

We believe that Key Stage 3 is a crucial stage in a student's education; it provides an opportunity to develop deep and powerful knowledge in a wide range of subject areas which, in many cases, will not have been studied as discrete subjects at primary school. Cutting KS3 short can stifle these opportunities and the love of learning new things.

Our Key Stage 3 programmes of study are designed to develop a rich and diverse knowledge base from which to form coherent viewpoints and arguments, and to develop understanding of ever-more complex subject matter; to provide opportunities to experience cultural, educational and sporting experiences both inside the classroom and beyond; and to develop a love of learning which will become embedded into our students' approaches to education at Key Stage 4 and beyond. Ultimately, we want students to progress on from Key Stage 3 with self-confidence, excited about their own education, and having developed resilience, independence, and great aspiration for the future.

**Louise Baldwin**  
Deputy Headteacher, Curriculum

**All students that currently study languages in Year 8 will continue with ONE language in Year 9 for five hours across the two week timetable.**

Students that study both French and German must select one of them to continue into Year 9, as part of the KS3 core curriculum. There is no option to stop studying a language at this point, nor is there opportunity to continue with both.

Students will have the opportunity to study their chosen language at GCSE in Year 10 and 11. They cannot switch languages at Year 10.

**Education:** The Year 9 course supports continued progression in KS3 in a more intensive way as only one language is studied. This provides a strong foundation for further progression to GCSE in French or German.

**Course Details:**

In Year 9 students will be able to talk confidently about their personal relationships, role models, their views on marriage, how they stay in touch using social media, their feelings on music and television, food and sport as well as learning about significant cultural aspects of everyday French/German life such as various celebrations in France or Germany and what it's like to grow up in a French/German speaking country.

The key topics are: - People around me - My life outside school - Celebrations

**Assessment:**

All work in Year 9 is assessed against four assessment objectives:

- **Speaking**
- **Listening**
- **Reading**
- **Writing**

Evidence of developing skills towards the four objectives will be assessed. Students are introduced to the specific GCSE Assessment Criteria in preparation for learning in Year 10 and 11.

Assessment is provided by frequent verbal feedback, written feedback on key assessed pieces as well as self /peer assessment to support language acquisition and development of skills, throughout the year.

**Equipment required:** It is expected that all students will use an online dictionary when completing homework and have the opportunity to purchase their own hard copy via the school shop.

**Careers:** Continuing with a language into KS4 and beyond means you will be developing critical thinking, literacy and communication skills. These skills are highly valued by a range of career pathways and employers. Language skills can be used in almost any career, and particularly in businesses that trade internationally

Broadcast journalist, Detective, Diplomatic service officer, Education consultant, English as a foreign language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive, Patent examiner, Private tutor, Publishing rights manager, Sales executive, Tour manager are just some of the opportunities further studies of a language could lead to.

The choice of possible careers is ever expanding where skills in a foreign language are valued. Students can use a language to specialise in a future career, but most will use the course to support their broad base of learning, general knowledge and skill development.

**Who to contact for further details:** Miss Goddard, Head of MFL

## ART AND DESIGN

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**Education:** The Year 9 course provides progression to the completion of Key Stage 3, and a strong foundation for further progression to GCSE Fine Art .

### **Course Details:**

In Year 9 students will explore a range of two and/or three dimensional media, techniques and processes. Focus will be on experimenting with media and techniques and developing confidence in using new processes and techniques.

The importance of drawing and annotation will be introduced as a crucial part of GCSE Art.

They will explore images, artefacts and resources from the past and recent times, including European and non- European examples. Responses to these examples will be shown through practical and critical activities which will demonstrate students' growing understanding of different styles, genres and traditions.

The course allows imagination and innovation to flourish while providing a solid grounding towards GCSE.

### **Assessment:**

All work in Year 9 is assessed against four assessment objectives:

*AO1: Developing ideas through the study of art and artists*

*AO2: Refining ideas through experimentation and selection of media, techniques and processes.*

*AO3: Recording relevant ideas and observations*

*AO4: Presenting a personal, informed and meaningful response.*

Evidence of developing skills towards the four objectives must be present in Year 9 work, and subsequently must be evident in all units of work in Year 10 and 11:

Students are introduced to the GCSE Assessment Criteria in preparation for working on their Portfolio Coursework.

Assessment is provided by frequent verbal feedback, self /peer assessment, target setting and data collection throughout the year.

An end of year Assessment is completed in the Summer Term.

Summer Homework will prepare students for their first GCSE Portfolio project

**Equipment required:** It is expected that all students will use school sketchbooks in which to develop coursework in lessons and at home. It is also advisable to purchase a plastic portfolio to keep work safe when transporting between school and home.

### **Art kit:**

Good quality drawing media (a range of B pencils, black biro, fine liner)

Good quality painting media (a range of brushes, watercolour set, acrylics)

*A personal range of media is essential as a substantial amount of work needs to be done at home.*

Art kits, sketchbooks and separate items can be purchased from the School Shop.

**Careers:** Creativity, imagination and the ability to analyse and interpret visual imagery are qualities that are required in many areas of society. Career opportunities are extensive and include: advertising, fashion design, stage design, film and television work, interior design, graphic design, architecture. Fine Artist, Printmaker, Fashion Designer, Textile Artist, 3D Designer, Graphic Designer, Photographer. The choice of possible careers is huge and ever growing within the creative industries. Students can use this subject to specialise in a future career, but most will use the course to support their broad base of learning, general knowledge and skill development.

**Who to contact for further details:** Mrs Bye or Mrs Nicholls.

**Education:** In Year 9 students' complete knowledge and skills based projects, as we consider this to be a bridging year and an introduction to those who have never studied a business qualification before. The OCR Cambridge Nationals in Enterprise and Marketing will begin in Year 10.

### **Course Details:**

The Year 9 course will follow the structure of the KS4 Cambridge Nationals in Enterprise and Marketing, introducing students to the following key topics:

- Exploring Enterprise
- Recruitment
- Promotion and Finance for Enterprise

As part of their learning, Year 9 students will complete a range of projects, for example:

**The £10 Challenge** - Over 4 week's, students use their £10 pledges to get their student business ideas off the ground and to make as much profit as they can.

**Projects on Added Value and Branding including one with a focus on customer service.** The aim is for students to develop their knowledge, application, analytical, evaluative and research skills ready for the Year 10 courses, should students opt to continue.

### **Assessment:**

Projects will be assessed against three key areas as appropriate:

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- reflective practice through pitching an idea for an enterprise activity that allows learners to reflect on their own communication skills and the viability of their enterprise activity following feedback.

### **Development of skills:**

*Practical Skills:* Develop the learner's skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the business sector.

*Study Skills:* Students will develop skills in research, report writing and presentation skills; in addition to the software skills that will enhance their ability to gather information and communicate professionally.

*Personal skills:* Demonstrate the skills needed to participate in the operation and development of real business organisations. Students will develop the ability to work autonomously and effectively in a business context.

**Careers:** The Year 9 course has been designed to recognise students' achievements in a modern and practical way, that is relevant to the workplace. This will support students continuing into KS4 and the work-related qualification which will support progression both in education, and the workplace. If students choose to continue with their studies at KS4, Cambridge Nationals in Enterprise and Marketing provides students with a broad foundation of knowledge required for further study in Business, including AS/A-Level and appropriate Level 3 Business courses.

**Who to contact for further details:** Miss Gisbourne.

# DANCE

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**Education:** Progression to GCSE Dance, BTEC Performing Arts

**Course Details:** Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Students will develop confidence, communication skills and the ability to perform to an audience.

**Development of skills :** Performance, Choreography and Critical Appreciation.

*Performance:*

Students will learn set phrases to perform as a solo. Students must know, understand and apply the following skills to accurately and safely reproduce the action, dynamic and spatial content shown in the original set phrases. Students must learn how to perform as part of a duet / trio dance. This will include relationships including contact work. You will explore physical, technical, expressive and mental skills.

*Choreography:*

Students will learn to improvise and choreograph solo and group material. This will include responding to a stimulus, generating and structuring movement material.

*Appreciation:*

Appreciation of dance and the constituent features of set design, costume, accompaniment, lighting and movement material, planning and delivering rehearsals. We will explore works from the GCSE Dance anthology to provide a wider understanding of the different types of dance.

**You MUST be prepared to perform as a solo dancer, work in groups for group and choreography tasks, be prepared to be filmed for assessment purposes and perform in school events, including assemblies.**

**Equipment required:**

Dance Kit: track suit bottoms/leggings, t-shirt, bare feet, hair tied up. Although we work with local theatres to achieve the best possible prices and discounts, financial contributions towards trips to the theatre and visiting workshops will be required. **Generally, the best available prices are on weekdays and although we endeavour to return to school as early as possible, London trips will cause students to have a late night. Parents/carers are welcome to make their own arrangements for trips at weekends or in half term holidays if they would prefer to avoid this.** You will need to attend rehearsals for practical assessments in addition to your lessons. **You are expected to perform at school events.**

**Careers:** Dance Performance, Teaching, Choreography, Fitness, Performing Arts, Arts journalism.

**Who to contact for further details:** Miss Mayhew

**Education:** Progression to GCSE Product Design, and then onto A Level Product Design.

**Course Details:** Students in Year 9 are in a 'transition' into GCSE. They have units of 9-10 weeks where they will explore different contextual challenges and design briefs that will result in a 'design' and 'make' prototype product. Students will be able to experiment with materials and processes as well as develop their own practical skills. Students will follow a series of design and make challenges that will enhance and develop the skills of designing, prototyping, testing and analysing.

Within these units of work our pupils are challenged to take risks, collaborate with others and use creative and critical thinking skills in a range of design and make activities that inspire, motivate and enthuse pupils from all backgrounds and abilities. Examples of products that students will be making in this year: Blister Packaging and prototyping, Audio Amplifier prototype, Gravity Die Casting Pewter, Biomimicry inspired storage organiser, among others.

Written evaluation and technical knowledge will support the transition towards examination courses at Key Stage 4.

**Assessment:** Students will be assessed in a similar way to how they have been assessed in years 7 and 8 with assessment points throughout the year. Projects will be assessed with an emphasis on knowledge gained but also the development and execution of skills, these can sometimes be in the form of self-assessment, peer assessment and more formalised; end of topic tests.

### **Development of skills:**

*Practical Skills:* The development of practical skills and capabilities using materials including paper and card, modelling Styrofoam, 2D & 3D CAD/CAM (computer aided design/manufacture) as well as wood metal and plastics to make products.

### *Study Skills:*

Students must clearly demonstrate the important skills of:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Developing creative design ideas
- Realising a practical product from the developed design ideas
- Testing, analysing and evaluating their product

**Equipment required:** Students will need to provide or fund materials for the course.

**Approximately £20 per year**

**Careers:** Engineering, Furniture Design, Product Design, Architecture, Graphic Design, Construction to name but a few.

Students can use this subject to specialise in a future career, but most will use the course to support their broad base of learning, general knowledge and skill development.

**Who to contact for further details:** Mr Poote.

## Design & Technology: HOSPITALITY and CATERING

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**Education:** BTEC Hospitality and Catering and onto catering courses at college

### **Course Details:**

A course in Hospitality and Catering offers a unique opportunity for students to develop their knowledge in a vocational context. The practical base of this course gives students the opportunity to experience a real working environment, preparing and serving foods for school events such as the Celebration of Achievement evening, and Macmillan Cancer charity fund raising.

Students develop a good understanding of the Hospitality and Catering industry and learn the skills needed to prepare and serve nutritious meals to industry standards. They will draw on their learning of different types of Hospitality and Catering provisions from front of house to kitchen management and full even management. Students will also gain knowledge of how to ensure food is prepared safely and staff are aware of safe working practices, government guidelines and laws are adhered to, as well as personal safety in their preparations.

### **Assessment:**

Students will use the KS4 assessment criteria to become familiar with the level of skill needed to be successful beyond Year 9 if they choose to continue. They will be assessed on their knowledge of the catering industry and then how they can apply their learning to safely prepare, cook and present nutritional dishes.

**Equipment required:** Students will need to provide or fund materials throughout the course - Approximately **£20 per half term**.

**Careers:** A wide range of jobs in the hospitality and catering industries including front of house, food preparation and service, along with customer relations. Students can use the subject to specialise in a future career, but most will use the course to support their broad base of learning, general knowledge and the development of life skills.

**Who to contact for further details:** Mrs Catling.

**Education:** Progression to GCSE Drama, and then onto KS5 BTEC Performing Arts.

**Course Details:** Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. Students must learn how to collaborate together to create a piece of performance work from a stimulus. They must perform as part of a group and be able to deliver a monologue independently. They will learn how to interpret script and realise character and dramatic intentions. Finally, they will attend theatre performances and analyse the audience responses and theatrical conventions. It is very important to note that a significant focus of the drama skills in year 9 will look at how to write about and appraise drama.

**Development of skills:** Performing, Creating, Responding.

*Creating Devised Drama:* Students will create performance using theatrical devices from a stimulus. Students will document the process of creating the piece of drama in a devising log which is a written piece 2,500 words long.

*Performing Scripted Drama:* Students will interpret characters from script with awareness of their cultural, historical and social significance.

*Responding Skills:* Analysis of the acting skills and production elements involved in creating live performance, appreciation and understanding of live performance, critique and analysis of live performance. Students will learn to appraise vocal and physical skills.

*Equipment required:* Drama kit: t-shirt, jogging bottoms. Although we work with local theatres to achieve the best possible prices and discounts, financial contributions towards trips to the theatre and visiting workshops will be required. Generally, the best available prices are on weekdays and although we endeavour to return to school as early as possible, London trips will cause students to have a late night. Parents/carers are welcome to make their own arrangements for trips at weekends or in half term holidays if they would prefer to avoid this. You will need to attend rehearsals for practical assessments in addition to your lessons. You will need to purchase scripts for *The Woman in Black* (live performance) and *The Crucible* (Set Play) and a box file to store their notes in. You will be provided with other scripts, which you will be responsible for and bringing to every lesson. You are expected to perform at school events.

**You MUST be prepared to be filmed for assessment purposes.**

**Careers:** Acting, performing, public speaking, arts administration, teaching, arts-in-education, arts journalism.

**Who to contact for further details:** Miss Mayhew, Mrs Lansley or Mrs Varty.

## MUSIC

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**Education:** Students can progress onto GCSE Music and then KS5 BTEC Performing Arts.

**Course Details:** Students will develop experience a range of different music genres and skills, building on the foundation of Years 7 and 8 to support transition to GCSE if they would like to, increasing their listening skills, creativity and performing skills. Students will gain an understanding of Music across a vast range; classical, pop, world music and learn how to compose your own music.

**Development of skills:** Performing, Composing, Appraising

*Performing Music:* Solo and ensemble performances comprising at least 4 minutes combined duration. You can perform on an instrument or voice, but should be having regular lessons.

*Composing Music:* Composition skills exploring, melody, rhythm, texture, timbre, dynamics and structure. Compositions will be in response to a brief set and/or a free choice of composition

*Listening and Appraising Music:* Areas of Study will be selected from the GCSE Music anthology, dictation and unfamiliar pieces. Extended written response skills will also be developed.

*Personal skills:*

- Team work and collaboration.
  - Abilities in self-discipline, focus and self-improvement through rehearsal techniques.
- Confidence and collaboration performing to an audience
- Analytical skills in studying set works and music through time.
  - Writing music with use of harmony and other key elements of music.
  - Ability to listen 'intelligently' providing focus and self-discipline.
  - Recognition of music theory and of reading and writing music.

**Equipment required:** Your own instrument or voice and you **MUST** be having weekly lessons on that instrument in order to continually be improving as a musician to meet the performance requirements. Please check with Miss Mayhew or Mrs Pinto, if you have any queries about bringing in instruments. We are now also able to offer hire of instruments through Bucks Music Trust. You must have lessons on an instrument or voice. The exam board assess performances as 'standard' at approximately Grade 4. Although we work with local theatres to achieve the best possible prices and discounts, financial contributions towards trips to concerts and visiting workshops will be required. Generally, the best available prices are on weekdays and although we endeavour to return to school as early as possible, London trips will cause students to have a late night. Parents/carers are welcome to make their own arrangements for trips at weekends or in half term holidays if they would prefer to avoid this.

You are expected to perform at school events and will have the opportunity to assist with workshops in the feeder schools.

**Careers:** Jobs might include composing, performing, marketing, sound engineering, production and post production on film and TV, editing, music technology, recording studios, sound and lighting technician, teaching, conducting etc.

**Who to contact for further details:** Mrs Pinto, Miss Mayhew or Mrs Varty.

**Education:** The Year 9 Physical Education introductory course can lead onto a range of different KS4 courses; GCSE, Cambridge National Certificate in Sports Studies. Opportunities will be possible for progression onto KS5 study e.g. A Level Physical Education or the vocational Level 3 BTEC National in Sport. Students may study Sports Science or a Sport related degree at University.

**Course Details:** Students will receive an introduction to the world of PE by developing an understanding of how the training principles aid performance in physical activity. It will appeal to those students who have a keen interest in sport and the human body, human biology and always look forward to their PE lessons. It is beneficial to be participating regularly in at least one organised sporting activity. You will learn about the benefits of sport and exercise and develop the knowledge required to improve your own performance in a range of physical activities. The course promotes a healthy active lifestyle and will give you experience in a variety of leadership roles.

**Assessment:** Students will be assessed in a variety of different ways, drawing on methods from the range of KS4 courses to support the development of skills specific to each one. This will allow them to be prepared for continued study in whichever is most appropriate for them and if they choose not to continue with this area of study as a formal qualification at KS4, they will have extended their learning considerably.

### **Development of skills:**

#### *Practical Skills:*

- Develop your knowledge and practical performance in 3 key areas of physical activity.
- Develop a variety of observation and analysis techniques.
- Develop your ability to evaluate yours and others performance.
- Your ability to plan, perform and improve your performance in a key activity.

#### *Study Skills:*

- Develops your use of critical language as part of the evaluation process.
- Develops your ability to understand how the principles of training can identify, test and improve components of training.
- Develop your use of performance analysis software.

#### *Personal:*

- Develops your ability to work collaboratively as part of a group or team.
- Promotes communication through oral feedback sessions and leadership activities.
- Develops your ability to respond to constructive feedback.

### **Other requirements:**

- PE Kit
- Participation in your Core PE lessons
- Prepared to participate in extra-curricular activities and represent the school as appropriate

**Careers:** Study of Sports related courses will develop transferable and key skills that employers are looking for, leading to a wide variety of employment opportunities in and around the sports industry. The ability to bolt on further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry and civil service, means these qualifications can lead to a number of careers in the sports industry. Opportunities exist in Sports Science, PE teaching, sports nutrition and sports therapy.

**Who to contact for further details:** Miss Felton or Mr Curtis.

## RELIGIOUS STUDIES (Ethics & Philosophy)

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**Education:** The main focus of Ethics and Philosophy is to develop the critical thinking skills in our students and facilitate their exploration of not only religion and religious ways of life, but also key moral and ethical dilemmas that may face the world within the 21st century. Through a wide and varied curriculum, students are encouraged to reflect on their opinions and beliefs, as well as challenging the views of others.

We feel it is important that students gain understanding of the impact that religion may have on individuals, families, communities and cultures. They are required to evaluate issues of truth, beliefs, faith and ethics and communicate these through a variety of methods.

**Course Details:** Religious Studies is designed to enable students to explore some of life's 'ultimate questions'. Through the pursuit of the subject, students develop essential academic and life skills such as the ability to communicate their ideas effectively, reason to a high standard and present cogent argumentation.

Our Year 9 programme of study includes the following topics:

- Core Christian beliefs and their relevance to issues of social justice
- Core Jewish beliefs and their relevance to peace and conflict
- Issues of birth, life and death
- Crime and punishment
- Philosophical debates surrounding the existence of God

### **Assessment:**

Students will be assessed during each topic through pieces of extended writing amongst other methods.

### **Development of skills:**

#### *Practical Skills:*

This course gives students opportunities to:

- Acquire knowledge and develop understanding of the beliefs, values and traditions of different groups through the study of philosophy.
- Consider the influence of the beliefs, values and traditions associated with Christians and non religious groups.
- Consider philosophical responses to moral and ethical issues.
- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life.
- Develop skills relevant to the study of religion and philosophy.

#### *Study Skills:*

- Evaluation skill
- Reasoning
- Analysis

#### *Personal skills:*

- Assessment of one's own perspective
- Social investigation
- Clear and cogent argumentation/communication

**Careers:** Should you choose not to further your philosophical investigation into GCSE and A-Level, studying Ethics and Philosophy in Year 9 will develop your ability to reason, clearly communicate, problem solve, empathise and recognise issues of ethical importance. These qualities lend themselves to all aspects of working life, especially journalism, politics, charity work, education and global affairs.

**Who to contact for further details:** Miss Gray, Miss Lay and Mrs Redman



## KS3 Year 9 Choices Form

Surname: ..... Forename: .....

Form Group .....

All students will study the following core curriculum:

- English
- Science
- Maths
- Core PE
- History
- Geography
- IT
- French or German (if a language has already been studied in Year 8)
- PSHCE

Students should continue to study a broad and balanced curriculum to the end of KS3, to ensure as many options as possible are available at KS4 and KS5 when students decide on their KS4 options subjects to begin in Year 10.

1. Choose either French or German Please tick: French  German
2. Choose three Choices subjects from the list below.
3. Choose a reserve subject; we aim to offer your first three choices, but sometimes we can't.

*Rank three subjects in order of preference (1, 2, 3) and an R next to your reserve subject.*

Subject	Rank three subjects to study 1, 2, 3	R for one reserve subject
Art	1	
Business Studies		
Hospitality and Catering		
Ethics and Philosophy	2	
Dance	3	
Design Technology		
Drama		R
Music		
PE		

*\* If you choose PE, you will also continue with Core PE lessons.*

Parent/Carer signature: .....

Date: .....



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**Prepare, Aspire, Succeed**