



SURBITON

HIGH SCHOOL



Surbiton High School

Year 8

Information Booklet 2020-2021

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Welcome

Letter from Miss Carley MacLean, Head of Year 8



I am hugely looking forward to welcoming your daughters into a very exciting year for them at the School. Your daughters are no longer the youngest girls in the Senior School and, as such, they are expected to be role models for their little sisters in Year 7, setting a good example of dress, behaviour and commitment to school activities.

As Head of Year 8 I am delighted to take responsibility for the conduct, well-being and discipline of the year group and strive to ensure each girl is supported and cared for, and that she is developing to her full potential as we journey as a cohort together for the next two years.

Each Form Tutor will continue to play an important role in ensuring the well-being of each of his or her tutees and is pivotal to their sense of happiness and success. Their role includes liaising with subject staff on your daughter's behalf, monitoring her aspirations and contentment, as well as tracking her academic progress. The Form Tutor remains your initial point of contact though you are, of course, welcome to contact me directly.

As I am sure you are aware, Surbiton High School offers a wide range of Co-curricular opportunities through clubs during lunchtime and after School, and girls are encouraged to participate in as many as they wish. Such clubs enable your daughter to gain a wealth of experience from a varied range of activities and mix in a wider circle of people, which we hope will stretch her horizons and open her mind.

I hope you and your daughter are as excited as I am about the year ahead, and I hope you find this booklet a useful introduction to life in the Middle School.

Miss Carley MacLean

Head of Year 8

Email: carley.macleam@surbitonhigh.com



Contact information

PRINCIPAL	Mrs Rebecca Glover
SENIOR VICE PRINCIPAL	Mr Matthew Close
SENIOR SCHOOL ADDRESS	13 – 15 Surbiton Crescent Kingston-upon-Thames KT1 2JT T 020 8546 5245
CHAIR OF THE LOCAL GOVERNING BODY	Mr Adrian McKeon c/o the Senior School
SURBITON HIGH SCHOOL IS A PART OF THE UNITED CHURCH SCHOOLS TRUST (UCST)	
CHAIR OF THE UCST BOARD	Angela Crowe, JP
CORRESPONDENCE FOR ANGELA CROWE SHOULD BE ADDRESSED TO THE UCST OFFICE	
ADDRESS OF UCST REGISTERED OFFICE	Worldwide House Thorpe Wood Peterborough PE3 6SB T 01832 864444

Surbiton High School is regulated by the Department for Education and the relevant contact details can be found on the DfE website (www.education.gov.uk). Surbiton High School is also noted on the Edubase register which is available at www.edubase.gov.uk.

Where to obtain further information

Key policies and further information covering the following areas are available on the School's website www.surbitonhigh.com and also on request from the School Office:

- Academic Performance Statement
- Admissions Policy
- Anti-bullying Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Co-curricular Policy - Senior School
- Code of Conduct - Pupils
- Complaints Policy
- Curriculum Policy - Senior School
- Curriculum Policy - Girls' Prep School
- Curriculum Policy - Boys' Prep School
- Drugs Policy
- Early Education Funding
- Educational Visits Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- First Aid Policy
- Head Girl Team Policy
- Health and Safety Policy - Group
- Health and Safety Policy - Local
- Missing Pupil Policy
- Physical Restraint Policy
- Provision of Information Policy
- School Worship and Assemblies
- Searches and Confiscation Policy
- Special Educational Needs Policy
- Supervision of Pupils on Site Policy
- Uncollected Pupils Policy
- Word Processor Policy.



Aims and Ethos

Surbiton High School aims to inspire, encourage and empower young people to be the very best they can be

Ethos

- We are a vibrant learning community, which inspires all pupils to discover and embrace their individuality, to grow in their intellectual curiosity, and to enjoy their independence
- We acknowledge that there is no such thing as a typical Surbiton High School pupil, and that impressive academic results are just one aspect of our rich tapestry of educational provision; therefore, we encourage every child to grow in compassion, treat others with respect, and maintain an outward-looking attitude, living out the School's motto: 'Amor Nos Semper Ducat' ('May Love Always Lead Us')
- We empower every child to thrive by developing social and emotional intelligence, becoming rounded and grounded in character, and demonstrating kindness and service to others
- Surbiton High School is the founding member of the United Church Schools Trust and a leading school within United Learning. Valuing our Christian heritage, we welcome staff and children from all faiths and none, and we share with United Learning its core mission:

'to bring out the best in everyone'. We are fully committed to the aims of the Framework for Excellence: www.unitedlearning.org.uk

Aims

- Surbiton High School aims to inspire, encourage and empower our young people to discover and liberate the very best of themselves, exceeding their potential in an intellectually rigorous and challenging academic environment, balanced with outstanding pastoral care and support.
- We achieve these aims through our Charter for Happiness and Well-being. Our children:
 - are inspired to deploy their greatest strengths to tackle all situations, developing a growth mindset and a 'can do' attitude, equipped with the tools to maximise their positive emotions
 - are encouraged to find their niche, to be fully engaged in educational activities, and to meet any major challenge that comes their way

- are coached and encouraged to develop strong relationships, to be empathetic and responsive to the needs of themselves and others
- are empowered to lead a meaningful life, to be able to understand what their goals are, and to know what they are striving for
- are empowered to draw strength from celebrating their accomplishments, in order to tackle new challenges.

We achieve these aims through our inculcation of Learning Habits. Our children:

- are inspired in their thinking to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources

- are encouraged to be emotionally invested in their learning, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- are empowered to be fully involved in their learning, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- are inspired, encouraged and empowered to be productive, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.



The Learning Habits Wheel

Why is it important for pupils to develop good learning habits?

At Surbiton High School, we inspire our pupils to be dynamic learners who can thrive in a sophisticated, interconnected and complex world. We successfully blend the thrill of intellectual discovery and strong academic knowledge, alongside encouraging lifelong learning habits.

Our tailored approach to our pupils' learning enables us to fulfil our ambition to realise our pupils' primal need for learning. Underpinning our learning and teaching is the desire to create engaging and exciting learning experiences every day. Our pupils flourish academically. We know they perform best when they learn to relish every opportunity available to discover their own individual talents and interests.

Education is not about forcing pupils to fit a predetermined mould, but rather preparing them to be adaptable to an ever-changing world. We believe that education should be a stimulating and organic process that is constantly evolving.

We know that the best way to prepare our pupils for the academic challenges of life beyond Surbiton High School is to ensure that they are:

- Inspired in their thinking, asking questions, making connections, imagining possibilities, reasoning methodically and capitalising on their resources

- Encouraged to be emotionally invested in their learning, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- Empowered to be fully involved in their learning, growing in interdependence, collaborating effectively, listening empathetically to others and imitating their learning habits
- Inspired, encouraged and empowered to be productive, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.

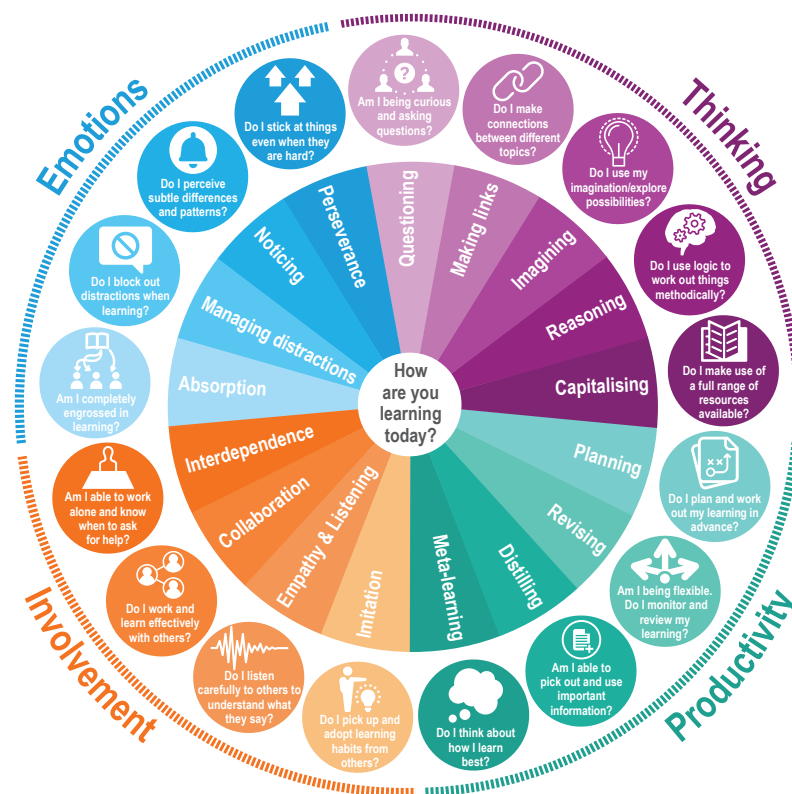
Pupils today will be entering the world of work in the 2020s and 2030s. Many of our young people are highly likely to take up jobs that do not yet exist; they will follow careers and work patterns that we may currently find difficult to imagine and it is, therefore, imperative that we prepare pupils for the 21st Century and beyond. To that end, we empower our pupils to gain an excellent academic profile, which becomes their passport to accessing the life-defining opportunities they so richly deserve. At the same time, we recognise the need for pupils to develop a wide range of well-honed learning habits, encouraging them to respond with confidence and creative thinking to whatever unusual or unforeseeable challenges they may face in the future.

'The most striking thing about some undergraduates is their dependence, their lack of initiative and their reluctance to think for themselves... new undergraduates seem to expect to be told what to do at every stage. It is almost as though the spoon-feeding and teach-to-the-test culture at school has drained them of independent thought.' **Professor Tim Birkhead, Sheffield University**

Excellent performance across a variety of subjects and an enthusiasm for learning that will ensure success in the Senior School are vital. At Surbiton High School, we have been working closely with Graham Powell and The Learning Organisation to ensure our pupils also develop the way in

which they learn. We are ensuring pupils in our care continue their education with a lifelong love of learning; safe in the knowledge that they can tackle the bigger challenges life throws at them using the habits they have developed whilst at Surbiton High School.

The graphic shows all 17 learning habits that we know to be vital in future life. This graphic can be found on pupils' iPads and is also displayed in every classroom of the School. We hope you find it of interest and if you would like more information please either contact Mrs Hannah Horwood or visit www.tlold.co.uk



Well-being at Surbiton High School

Surbiton High School prides itself on the excellent support and care it gives to its whole community. We acknowledge that every girl is an individual and may, as a result, require different levels of support. To this end, we have a highly dedicated, professional team available to support your daughter.

Every pupil is allocated a Form Tutor and Deputy Form Tutor, who take on day-to-day

responsibility for the welfare and support of the girls. They encourage personal development, monitor academic progress and attendance, as well as being a guiding hand throughout the year.

The Head of Year oversees the personal development and academic progress of all the girls in their year. Together with the Assistant Head of Year, they lead the Tutor Team.



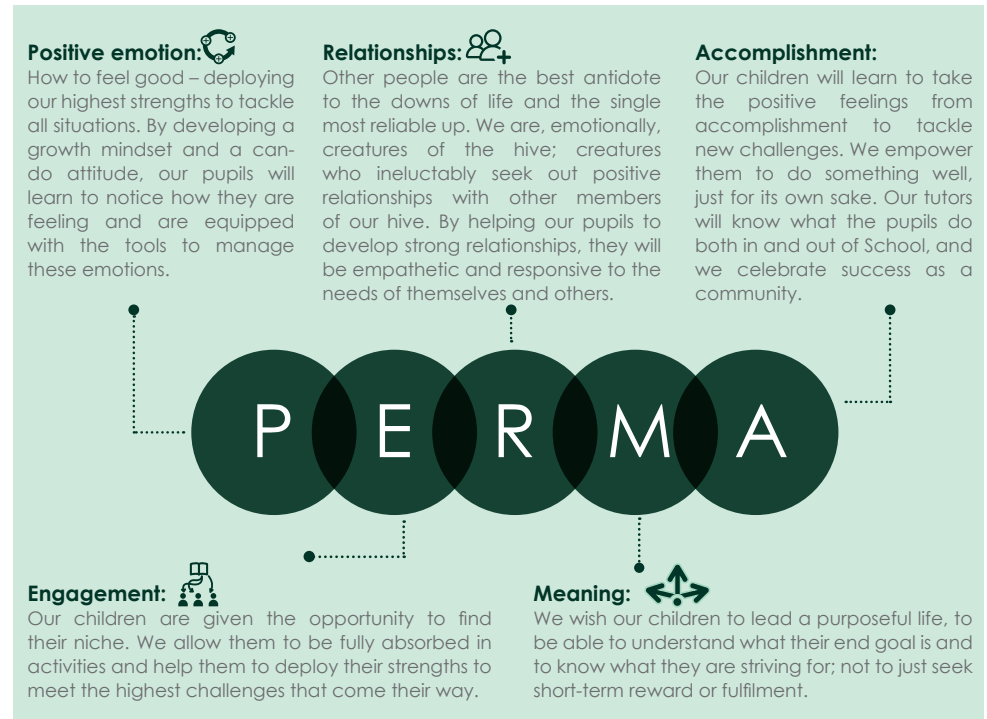
We have three full-time Mentors who are available to provide more intensive 1:1 pastoral support to the girls in the Senior School. The Mentors are a bridge between the Form Tutor/Head of Year and the School Counsellor.

We have a full-time qualified Nurse, who is available to deal with health matters. She

is also a great source of support for pupils.

We have one, full time School Counsellor. Typically, she will see the girls who are in need of more specialist pastoral support.

Our Learning Enrichment Department has a range of programmes designed to meet individual needs.



Well-being

Well-being sits at the heart of the School and the welfare of the girls is paramount. We are committed to inspiring, encouraging and empowering all of our pupils so that they may flourish. We see flourishing as life going well, even when

things may be hard. Our Charter for Well-being sets out in more detail our commitment to this, but at its core is our commitment to developing in the girls what we describe as PERMA: Positive emotion, Engagement, Relationships, Meaning and Accomplishment.

Key Personnel

Form Tutor

The Form Tutor is the first point of contact if you have concerns regarding your daughter's academic progress and well-being. Your daughter will have frequent contact with them, including regular 1:1 meetings. It is intended that they will remain as your daughter's Form Tutor throughout the duration of Years 8 and 9.

Head of Year

Miss MacLean oversees and monitors the well-being and academic progress of all pupils in the year. The Deputy Head of Year 8, Miss Héloïse Plumley, assists Miss MacLean in her role.

Nurse

The School Nurse is available to see your daughter throughout the School day for assistance if she becomes ill or to talk to about medical and emotional issues. Support is offered to promote a healthy balance between academic and Co-curricular activities.

Counsellor

The School Counsellor is on hand to attend to any pupils who have more complex mental health needs.



CURRICULUM SUBJECTS

Art

The Year 8 Art curriculum focuses on building core skills: use of materials and technique, direct observation, contextual and historical study. As specialist Art teachers, we enable the girls to work with a wide range of mediums. These include Painting, Ceramics, Sculpture, Printing, Photography and Textiles.

The Autumn Term offers Year 8 pupils the opportunity to work on their own projects. For this, they will begin the project developing their observational drawing and photography skills. They will then develop their ideas using a range of mediums whilst inspired by other artists that relate to the

theme. Following from this, they will create a personal outcome reflecting their findings.

Throughout the year, pupils will be assessed on their observational and technical skills, ability to critically analyse artists' work, and on their creativity and imagination. In the Spring Term, pupils are assessed on a whole project which will include their work in class and homework, instead of a formal summer examination.

In the Summer Term, pupils will undergo a course in Art History. This is a fantastic opportunity for the girls to widen their artistic knowledge and develop their historical understanding.



Computing

The Year 8 Computing curriculum aims to improve on the practical digital literacy and computer programming skills acquired in Year 7, with further work on topics aimed at developing the pupils' computational thinking. Topics covered include theoretical information on computer crime and security followed by a practical course in app-development through an online portal, alongside core learning of coding languages such as Small Basic and Python. The emphasis in task-setting is to allow pupils to become independent users of computers as well

as having the skills to program solutions to meet a specification. The curriculum also aims to improve discussion and critical thinking skills by examining theoretical discussions. In moving pupils on from Year 7, the department aims to give pupils simple scenarios to analyse, design and implement. As far as possible, this is designed not to rely on access to a computer; girls always have a week to complete the homework so that where computer use is required they have plenty of time to use the computers in School.



Design and Technology

Studies in Design and Technology will prepare the girls for designing and making useful products in a wide range of materials and processes which will help them to understand how good design can influence and change the world in which we live. The subject gives the girls the opportunity to work independently and solve problems by using their creativity and ingenuity. The Year 8 curriculum is based upon designing products for an environmental charity of the pupils' choosing. At the start of the project, the pupils will complete a branding and logo design activity for their charity which will be used on all of the manufactured products. They will investigate their charity to identify the needs and wants of the target market and investigate colour theory, typography and logo design.

Resistant Materials

The pupils will manufacture a money box which will be used to collect donations for their chosen charity. They will investigate the working properties and characteristics of various wood materials and how they can be modified, strengthened and reinforced. Different types of adhesives will be researched and analysed for their characteristics and effectiveness. The pupils will investigate different types of computer-aided manufacturing processes and use these to enhance their products.

Textiles

The pupils will manufacture a cotton tote bag which will be used to promote their

chosen charity. They will use skills gained in Year 7 to manufacture the bag using the sewing machine and investigate how the bag can be strengthened and reinforced. Cotton will be investigated for its suitable properties and the environmental impact of the material will be considered. The pupils will screen print their logo onto the bag and use additional embellishment techniques.

Graphics

The pupils will analyse existing packaging, and then go on to learn about computer graphics, carrying out a focused practical task using Photoshop. The pupils will produce a graphic product in the form of a set of charity cards and envelopes within a presentation box. The pupils will investigate the working properties of a range of papers and boards and suitable adhesives for these materials. The pupils will investigate and use batch manufacturing techniques in order to guarantee the dimensional accuracy and quality of the final product.



Drama

In Year 8, pupils study Drama as a discrete subject in weekly lessons. The curriculum is varied and exciting, providing pupils with opportunities to experiment, explore and create, as well as helping to prepare them for their future studies by building their knowledge and skills base. Assessment is focused on developing pupils' skills in the three key strands of Creating, Performing and Responding

and takes the form of both practical and written tasks. Topics covered in Year 8 include a range of skills-based schemes of work such as Mime, Mask and Melodrama, Stanislavski and Realism, and Working with Script. In addition to this, we introduce pupils to more advanced and challenging issue-based themes and begin to develop pupils' understanding of technical theatre elements.

The Year 8 programme of study for English builds upon the core skills developed in Year 7 and continues to be based upon three central elements of Reading, Writing and Speaking and Listening. There are five units taught in the year: prose study, non-fiction (linked to the Public Speaking Competition), travel writing, poetry, and a Shakespeare play.

Texts are chosen to engage and challenge our girls. They could find themselves exploring texts as diverse as *Much Ado About Nothing*, *Animal Farm*, *The*

Withered Arm and a range of poetry, as well as a wealth of stimulating non-fiction materials.

Literacy skills are embedded into our schemes of work, ensuring that spelling, grammar and punctuation skills continue to be developed.

Girls are encouraged to debate, read widely and write freely through a number of classroom-focused and Co-curricular initiatives.



English



Geography

The Year 8 Geography curriculum promotes interest in our changing and dynamic world. In the first term, pupils study Plate Tectonics (earthquakes, volcanoes and tsunamis) and will be introduced to different theories of continental drift in addition to the causes, effects and management of natural hazards. In the second term, pupils investigate Population Change, including research into the China One Child Policy, migration and a written assessment on future demographic sustainability. Pupils will also conduct some fieldwork on regeneration in Kingston in the Summer Term.

This diverse curriculum provides opportunities for pupils to gain a solid understanding of traditional geography as well as fostering an interest in current global issues. We also introduce pupils to GCSE style examination questions and further enhance their mastery of key geographical skills, such as data interpretation and analysis.



History

For the first two terms, we study English/ British history between 1500 and about 1688. Developments include the Reformation, the challenges faced by Elizabeth I and the causes, events and consequences of the English Civil War. All pupils write two pieces of coursework; the marks for these count towards their end-of-year exam. One is an essay about Henry

VIII's Break with Rome, and the other is a source-based assignment about problems during the reign of Elizabeth I.

After summer exams, we focus on the transatlantic slave trade, slavery itself and the ways in which people fought for abolition.



Latin



In the first half of the year, we continue with Cambridge Latin Course (CLC) Book 1, Stages 9-12 which ends with the dramatic and frightening eruption of Mount Vesuvius. What will happen to Caecilius and his family? Pupils complete a mini project focused on the eruption with model volcanoes winning extra points! We also learn about Roman baths, education and elections. As part of our outstanding learning focus, the pupils perform debates, in togas, on the question, 'Who were better, the Greeks or the Romans?'

We then move on to Book 2 of the CLC, the first part of which is set in Roman Britain.

The pupils gain an understanding of what Britannia was like under Roman control. Why did some Celtic leaders, like Boudica, resist the Romans and others, such as King Cogidubnus, collaborate with them? Pupils will also be able to broaden their classical education by studying complementary elements of Classical Greek and Classical Civilisation.

The academic year culminates in a trip to the Museum of London and the London Mithraeum, to enhance our studies of Roman Britain and learn about the impact of Roman culture and religion on British society.





Mathematics

Pupils continue to develop work covered in Number, Algebra, Shape and Space and Statistics. While numeracy and the development of an instinctive understanding of how numbers work continue to be of vital importance, in Year 8 we also expect pupils to develop proficiency with scientific calculators.

In Number, greater emphasis is placed on percentage and ratio techniques together with decimal manipulation, whilst in

Algebra an array of simplification methods is presented together with further work on linear equations. Spatially, pupils study perimeter and area of parallelograms, trapezia, circles and polygons, and are introduced to the volume of any prismatic shape. In Statistics, they will learn to analyse discrete grouped data. Greater emphasis will be placed on interpretation of statistical diagrams and measures, together with the elements of probability theory.

Modern Foreign Languages

Pupils in Year 8 will continue with two out of the four languages they 'tasted' in Year 7. They build on the basic grammatical concepts and topic vocabulary that they have already encountered. Topics are practical and language covers themes which girls can easily relate to, such as: places in town and tourist information, giving directions, telling the time, talking about school, food and drink, opinions, sport and leisure activities, the weather, seasons and festivals.

In French, girls can participate in the highly popular French Exchange with the Collège International in the beautiful château town of Fontainebleau, south of Paris. French pupils will come to London in March and we will visit Fontainebleau in June.

All pupils are encouraged to join in with the activities which are part of European Day of Languages in late September. During this linguistic and cultural celebration, we host visits from external speakers, touring theatre companies and provide a myriad of linguistic and cultural experiences for the girls. Always popular is our wonderful European breakfast, where the girls can buy food from a huge array of authentic European snacks.

There is a top set in French and Spanish, as well as mixed ability sets. However, there is flexibility over the course of the year between sets, depending on attainment in assessments, class and homework. For German, all pupils are taught in mixed ability groups.





Music

Year 8 pupils have the opportunity to continue their Music education by investigating the vast array of Music, both inside and outside the classroom. The Key Stage 3 curriculum continues to explore the three main musical disciplines of Composition, Performance, and Listening and Appraisal, where pupils develop their musicianship in a number of half-termly projects across the year with one lesson per week. We have recently developed and updated our curriculum to include many stimulating topics, such as Samba, Waltz, Indian fusion, A capella and Keyboard

Skills. There's something for everyone! Each topic develops an understanding of the way in which music is constructed, produced and influenced by time and place in the context of a particular style or genre, developing skills from Year 7. Pupils perform and compose using their voices, keyboards, classroom percussion instruments and the music software; GarageBand and Sibelius, as well as their own orchestral instruments.

Philosophy and Religious Studies

The Year 8 curriculum is designed in view of the fact that it is a year when many girls begin to ask themselves deep questions about the universe and their place within it. We begin with a study of the Buddhist tradition. Through a diverse range of activities, we look critically at the claims of Buddhist philosophy and the key features of Buddhist practice. An exciting course on ethics follows in the Spring Term. With a focus on issues of crime and punishment,

including capital punishment, it ends in a thought-provoking study of whether we should always try to forgive.

In the Summer Term, girls will study a module that we have called 'Alternative Truth Claims'. This gives them a chance to consider the claims of smaller religions including the Baha'i Faith, Mormonism, and Jehovah's Witnesses, as well as non-religious world views such as Humanism.





In Year 8, pupils have one double and one single period a week when they will take part in a full and varied PE programme. The PE programme is designed to consolidate and extend previously learned skills in Year 7 and to offer enjoyment and encouragement to all. The girls will remain in one of the three pathways: 'Competitive', 'Artistic' and 'All-Rounder'.

The sports in their games afternoons will remain the same, and skills learnt will be developed further. During the girls' single lessons, new sports will be introduced as well as further development in existing areas. Single lessons work on a carousel

with sports changing every half term. The selection of sports covered in curriculum time are cricket, football, netball, hockey, gymnastics, dance, tennis, athletics, fitness and a model of Sport Science, which is an introduction to the GCSE PE syllabus. The girls get a taste of the specification, the types of topics covered such as anatomy and physiology, health/skill-related fitness and sports-related injuries. This is a theory-based lesson in a classroom.

Our Co-curricular activities are extensive and girls are encouraged to join as many clubs as possible.

Physical Education

Science



Science is taught as the three separate disciplines: Biology, Chemistry and Physics. The girls have one lesson of each subject a week and are taught in their forms groups.

The aim of the Science syllabus in Year 8 is to prepare the girls for their GCSE studies, which commence in Year 9. It focuses on teaching the key concepts, practical skills and analytical thinking necessary to be a successful scientist. The course is designed to surpass the requirements of the Key Stage 3 National Curriculum framework.

The topics covered:

Biology

- Nutrition, Digestive System and Enzymes

- Respiratory system
- Respiration and Photosynthesis
- DNA and Inheritance
- Skeletal and Muscular Systems.

Chemistry

- Classifying Materials
- Chemical Changes
- Reactivity of Metals
- Making Salts.

Physics

- Electromagnetism
- Energy transfers-
Light and Sound
- Space.

Learning Enrichment

The Learning Enrichment Department recognises that every pupil is an individual, and that at any time in their school life they may have a need that affects their ability to access parts of the curriculum.

The Learning Enrichment Department offers numerous avenues of support.

Specialist tuition in small groups called OPAL (Opportunities for Personalised Additional Learning) and individual support can also be provided. If the timetable does not permit this, these sessions can be during Registration or Lunchtime so that important lessons are not missed.

In addition to this, pupils can drop in to the department at any time if they feel they are struggling with an aspect of their work. The Learning Enrichment Department has many specialist teachers so there will always be someone to help. Also, if a pupil is concerned that they may not have enough time to complete their work, they can come and discuss this confidentially with the Head of Learning Enrichment.

Year 8 Study Skills is during Registration once a week. This is a small group and support includes that needed for organisation, planning and writing, and a

number of different reading strategies can also be recommended. Pupils can join for half a term or stay for longer.

A variety of clubs are offered and these include Maths and Handwriting.

The Learning Enrichment Department works in a practical affirming way to ensure that pupils not only have the support they

need, but also gain confidence in their own strengths and ability to put into practice the strategies required for successful learning.

English as an Additional Language

EAL pupils are given small group and one-to-one support via organised and structured lessons with an EAL

teacher. The focus in these sessions is on shared and guided reading to ensure that language and literary techniques are contextualised. There is also a focus on precise punctuation and grammar.



Useful information

Personal, Social, Health and Economic Education (PSHE)

PSHE lessons in Year 8 take place every week and are led by the Form Tutor.

The programme is wide-ranging and diverse, focusing upon the themes of life skills, how to manage change, relationships and self-awareness. Girls will be encouraged to become more reflective, aspirational and confident. Particular topics will include: Puberty and Sexual Orientation, Equality, Relationships, Careers, Politics and an introduction to Budgeting.

There will be a visit to the Sutton Life Centre, which allows for the development of key life skills.

Through the PSHE programme, we aim to equip girls with life skills and the self-awareness required to develop their talents and achieve their potential, to be the best that they can be.

Co-curricular

Pupils will have the opportunity to choose from a broad range of Co-curricular activities at the Co-curricular Fair during the first two weeks at School.

Sport, Music and Drama are the pillars of the Co-curricular programme and provide numerous opportunities for all pupils. Sports offered include cricket, football, netball, hockey, tennis, rowing,

gymnastics, athletics, skiing and trampolining. Details regarding training days, times, fixtures, competitions and team sheets can be viewed for the academic year via our school website or by visiting www.surbitonhighsport.com. Pupils can access further information using their own login details and view team sheets by inputting a password they will be given. Any changes to training and fixtures are updated on the site e.g. cancellations or postponed fixtures. Music ensembles include a number of choirs, Wind Band, Orchestra, Percussion Ensemble along with specific instrumental groups. Drama clubs will take place throughout the week and productions will be staged at various points throughout the academic year. Other stimulating, enriching and challenging clubs range from Chess, Art and Debating to Friendship Hour and Amnesty.

Pupils are encouraged to take advantage of the numerous, high-quality opportunities on offer which are designed to develop commitment, teamwork, curiosity, creativity and leadership, and form an integral part of a well-rounded education.

Positions of Responsibility

Within each form, pupils have the opportunity to be a Form Captain or Deputy Form Captain, Games Captain or Deputy Games Captain, Charity Representative and School Council Representative. The School Council Representative serves

on the School Council for a year and is responsible for taking issues from the Form to the Council and then feeding back to the Form matters discussed at School Council.

The other officers are voted for each term, with the Form Captains being invited to have lunch with the Principal.

In the Summer Term, girls in Year 8 are asked to nominate candidates for the positions of Head and Deputy Head of Middle School. The whole year then votes for a shortlist of nominated candidates in a secret ballot. The officers are expected to represent the School on Open Days and Evenings, and may be asked to escort VIPs on tours of the School.

Reporting to Parents

At the end of November in the Autumn Term you will receive a Progress Report, followed by another in February.

In April, you will be invited to meet your daughter's teachers at a Parents' Evening

held after School. The girls are invited to attend with their parents.

At the end of Summer Term, you will receive a Full Report for your daughter with an examination result and grade for each subject, together with a comment and an attitude to learning grade. Every girl will read each report with her Form Tutor and set herself targets for improving her learning.

Monitoring Academic Progress

To ensure your daughter flourishes academically, the Head of Year, Assistant Head of Year and Form Tutors will monitor their progress very carefully in a number of ways. These include:

- Reviewing and analysing the reports and taking appropriate action to support underachievers
- Carrying out internal monitoring and taking appropriate action to support underachievers



- Feedback from Parents' Evenings
- Feedback from subject staff when concerns about individual pupils are raised.

Parents will receive information about their daughter's progress, as detailed above. In addition to this regular reporting system, the Form Tutor will contact parents if there are any particular concerns.

Looking Ahead

Towards the end of Year 8, girls begin to think about the subjects to choose for GCSE. During Year 9, you and your daughter will be invited to attend an Options Evening where the subjects on offer will be showcased and the GCSE process explained.

Rewards, Sanctions and Support

The School aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.

Excellent effort or achievement in a lesson or a contribution to school life may be rewarded with a Merit. Commendations are awarded for outstanding pieces of work or service to the School.

In the event of any inappropriate behaviour, girls may be awarded a Behaviour Warning. If the correct books and equipment are not taken to lessons, or if they are inexcusably late, girls may be awarded an Organisation Warning.

Uniform Warnings may be issued for incorrect uniform or appearance, Punctuality Warnings for inexcusable lateness to morning Registration and Work

Warnings for late or unacceptably poor homework may also be issued.

iPads

All pupils have been issued with an iPad to use during their time at Surbiton High School. Though the iPad remains the property of the School, your daughter will be able to take it home and operate it as if it were her own. Reference materials that were previously required as hard copies, such as dictionaries, bibles or atlases, can now be accessed through the iPad. Please supply a set of earphones and a stylus that your daughter can use with her iPad.

Please refer to the Frequently Asked Questions section of the School website for further information.

Uniform and Personal Belongings

An appropriate professional appearance is expected at all times. Long hair should be neatly tied back off the face. Correct school uniform, in good repair, should be worn and uniform checks are carried out regularly by the Tutor Team. Please use the Uniform List to ensure your daughter has the correct items. She must take responsibility for her personal belongings in School and she is asked not to bring valuable items or large sums of money into School. All her belongings should be named. Any items found 'astray' will be placed in lost property. Make-up and coloured hair are not permitted. No jewellery is permitted apart from a wrist watch and earrings which must be discreet, spherical and in gold, silver, pearl or clear glass. Girls are required to remove their earrings for PE lessons.

Parents' Association (SHSPA)

The PA Committee organises a variety of social functions during the year for the purpose of bringing people together, to help create a broader sense of community and to fundraise for luxury (non-infrastructure) items and experiences that enhance the pupil experience. The PA also holds Nearly New Uniform Sales each term*. For more information please go to www.shspa.org.uk.

Membership of the Parents' Association is open to all parents and is automatic on payment of an annual subscription of £10 per family, or such other sum as may be decided upon at any Annual General Meeting. This annual subscription is payable each academic year and appears on the school fee invoice in December. Subscriptions do qualify for Gift Aid as the PA is a registered charity. The PA would be grateful if you could fill in the Parents' Association Gift Aid Form so that they can claim tax back from the Inland Revenue. Any higher rate tax payers can also include the subscription as a charitable donation on their annual tax return.

Personal Data

Surbiton High School and United Church Schools Trust (UCST) collect, create and hold personal information relating to our pupils, parents and carers. This data is used for a variety of purposes in relation to our provision of education services, including monitoring pupils' progress and achievement and to safeguard pupils' welfare. We take our responsibilities under Data Protection laws very seriously and demand the same commitment from any company engaged

to gather or process data on our behalf. Further detail is set out in our Privacy Notice available on the school website: www.surbitonhigh.com/data-protection

In order to ensure that the information we hold about you and your family is up-to-date, particularly in respect of telephone numbers, email and postal addresses, please contact the MIS team via mis@surbitonhigh.com to notify us of any changes, or log onto the MIS to update your details.

School News

News is posted on the School website along with calendar dates and sporting fixtures. An annual printed newsletter is produced alongside half-termly online newsletters sent out via MIS. Our Twitter accounts, Facebook page, Instagram account and Blogs showcase what is happening on a regular basis, within the School, as well as highlighting school achievements. Specific department accounts for Twitter are also utilised to keep parents and pupils aware of subject news and relevant articles.

Parents' Prayer Group

The parents' prayer group meets once a half term at Surbiton High School to pray for the spiritual life of the School. Please contact Emily Barnardo (emily.barnardo@surbitonhigh.com) for further information.

Green & Silver Club

Growing out of the original association formed in 1898 (OGOSH – the Old Girls of Surbiton High School), the Green & Silver Club has become the association for all



pupils, parents and staff, past and present. It is run by a committee of members. The association focuses on celebrating the benefits of a Surbiton High education through providing opportunities to create and rekindle memories, as well as to help forge beneficial connections between its members.

The Aims of the Green & Silver Club:

- to connect with current pupils and parents to raise awareness of the Green & Silver Club network
- to provide alumni with the opportunity for social and professional networking and career development
- to enable alumni to give back to the School through volunteering, mentoring or career talks to current pupils
- to publish news and information about the Green & Silver Club and the School
- to hold reunion events and functions throughout the year with a focus on increasing our alumni engagement
- to promote, enhance and support the reputation of the School and its strategic aims.

Additionally, the Green & Silver Bursary Fund was launched in 2015, with the purpose of helping those whose financial circumstances prevent them from accessing the benefits of a Surbiton High School education. The Green & Silver Club Award will be up to 30% of the current school fees, which can be received by one pupil or shared between pupils. The Award will be reviewed annually. Pupils not eligible for a CFSP Bursary are still entitled to apply provided they meet the means-tested criteria.

The modest £10 annual subscription from current parents, along with donations of money, time and talent from so many of our alumni, help support the Green & Silver Club.

Health and Well-being

The Welfare Centre on the Senior School site is staffed throughout the week by our Registered School Nurse.

Health Assessments/Reviews

A short health assessment is required for each pupil, usually in the year of entry, commencing in Year 7 and again during Year 10, or as required when concerns have been expressed by teachers or parents. These are carried out by the School Nurse and are designed to promote the health and development of your daughter and enable any problems which may affect her education to be identified. You will need to complete a Medical Questionnaire and sign to give consent to the assessments.

Illness or Accident in School

The School Nurse is available throughout the school day and, in addition, there are many First Aid-trained staff on each school site. The nurse provides help and support for pupils with specific medical conditions and those who are injured or become ill during the school day. She does not operate a sick bay for ill pupils or act as a substitute for parental care. Please do not send your daughter to School if she is unwell. Not only is it an unpleasant experience for the child, it can cause viruses and infections to spread rapidly throughout the school population.

If your daughter becomes unwell we will contact you, therefore please ensure that your contact details, including emergency contacts, are kept up to date.

If your daughter feels unwell during a lesson, she should ask her teacher if she may go to the School Nurse, Mrs Sam Holliday, in the Welfare Centre. If your daughter is unwell and too ill to stay at School, then the nurse will contact you to make arrangements for her collection. Hence, it is vitally important for the School to be informed of any changes to the normal parental contact details. Please report to Reception to collect your daughter.

If the Nurse feels that your daughter requires hospital treatment as a result of illness or accident, a member of staff will accompany her to hospital and stay with her until you arrive.

Medicines in School

Many pupils will need to take medication at some time during their school life. As far as possible, medication should be taken at home and only taken in school when absolutely essential. However, some pupils may require regular medication either on a short or long-term basis to keep down the effects of, or control, a chronic condition or disability. In these instances each case will be dealt with sympathetically. Prior to the administration of any medication, parents are required to sign a medicines consent form and, when requested, to supply a written update on their daughter's medical condition.

All medication should be delivered to the School Nurse in a sealed container clearly marked with the pupil's name. It should be in the container supplied by the pharmacy complete with written instructions for administration, side effects, expiry date etc. Parents are reminded that it is their responsibility to ensure that any medication kept in School is replenished before its expiry date. When regular doses of medication are required, these will usually be given during breaks to avoid disruption of the pupil's school day.

As a Registered Nurse, the School Nurse may administer medication in School on a regular or occasional basis with the written consent of parents. Pupils over the age of 16 years (or those deemed suitably competent) may give their own consent. Other members of staff are not permitted to administer medication to pupils unless they have been specifically authorised to do so. Dependent upon the circumstances and location of the pupil, medications will be administered by either the School Nurse or a nominated First Aid Trained member of staff.

Emergency Medication

Emergency Medication will always be given. Medication such as asthma inhalers, Adrenaline Injectors (EpiPens) and insulin pens need to be easily accessible and should ideally be kept with the pupil. Pupils at risk of suffering a severe allergic reaction and who have been prescribed an EpiPen are required to have two pens in School. The second pen will be kept in an emergency box in each School Office,



where it can be easily accessed by all staff. The storage of any other emergency medication will be discussed with parents on an individual basis.

Regular Medication

Only prescribed medication will be administered on a regular basis. Antibiotics and antihistamine preparations do not usually need to be taken during the school day. Antibiotics can usually be given before School and immediately on returning home without compromising the consistently high level of medication in the blood stream throughout the day. Parents are requested to ask their doctor to consider the school day and prescribe accordingly when possible. Antihistamines are most effective when taken as a once a day dose in the morning. Short courses of medication (i.e. if an antibiotic is necessary) should be brought into school each day as outlined in 'Medicines in School' and returned home at the end of the day.

Occasional OTC (over-the-counter) Medication

The School Nurse keeps a stock of everyday remedies for common ailments. These are for administration to pupils and pupils in

the Senior School and Sixth Form only who become unwell in the course of the school day. Parents are asked to indicate consent in writing for the School Nurse to administer these medications as required when their daughter joins Surbiton High School. Pupils are encouraged not to use their own OTC medicines whilst in the School.

School Calendar

Please note, as we continue to follow the government guidelines regarding COVID-19, it is possible that events and dates on the School calendar could be subject to change.

Transport

PUBLIC TRANSPORT

Trains

Surbiton Station is an eight minute walk, with trains to Waterloo, Wimbledon, Raynes Park, New Malden, Berrylands, Hinchley Wood, Claygate, Hampton Court, Thames Ditton, Walton-on-Thames and Esher.

Kingston Station is a 20 minute walk, with trains to Waterloo, Putney, Barnes, Mortlake, Norbiton, Hampton, Strawberry Hill, Teddington, Twickenham and Richmond.

Parking

Unfortunately there is no parking for parents or pupils on-site. Surbiton High School is in the Grove Controlled Parking Zone of Kingston upon Thames (8.00am – 6.30pm from Monday to Saturday). The adjoining area, Riverside Zone, has less restriction (10.00am – 4.00pm from Monday to Friday). Within these zones, parking meters are available for short-term parking.

Public Car Parks

- Surbiton Station (8 minute walk)
- Bittoms Car Park, off Penrhyn Road (15 minute walk)
- St James' Car Park, Kingston Hall Road (15 minute walk)
- Waitrose, Surbiton (6 minute walk, 2 hours maximum stay)

Buses

There are frequent bus services past the School.

- K1 New Malden, Kingston, Tolworth
- K2 Kingston Hospital, Chessington
- K3 Roehampton, Kingston, Esher
- 71 Kingston, Chessington
- 281 Hounslow, Kingston, Tolworth
- 406 Kingston, Ewell, Epsom
- 418 Kingston, West Ewell
- 465 Twickenham, Kingston, Dorking

Bicycles

Girls may choose to come to School by bicycle. The bicycle should be parked and secured in one of the cycle shelters, either behind the Sixth Form Block or in the Mary Bennett House car park. Girls riding their bicycle to School should wear appropriate high visibility clothing and a helmet.

School Coach Routes

There are ten bus routes offered for pupils in the School. All the coaches are fitted with seat belts. The routes, timings and prices can be found on the website <http://www.surbitonhigh.com/admissions/transport>. For further information please contact transport@surbitonhigh.com.



The Careers Guidance Programme

You may wonder why we are including a careers section in the Year 8 Curriculum Booklet so early in your child's school life.

However, with options ever increasing, more competition at home and abroad and more Employers/Universities expecting work experience, never has good career and Higher Education preparation been so important.

At Surbiton High School, we believe our Careers Guidance Programme is second to none.

The Strategy

Our Careers Guidance Programme is progressive and strategic. We use the following established principles to guide our delivery:

Self-Awareness – pupils need to identify and reflect on their skills, abilities, interests, values, needs and wants to make good decisions about the future. Self-awareness is a vital life-long skill for successful career management.

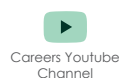
Opportunity Awareness – what are the opportunities out there? This doesn't just mean careers and university courses, but also work experience placements, taster days, open days, mentoring opportunities, to name a few. Developing opportunity awareness requires a pupil to develop many skills such as becoming a good researcher and being proactive.

Decision-Making Skills – with self-awareness and awareness of the opportunities out there, girls then need to become adept at weighing up the options and making decisions about the goals they should pursue.

Transition Skills – once a pupil has decided to pursue a particular goal, she needs to have the skills and/or experience to attain that goal. This could include being able to produce a great CV, application form, covering letter or university personal statement, doing relevant work experience or being able to interview well.

The next page outlines our Progressive Careers Programme from Year 7 to Year 13.

For more from the Careers Department, check out:



Careers Guidance Programme

Year 8

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

- Introduction to Career and Progression Planning – the Morrisby (Early Years) Profile Careers Questionnaire
- Girls complete an interest based questionnaire that gets them thinking about forward planning and career ideas. It also encourages them to think about the factors people consider in making future choices and to challenge stereotypes.

Year 8

- Personal development through PSHE
- Introduction to Careers Research Resources
- Careers Competition (incorporating the Step into the NHS Careers Competition) – the pupils create an advert and person spec for a career or educational option of their choice. In so doing, they are introduced to the idea of the need to research career options and the resources available for conducting this research.

Year 9

- Personal development through PSHE
- Morrisby Profile (Early Years) Careers Questionnaire revisited
- Use of Morrisby Profile (Early Years) website and other websites such as UCAS to complete quiz on Choosing GCSEs from a Careers/Higher Education perspective
- Activities designed to develop self-awareness and then link this learning to the opportunities available in the worlds of work and education.

Year 10

- Personal development through PSHE
- Introduction to careers resources
- Applying for a job – CV, covering letter and application form writing
- Considering competencies – what are competencies, how do you know the ones you have, how do you develop them and how do you evidence them?
- The **full** Morrisby Profile – an extensive careers test looking at abilities, personality and interests
- Pupil and parental Morrisby Profile feedback evening.

Year 11

- Personal development through PSHE
- Individual career guidance interview for each girl with Morrisby Profile feedback and summary and action plan sent to girl and parents
- Work Experience Programme including one week placement and preparation and reflection activities
- The Careers Department works closely with the HOD/AHOY/SLT in checking early A-level indications given in by girls to ensure they pick the best combination to maximise performance and destination opportunities on leaving the Sixth Form.

Year 12

- Building on Year 11 interview, another individual career guidance/Higher Education interview for each girl with summary and action plan sent to girl and parents
- Structured programme exploring university and its alternatives via talks, visits and activities
- Employability skills development such as our Mock Interview Day
- Lecture Day – around 20 university academics deliver lectures to Year 12, helping strengthen their eventual HE applications
- Work experience support
- Specialist programmes for those degrees and universities requiring additional support such as medicine, Oxbridge, veterinary, art school, etc.

Year 13

- Intensive personal statement support
- Individual interviews
- Talk reviewing what students have learnt in Surbiton Careers Programme and Preparing for life after Surbiton
- Support on A-level results day and beyond
- Work experience support.

Alongside compulsory Year Group activities, we also run optional activities available across years, these include:

- Working Lunches – during lunchtime. Come and hear from speakers in different professions about what they do, university admission tutors on entry to competitive universities and courses and take part in employability skill development (e.g. how to write a killer CV!)
- Competitive Pathways – The Careers Department works closely with the Oxbridge and Medical School Programmes to ensure the best outcomes for these destinations.
- Careers Fairs – We run one large scale Careers and HE Fair (stall format) representing a variety of career areas. We also run more specialised career and degree events such as Applying to US Universities, Careers with Classics Degrees and Applying to Medical School.
- Parents' Evenings – The Careers Department is available at several Parents' Evenings for drop-in consultations (selected evenings from Year 9 upwards).

Please look out for our letters featuring our upcoming Working Lunches and other career/HE events. Parents are welcome to come to certain indicated events.



Senior School Uniform

School Uniform Suppliers

AlleyCatz
Claremont House, 34 Molesey Road
Hersham, KT12 4RQ
T 01932 223075 www.alleycatz.co.uk

Nearly New Uniform Sales

Regular nearly new uniform sales are arranged by the Surbiton High School PA Committee. For more details visit www.shspa.org.uk

Labelling

All formal uniform should be labelled on the inside, with either iron-on or 8mm woven name tapes. All sports and art items also need to be clearly labelled inside (not on the outside) with either iron-on or 8mm woven name tapes. When requesting embroidery, please use initials only on the outside of bags, for safeguarding purposes.

Appearance

Girls are required to wear school uniform and an appropriate smart appearance is expected at all times. Hair should be kept tidy and long hair should be neatly tied back off the face.

Make-up and coloured hair are not permitted. No jewellery may be worn apart from a watch and one pair of plain spherical stud earrings, which **must** be removed for PE, due to health and safety reasons. If your daughter is planning on getting her ears pierced, please ensure this takes place at the start of the summer holidays to allow for healing.

PE Kit

Games bags and equipment are kept in the form rooms on the shelving provided. Sports kit should be taken home weekly for washing.

Uniform

Compulsory

Coat	Plain dark colour, no trim, no fringes, no fur, smooth-faced fabric, hood optional
Blazer	Green with School crest and trim
Skirt	Dark grey with pleats
Pullover	Dark grey with trim on neckline
Blouse	Green and white striped, short sleeved
Art overall	Green
Tights	Black, opaque in Autumn and Spring Terms
Socks/tights	Dark grey socks, knee length in Autumn and Spring Terms, white ankle (not trainer style) in Summer Term or black tights
Shoes	Black (from approved styles list)
Rucksack	Plain dark colour
Hair ties/clips	Plain grey, black or dark green

Optional

Gloves	Plain dark grey, black or green
Scarf	Green with School crest
Woolly hat	Green with School crest
Pashmina	Green
Trousers	Dark grey, with School crest on left hand hip (to order only, fitted in store)



Sports Kit

Compulsory

Games skort	Green and white
Performance polo	Green and white
Performance fleece	Green and white
Tracksuit bottoms	School regulation, green
White base layers	Surbiton High School arm print
Performance short	Green (dual use for athletics and gymnastics)
Games bag	Green with School crest (option to initial)
Hockey trainers	Astro Turf trainers
Hockey socks	White with green hoop
Trainers	For indoor and outdoor PE (mainly white)
Dance t-shirt	White with School crest (GCSE and A-level pupils only)
Dance top	White with School crest (GCSE and A-level pupils only)
Socks	White, ankle/trainer style
Hockey stick	Autumn and Spring Term
Tennis racket	Spring and Summer Term
Shin pads	Autumn and Spring Term
Mouth guard	Autumn and Spring Term
Cricket shirt	(Compulsory in Year 8 upwards - A squad only)
Cricket trousers	(Compulsory in Year 8 upwards - A squad only)

Optional

Waterproof sports jacket	Green and white
Base layer leggings	School regulation, green
Boot bag	Green
Athletics spikes	
Athletics vest	Green and white (compulsory for Co-curricular athletics team and cross country Years 7 to 11)
Football boots	Compulsory for A and B teams Years 7 to 11
Football top and shorts	Compulsory for Co-curricular A and B teams Years 7 to 11
Netball dress and shorts	Compulsory for A and B teams in Year 8 upwards
Leotard	Compulsory for Co-curricular Gymnastics (order via Head of Gymnastics nicola.osborn@surbitonhigh.com)

Term Dates

Autumn Term 2020

Staff INSET	Tuesday 1 September
Staff INSET	Wednesday 2 September
Year 7 and 12 Induction Day	Thursday 3 September
Term Commences	Friday 4 September
Half Term	Monday 19 October to Friday 30 October
Term Finishes	Wednesday 16 December (half day)

Spring Term 2021

Staff INSET	Monday 4 January
Year 7 Entrance Exam	Tuesday 5 January
Staff INSET	Wednesday 6 January
Term Commences	Thursday 7 January
Half Term	Monday 15 February to Friday 19 February
Term Finishes	Wednesday 24 March

Summer Term 2021

Staff INSET	Monday 12 April
Term Commences	Tuesday 13 April
Half Term	Monday 31 May to Friday 4 June
Term Finishes	Wednesday 7 July (half day)



Staff list

Senior Leadership Team

Principal	Mrs Rebecca Glover	rebecca.glover@surbitonhigh.com
Senior Vice Principal	Mr Matthew Close	matthew.close@surbitonhigh.com
Vice Principal	Mrs Kavita Patel	kavita.patel@surbitonhigh.com
Vice Principal	Mrs Hannah Horwood	hannah.horwood@surbitonhigh.com

Assistant Principals

<i>Whole School Innovation & Organisation</i>	Mr James Flynn	james.flynn@surbitonhigh.com
<i>Pupil Development & Well-being</i>	Mr Stuart Murphy	stuart.murphy@surbitonhigh.com
<i>Director of Sixth Form</i>	Mr Jon Owen	jon.owen@surbitonhigh.com
<i>Learning & Teaching</i>	Mr Paul Reeves	paul.reeves@surbitonhigh.com
<i>Compliance, Health and Safety</i>	Mrs Charlotte Demetz	charlotte.demetz@surbitonhigh.com

Associate Assistant Principal <i>Leadership Development Programme</i>	Mrs Bethany Hart	bethany.hart@surbitonhigh.com
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Heads of Year

Year 7 Assistant	Miss Jade Phillimore Miss Alexandra Higgins	jade.phillimore@surbitonhigh.com alexandra.higgins@surbitonhigh.com
Year 8 Assistant	Miss Carley MacLean Miss Héloïse Plumley	carley.maclean@surbitonhigh.com heloise.plumley@surbitonhigh.com
Year 9 Assistant	Mrs Holly Christophers Miss Emma Rickards	holly.christophers@surbitonhigh.com emma.rickards@surbitonhigh.com
Year 10 Assistant	Miss Emily Jervis Ms Rella LaRoe	emily.jervis@surbitonhigh.com rella.laroe@surbitonhigh.com
Year 11 Assistant	Miss Lisa Keers Mr Jim Sayer	lisa.keers@surbitonhigh.com jim.sayer@surbitonhigh.com
Year 12	Ms Olivia Rusholme	olivia.rusholme@surbitonhigh.com
Year 13	Mr Conor Johnston	conor.johnston@surbitonhigh.com





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An independent school for boys aged 4 - 11 and girls aged 4 - 18



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Registered address: United Learning, Worldwide House, Thorpe Wood, Peterborough, PE3 6SB.