



SURBITON

HIGH SCHOOL



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# Surbiton High School

Year 9

**Information Booklet 2021-2022**

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# Welcome

## Letter from Miss Carley MacLean, Head of Year 9



I am delighted to be able to join your daughters on their journey into Year 9 as Head of Year. I have responsibility for the welfare, academic progress

and conduct of the Year 9 pupils, as well as working with our wonderful tutors, whose rich collective experience is invaluable in encouraging each pupil to achieve her potential.

As their first point of contact, the tutors play a pivotal role in your daughters' well-being.

Throughout the year, the dedicated time given for tutors to have one-on-one conversations with your daughters allows us to celebrate, coach and support them as they progress through the School.

It is an opportunity for your daughters to discuss their progress, concerns or accomplishments in a safe and impartial setting, where their well-being remains at the heart of our tutors' focus. Whilst the Form Tutors will remain the initial point of contact for parents, you are welcome to contact me directly.

As leaders of the Middle School, I look forward to seeing Year 9 pupils model the positive behaviours, attitudes and outlooks that the lower years can look up to. I know that they wish to set the proper example

in their uniform, conduct, and in their engagement with school activities throughout the year. The Middle School Head Girl Team also have an important role of responsibility in leadership and we encourage all pupils to take up some of the many opportunities available to them to develop such skills and experience over the coming year.

To enhance and enrich your daughters' school experience, we encourage them to make the most of Surbiton High School's co-curricular opportunities. Alongside this, Year 9 is an important year where the pupils will choose their GCSE subjects under the counsel of their tutors, subject teachers and myself, to ensure they are choosing subjects that will help them flourish. All pupils will take the core subjects which include English, Mathematics, Science, and a Modern Foreign Language. Other subjects are optional and therefore open for the pupils to choose. To help them make the best choices, we will hold a special Options Evening in January 2022.

I look forward to guiding your daughters through this exciting year. It is destined to be a busy and rewarding one and the tutor team and I sincerely hope that your daughter will relish and actively embrace the wealth of rich opportunities which it has to offer.

***Miss Carley MacLean***

Head of Year 9  
Email: [carley.maclean@surbitonhigh.com](mailto:carley.maclean@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
CHAIR OF THE UCST BOARD	Dr Rosalind Given-Wilson
CORRESPONDENCE FOR DR ROSALIND GIVEN-WILSON 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](http://www.education.gov.uk)). Surbiton High School is also noted on the Edubase register which is available at [www.edubase.gov.uk](http://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](http://www.surbitonhigh.com), and also on request from the School Office:

### ISI REGULATORY POLICIES

- Academic Performance Statement
- Admissions Policy
- Anti Bullying Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy - Senior School
- Curriculum Policy - Girls' Prep School
- Curriculum Policy - Boys' Prep School
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- First Aid Policy

- Health and Safety Policy - Group
- Missing Pupil Policy
- Special Educational Needs Policy
- Uncollected Pupils Policy

### OTHER SCHOOL POLICIES

- Accident and Incident Management Policy
- Co-curricular Policy - Senior School
- Code of Conduct - Pupils
- Continuity of Education Policy
- Drugs Policy
- Early Education Funding
- Educational Visits Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Green Policy
- Head Girl Team Policy
- Non-Examination Assessments (NEA) Policy
- Peer-on-Peer Abuse
- Physical Restraint Policy
- Provision of Information Policy
- Relationships and Sex Education Policy
- School Worship and Assemblies
- Searches and Confiscation Policy
- Supervision of Pupils on Site Policy
- United Learning Health and Safety Statement of Intent
- 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](http://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.





## Duke of Edinburgh's Award

At the beginning of Year 9, pupils have the opportunity to start the Bronze Level of the Duke of Edinburgh's Award. A DofE Award provides a valuable and globally recognised way of accrediting a pupil's extra-curricular programme.

For Bronze, pupils must complete and record evidence of regular extra-curricular activity in three separate sections: physical, skill and volunteering as well as completing an expedition. Two of these sections run for three months and one section for six months. Pupils may choose any activity of their choosing providing it fits within the DofE section guidelines. Sections can be done independently or as school-based activities or through independent organisations.

For the expedition section, pupils must complete both a practice and assessed expedition of two days, involving navigation and campcraft as an independent team. These trips along with a training and preparation weekend take place in the second half of Year 9.

The Bronze DofE Award is a commitment, but achievable for those pupils who want to demonstrate their range of interests to future universities and employers. The Award encourages experience and develops independence and resilience in those who participate.

Bronze participants may move onto the Silver DofE Award from the start of Year 10. The Gold DofE Award is open to those from the start of Year 12.



## 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 one-to-one meetings.

### Head of Year

Miss Carley MacLean oversees and monitors the well-being and academic progress of all pupils in the year.

The Deputy Heads of Year 9, Ms Heloise Plumley and Mr John Brown, assist Miss Carley MacLean in her role.

### Nurse

The School Nurse, Mrs Sam Holliday, 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.



# 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.

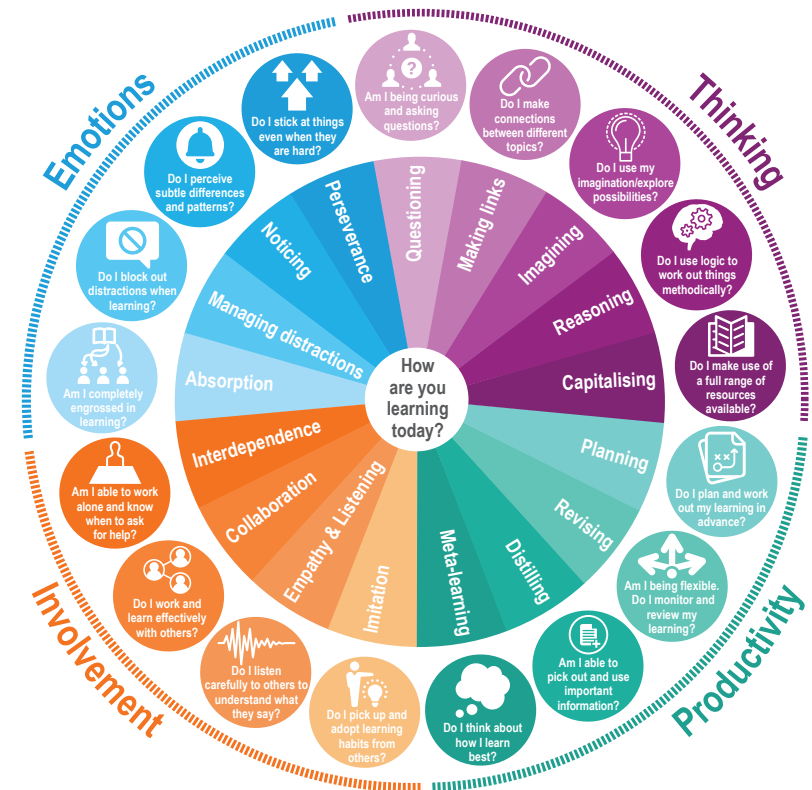
Pupils today will be entering the world of work in the 2020s and 2030s. Many of our young people are highly likely to take up jobs that do not yet exist; they will follow careers and work patterns that we may currently find difficult to imagine and it is, therefore, imperative that we prepare pupils 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](http://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 pupil 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 pupils. 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 pupils in their year. Together with the Assistants Head of Year, they lead the Tutor Team.

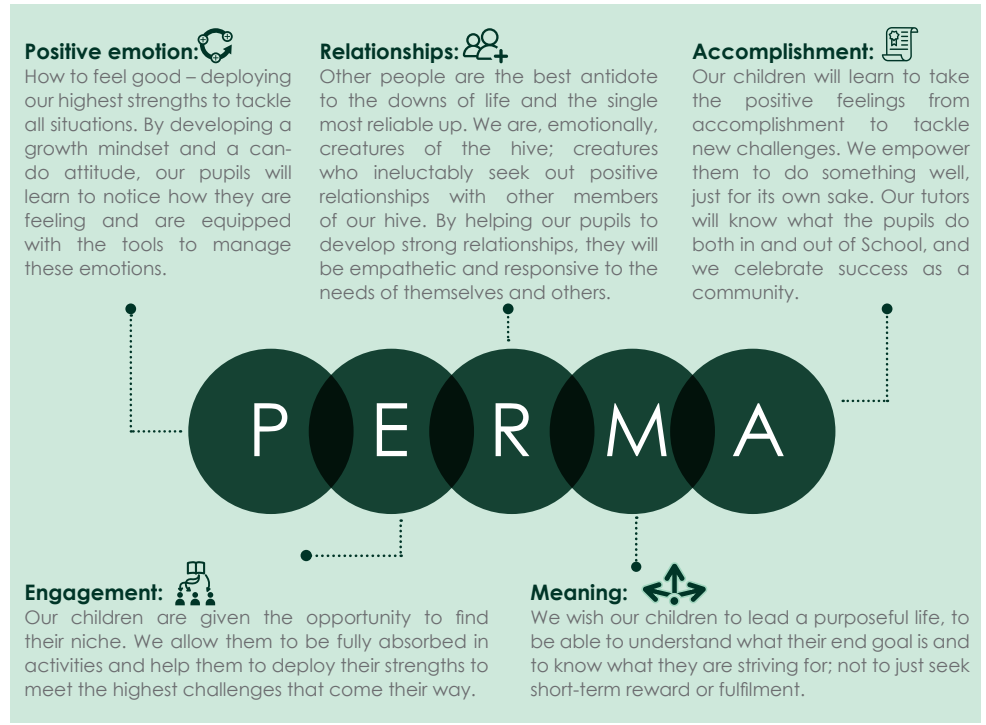


We have three full-time Mentors who are available to provide more intensive one-to-one pastoral support to the pupils in the Senior School. The Mentors are a bridge between the Form Tutor/Head of Year and the School Counsellor.

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 pupils 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 pupils 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 pupils what we describe as PERMA: Positive emotion, Engagement, Relationships, Meaning and Accomplishment.



# CURRICULUM SUBJECTS

## Art

The Year 9 Art curriculum focuses on building core skills: use of materials and technique, direct observation, contextual and historical study. As specialist Art teachers, we are able to enable the pupils to work with a wide range of mediums. These include painting, ceramics, sculpture, printing, photography and textiles.

In Year 9, we introduce a more independent thinking and learning approach in preparation for GCSE Art and Design. For example, the pupils will work on a long project throughout the Autumn and Spring Terms based on a given theme. They will learn a range of skills at the beginning of the project to enable them to find their own creative pathway. They will research artists relevant to their own ideas and develop a personal outcome from this.

This project will be assessed on their final outcome, ability to critically analyse artists' work, development of ideas, experimentation and technical skill. The culmination of marks will give them a final percentage and take the place of a Summer Examination.

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



## Computing

The Year 9 Computing curriculum aims to provide a foundation for GCSE Computer Science whilst building upon the learning from Year 8. Aside from that, many of the skills gained are designed to further support the pupils across the curriculum into GCSE and beyond. The approach of the units of work are both theoretical and practical. The pupils will gain a deeper appreciation of computational theory and develop skills in three key areas: programming in Python, understanding computers and networks, and product development using sound editing software. Each unit will carry an end-of-unit assessment portfolio to ensure the pupils

are making progress. Generic learning habits and skills, such as independent learning, research and project management skills, are also developed throughout each unit. As far as possible, these are designed not to rely on access to a computer, but the availability of school PCs and iPads will enhance the experience of the pupils. Homework will be in the form of annotation of the classwork to consolidate understanding, as the pupils will be expected to prepare for the next lesson in the series using available resources. Should the pupils need a computer to complete work, after school clubs will be available to support them in enhancing their product development.



# Design and Technology

During Year 9, the pupils will complete projects in two of the Design and Technology curriculum areas, with the pupils being able to opt for their first choice. This will extend their skills and begin to prepare them for potential study at GCSE level. They will have the opportunity to work on realistic and creative design briefs that will give them the opportunity for independent learning, as well as gaining a wide range of useful practical skills.

## Graphics

The pupils will investigate the work of well-known architects and design movements and use this to inspire their own work. A wide range of sketching and drawing techniques will be learnt that are commonly used by architects to convey their ideas, before the pupils embark on an architectural design project, focusing on sustainable architecture and the built environment. Physical and CAD modelling techniques will be used to complete a final design for evaluation and testing.

## Resistant Materials

In Year 9, there will be a greater focus on computer-aided design and manufacturing technology by employing the department's laser cutter and router to machine high quality parts and products. Their brief is a focused practical task based around

jewellery design, where the pupils will respond to the natural environment and design and make a pendant made by the pewter-casting method. They will investigate different types of metals and test how they can be processed, as well as investigate creative ways of embellishing their designs with other materials. The pupils will use CAD/CAM to manufacture a die casting mould of their chosen design and use this to make a one-off product. The pupils will also design and make a method of displaying their chosen design.

## Textiles Technology

In Year 9, pupils have the exciting opportunity to create their own pair of pyjamas, developing their commercial pattern understanding and construction skills. The design for the pocket of the pyjamas will be inspired by modern or street art and will be digitally manipulated using the Photoshop CAD programme. Use of CAM technology will enable the image to be transferred onto the fabric using the sublimation print process. Pupils will gain knowledge and theoretical understanding of textiles through focused practical activities and homework research tasks. Pupils will learn simple pattern cutting skills and develop their capability with the sewing machine and overlocker in order to produce a professional and functional final product.





The Year 9 Drama curriculum has been designed to stretch and challenge our pupils' creativity, performance skills and ability to respond articulately to drama work, both verbally and in written contexts, in order to prepare them for different aspects of their GCSE studies.

In the first term, pupils will study a range of different explorative strategies practically, experimenting with the application of these strategies to different pieces of performance. Alongside this, they will learn about different aspects of technical

theatre, which can be used to support and enhance performance work. This programme of study will be developed in the Spring and Summer Terms, resulting in every pupil being involved in the creation and performance of an original piece of devised performance. This work will be performed at a Year 9 showcase event in June.

Pupils are assessed in three key areas in Years 7, 8 and 9: creating, performing and responding.

## English



The Year 9 programme of study for English builds upon all the skills the pupils have learnt so far, while preparing them for the demands of GCSE Language and Literature. It continues to be based upon the three elements of Reading, Writing and Speaking and Listening.

There are five units altogether: prose, a Shakespeare play, a study of non-fiction leading to participation in the Public Speaking Competition, the study of Gothic extracts, and an exploration of poetry based on the theme of power and conflict.

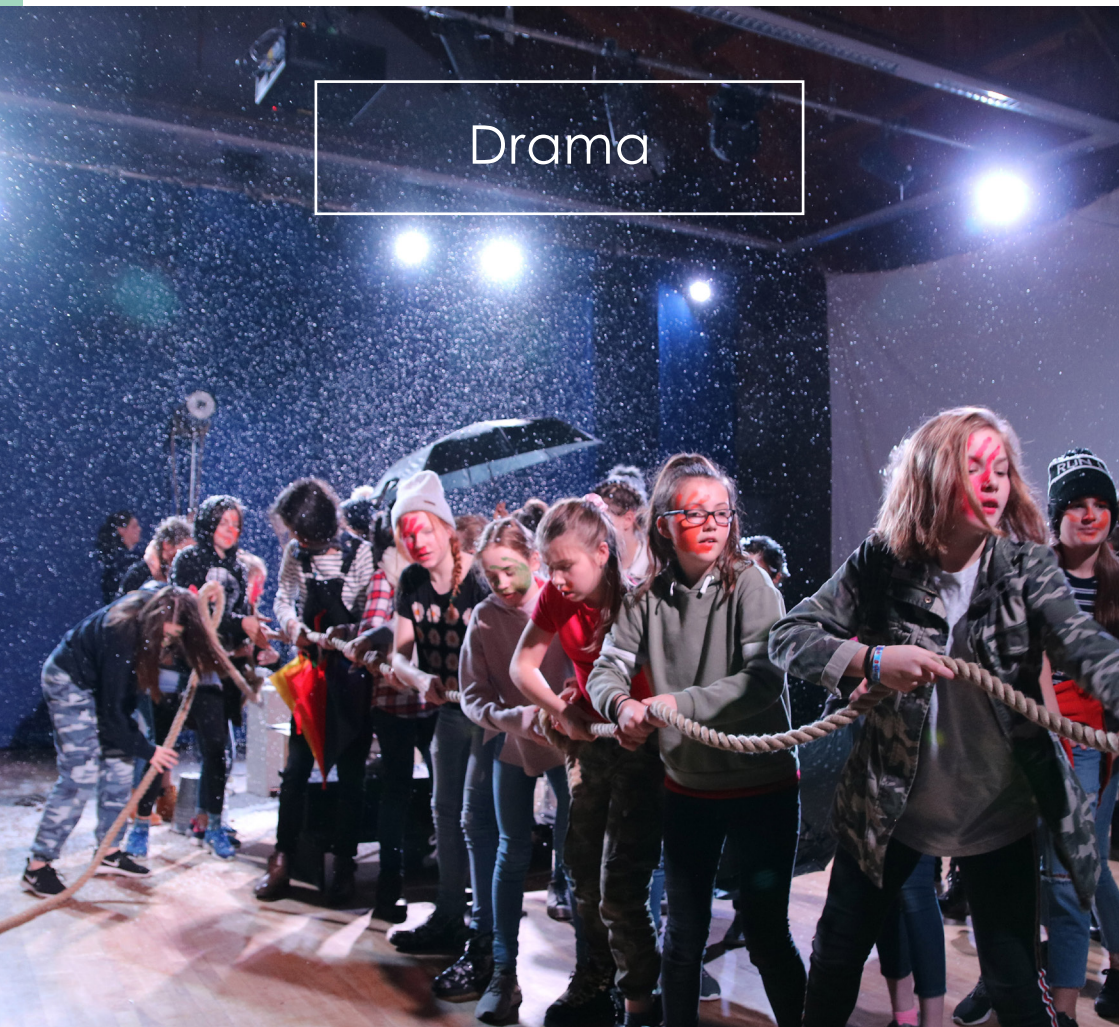
As part of their study of prose texts, pupils will be given the opportunity to complete an independent project on a class novel, where pupils will have the flexibility to

choose tasks to complete based on their reading, subsequently creating a portfolio of work to present to their teacher at the end of the unit.

This programme of study is designed to enable the pupils to work independently, whilst encouraging pupils to utilise a range of resources and read more widely, which is a skill that will undoubtedly serve the pupils well ahead of their GCSEs.

By the time pupils have undertaken the curriculum in Year 9, they will be fully equipped to tackle the demands of KS4 with confidence, having been given the opportunity to practise and master the skills required ahead of Year 10.

## Drama





## Geography

Year 9 geographers begin the year with a newly developed unit of work on China. This topic combines a mixture of both physical and human geography and draws upon some GCSE and A-level content, such as water/energy management, sustainability and superpowers. In the second term, pupils begin the GCSE topic of Ecosystems, Biodiversity and Management, where they explore how ecosystems such as tropical rainforests and the UK's deciduous woodland ecosystems interrelate with their

climate and how they may be sustainably managed in order to protect against climate change and exploitation by humans. In the Summer Term, pupils will conduct GCSE fieldwork during an investigation into a local deciduous woodland ecosystem.

For pupils choosing Geography as a GCSE option, this provides a good head start to the course and helps to enhance exam techniques and key geographical skills.



## History

Year 9 pupils cover a range of topics. They begin with the Industrial Revolution in Britain, in particular researching how it affected children. The next topic is British people's struggle for the franchise in the 19th and early 20th centuries. Pupils write two coursework assignments, the marks for which count towards their end-of-year exam results. The first is an essay about the ways in which the Suffragists and Suffragettes tried to win the right to vote, and the second is a source-based assignment on the Treaty of Versailles.

For the rest of the year, the focus is on 20th century history, including the First World War, the rise of the dictators, aspects of the Second World War and the Holocaust.







## Latin

Pupils continue their study of the Cambridge Latin Course in stages 16-23, where Quintus tells King Cogidubnus of his experience in Egypt after he fled with his freedman, Clemens, from the burning Pompeii.

With the city of Alexandria in Egypt as a focus, pupils learn about multiculturalism in the ancient world. They also investigate the contributions the Greeks and Romans have made to medicine, science and technology. This combination of fascinating culture and gripping storylines provides an exciting course of study.

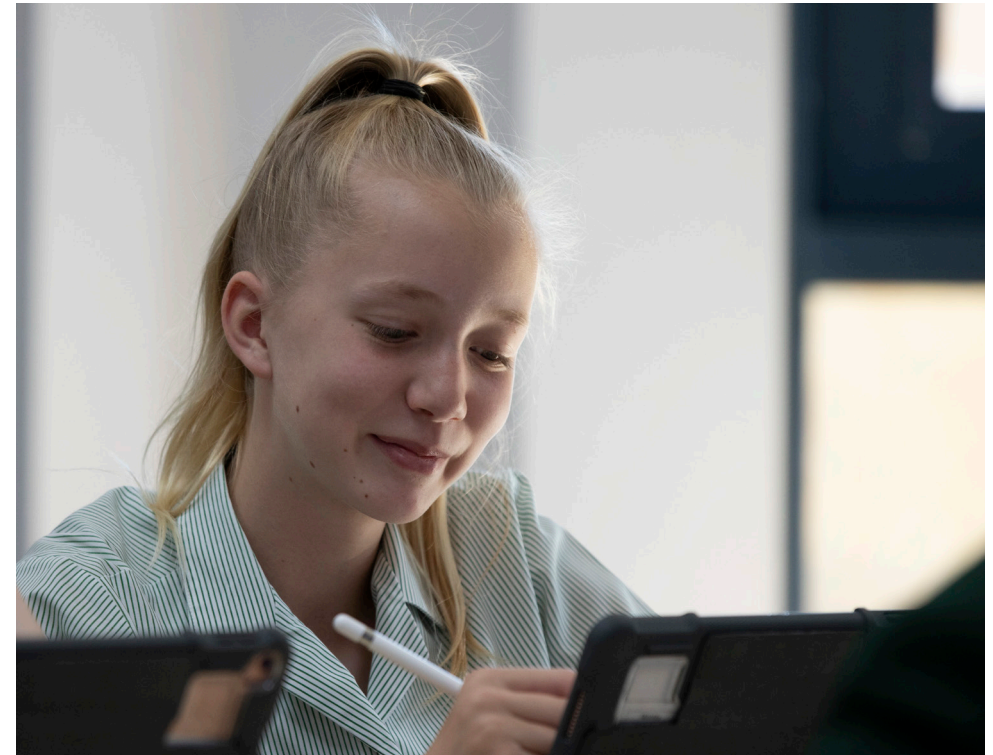
Later, in stage 21, the storyline returns to Roman Britain and pupils do an independent project on the town of

Aquae Sulis, Bath, when they will also have the opportunity to visit the site of the Roman Baths to enhance their project work. Throughout the course, pupils also undertake study in both Classical Greek and Classical Civilisation, to give them an experience of these new subjects which are available at GCSE. Pupils who are interested in taking Classical Greek also have the option of enrolling in weekly lunchtime sessions to complete further studies to equip them for Classical Greek as a GCSE option from Year 10, a very academically challenging subject, but one with rich rewards!

## Mathematics

Pupils continue to develop work covered in Number, Algebra, Shape and Space and Statistics. In Number, a greater emphasis is placed on estimation techniques and pupils cover topics such as standard form, bounds of accuracy and the laws of indices, together with more advanced work on percentages. In Algebra, pupils learn a variety of new techniques such as double bracket expansion, algebraic fractions and factorisation over single and double brackets, together with

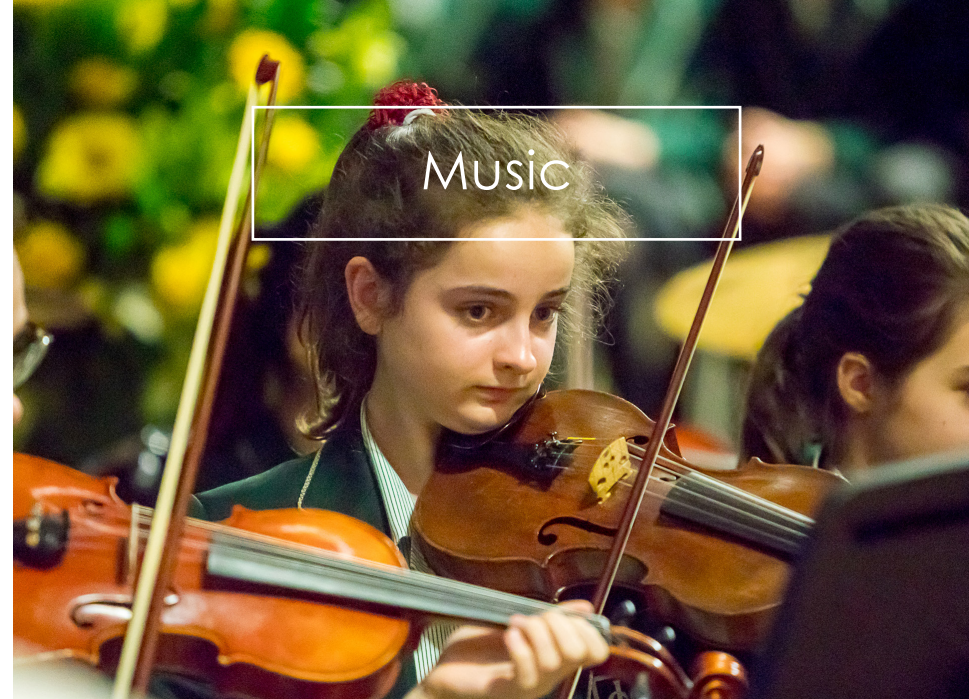
consolidating key areas such as equations and manipulation of formulae. Spatially, pupils are introduced to key topics such as trigonometry and similar shapes, and will also start to see the elements of straight line graph theory. In Statistics, pupils learn how to work with continuous data and are taught how to use mid-intervals and cumulative frequency to make a variety of estimates to represent data.





## Modern Foreign Languages

Year 9 pupils will continue to study the same languages they chose in Year 8. They will become increasingly familiar with the sounds, written form and grammar of each of the modern foreign languages. They will use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing. They will develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent learners and users of the MFLs. In Year 9, pupils will be introduced to elements of the IGCSE specification, including practice of authentic listening, reading, writing tasks and the corresponding mark schemes used. We aim to increase pupils' cultural awareness by learning about French, German and Spanish-speaking countries and their peoples, and by working with materials from those countries. This will form a sound basis for further study in Key Stage 4 and beyond.



Year 9 have the opportunity to continue their Music education by investigating a vast array of music, both inside and outside the classroom.

Practical music making is at the heart of our curriculum, through which pupils continue to explore the three main strands of performing, composing and critical engagement in one lesson per week. An exciting programme of half-termly projects showcases Film Music, Waltz composition, Exploring Pop Songs, Extended Keyboard Skills and Ukuleles. Each topic looks to develop understanding of how music is constructed, produced and influenced by time and place in the context of a particular style or genre, building on skills from Year 8. As well as using their own orchestral instruments, pupils perform and compose using their voices, keyboards, and pop instruments, including guitars and bass guitars, enabling them to form mini bands in our Exploring Pop Songs project. The

use of Music Technology software such as GarageBand and Sibelius continues to be a focus in preparing pupils for GCSE Music.

Pupils continue to be offered a range of co-curricular activities and instrumental lessons, as well as concerts, trips, recitals and competitions which take place both in the School and at external venues. Every pupil in Year 9 is encouraged to participate in the co-curricular musical life of the School by joining the many Senior Groups, such as Senior Choir, Symphony Orchestra and numerous other instrumental ensembles of differing ability, size and discipline that all perform a wide variety of music. The Music Department values the multi-faceted talents of all pupils and welcomes them to continue to explore their musicianship throughout their school career in a range of contexts and experiences.





## Philosophy and Religious Studies

Pupils in Year 9 have the opportunity to grapple with two big questions in Philosophy and Religious Studies.

The first question is 'Who is Jesus?'. Pupils will undertake an exploration and analysis of both the historical Jesus, and the Jesus of faith as portrayed in the Bible. They will examine the accounts of his miracles, death and resurrection, considering the historicity of these events, and deciding for themselves whether they accept the claims of Christianity in relation to the person of Jesus Christ.

In the second part of the year, pupils study different philosophical and religious

arguments for the existence, and against the existence, of God, to try to answer the question 'Does God exist?' for themselves. This includes study of the Cosmological, Teleological and Ontological arguments for the existence of God, and the problem of evil as an argument for God's non-existence.

Through these units of study, pupils will continue to develop transferable skills such as the ability to put forward a persuasive, logical argument, make reasoned and informed judgements about religious and philosophical issues, and to analyse and critically evaluate different ideas and points of view.



## Physical Education

In Year 9, pupils have one double period, taking the form of a games afternoon, and a single lesson a week, when they will take part in a full and varied PE programme. The PE programme is designed to build on the pupils' knowledge learnt in Years 7 and 8, but to extend and push them. The pupils also complete a model of First Aid called 'The Heart-Start Programme' and build on areas such as fitness, cricket and football. As always, the programme is designed to offer enjoyment and encouragement to all.

By the end of Key Stage 3, pupils will have been assessed, and they will be

encouraged to identify their main areas of strength and weakness. Pupils will be expected to select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.

Our co-curricular provision, as in the previous years, is extensive and pupils are encouraged to join as many clubs as possible.



# Science

In Year 9 Science, your daughter will be taught three separate Sciences for one period a week each. Pupils will study GCSE material from topics which support them to decide whether to take separate Science subjects at GCSE (Biology, Chemistry and Physics), or GCSE Combined Science (Trilogy) in Year 10.

They will have to complete set, required practicals to learn how to work scientifically and answer applied, practical-based questions which will make up 15% of the examined part of the course. The Centre Assessed unit (coursework) element is replaced by these required practicals.

The topics taught are:

## Biology

- Cell Structure
- Cell Division
- Transport in Cells
- Animal Tissues, Organs and Organ Systems

## Chemistry

- Atomic Structure
- The Periodic Table
- Rates of Reaction

## Physics

- Energy Stores and Transfers
- Waves
- Particle Model of Matter

As part of your daughter's Science education, she will be given a variety of opportunities to work at her own level and explore the subject beyond the syllabus and the classroom. Formative assessment tasks have been developed, which will enable all pupils to gain valuable knowledge and understanding, whilst also encouraging them to take more responsibility for their development and progression.



# Useful Information

## PSHE

PSHE lessons in Year 9 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. Pupils will be encouraged to become more reflective, aspirational and confident. Particular topics will include friendships, peer pressure, drugs, alcohol, physical health and body image.

In the Autumn Term, the pupils will be focusing on their enterprise project working with the charity KYGN, a charity that provides education for pupils in Mabogini. Mr McDermott, our Director of Careers & Guidance, will speak to the Year 9s about career advice and guidance in preparation for making their GCSE options. The pupils are encouraged to consider the path that they may wish to take and all the subjects and choices that are available to them.

In the Spring Term, as the pupils are becoming increasingly aware of their bodies and of the opposite sex, we provide a programme that deals with some of the broader issues of relationships, emotions, contraception and sexually transmitted infections.

In the Summer Term, the pupils will look at emotional resilience with a focus on peer pressure. This can be a time when pupils feel they should experiment with

smoking and alcohol; these sessions are designed to highlight the dangers and ensure that the pupils are fully prepared to deal with any pressure from others that they may be faced with.

## 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 and skiing. 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](http://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.

### Reporting to Parents

In December, you will receive a Full Report for your daughter. This is a good opportunity to discuss how your daughter is getting on in her subjects and to begin to think about what options she may wish to take at GCSE.

The Options Evening for GCSEs takes place in January and this is followed by the Parents' Evening. GCSE choices will need to be finalised shortly afterwards.

Finally, in the Summer Term you will receive two progress reports; one in May and the other at the end of the year which will include the examination results.

### Positions of Responsibility

In Year 9, pupils are encouraged to take more responsibility, not only for their own learning, but also for themselves and each other.

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

In addition to these roles within each Form, there are the roles of House Captain or Deputy House 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.

### Monitoring Academic Progress

To ensure your daughter flourishes academically, the Form Tutors, Head of Year and Assistant Head of Year 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 they have any particular concerns.

### 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, or if the correct books and equipment are not taken to lessons, pupils may be awarded an Organisation Warning. Uniform Warnings may be issued for incorrect uniform or appearance.

For the past two years, we have run a competition to see which form can gain the most Commendations and Merits minus detentions. The winning form is announced at the end of each term in the year group assembly. The form are then invited to a break time treat with the Principal, the Head of Year, their Form Tutor and Deputy Tutor to have cupcakes and celebrate their success. So far this has been a huge hit with the pupils and we hope that it will continue to keep them focused on achieving rewards and not accruing sanctions.

### 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, 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.

### Learning Enrichment Department

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 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. The department offers individual, paired or small group specialist tuition. All Year 9 pupils will be screened at the beginning of the year. This will ensure that the appropriate provision is in place in preparation for GCSE courses.

### 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. Skirts should be just above the knee and should not be taken in or rolled up. A Uniform List is included on page 42. Your daughter 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. Earrings must be discreet, spherical, and in gold, silver, clear glass or pearl. Pupils are required to remove





their earrings for PE lessons.

If, for religious reasons, parents wish their daughter to wear a cross or another religious symbol, please would they write to the Head of Year, requesting permission.

### Looking Ahead

In the Spring Term of 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. Prior to the evening, Miss Maclean will speak to all the pupils and give them a booklet which contains a summary of all the courses on offer and explains which subjects form the core and which are optional.

### 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 a number of Nearly New Uniform Sales throughout the year. For more information, please go to [www.shspa.org.uk](http://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.

The Parents' Association is hosting a 'Meet and Eat' evening in the Dining Hall on Thursday 9 September from 7.00pm onwards for new families. Bowl food will be served to enable you to mingle and get to know other parents. To book tickets, go to their website.

The PA rely on the community of parent volunteers and staff and couldn't continue to make an impact without them. Keep in touch with what they're up to by following them on Twitter @SHSParentsAssoc and check out their website [www.shspa.org.uk](http://www.shspa.org.uk). They're always keen to get more volunteers, so if you're looking to be a part of the school community and have fun getting to know other parents, they would love to have you on board!

### 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](http://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](mailto: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 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](mailto: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 School 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.



## Nurse

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

## 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. Unfortunately, it is not possible for pupils to stay in the Welfare Centre for long periods of time if they are unwell. Please do not send your daughter to School if she is ill, not only can it be upsetting for them, but it can

also cause viruses and infections to spread rapidly throughout the school population. If your daughter becomes unwell, and needs collecting from School, we will contact you, therefore, please ensure that your contact details, including emergency contacts, are kept up to date. 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 adrenaline injector (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 Over the Counter (OTC) Medication

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

## Any Questions?

If you have further questions regarding Year 9, please contact Miss Carley MacLean, Head of Year 9, on 0208 546 5245 or [carley.maclean@surbitonhigh.com](mailto:carley.maclean@surbitonhigh.com).







# 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 (eight-minute walk)
- Bittoms Car Park, off Penrhyn Road (15-minute walk)
- St James' Car Park, Kingston Hall Road (15-minute walk)
- Waitrose, Surbiton (six-minute walk, two 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

Pupils 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, Main Site car park or in the Mary Bennett House car park. Pupils 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, [www.surbitonhigh.com/admissions/transport](http://www.surbitonhigh.com/admissions/transport). For further information, please contact [transport@surbitonhigh.com](mailto:transport@surbitonhigh.com).





# Learning Enrichment

The Learning Enrichment Department recognises that every pupil is an individual and that 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 9 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.





## The Careers Guidance Programme

You may wonder why we are including a careers section in the Year 9 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.

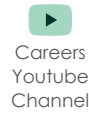
**Opportunity Awareness** – what are the opportunities out there? This doesn't just mean careers and university courses, but also work experience placements, taster days, open days, mentoring opportunities, to name a few. Developing opportunity awareness requires a pupil to develop many skills such as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

**Decision-Making Skills** – with self-awareness and awareness of the opportunities out there, pupils 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 information from the Careers Department, check out:



# Careers Guidance Programme

## Year 9

### Year 8

### Year 9

### Year 10

### Year 11

### Year 12

### Year 13

#### Year 7

- Introduction to Career and Progression Planning – the Morrisby (Early Years) Profile Careers Questionnaire

• Pupils complete an interest based questionnaire that gets them thinking about forward planning and includes subject, degree 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
- 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 pupil with Morrisby Profile feedback and summary and action plan sent to pupil 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 pupils to ensure they pick the best combination to maximise performance and destination opportunities on leaving the Sixth Form.

#### Year 12

- Building on Year 11 career guidance/Higher Education interview for each pupil with summary and action plan sent to pupil 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](http://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](http://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

Pupils 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. Earrings are not permitted for any PE lessons 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.

## Uniform

### Compulsory

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

### Optional

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





## Sports Kit

### Compulsory

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

### Optional

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

## Term Dates

### Autumn Term 2021

Staff INSET	Wednesday 1 September
Staff INSET	Thursday 2 September
Years 7 and 12 Induction Day	Friday 3 September
Term Commences	Monday 6 September
Half Term	Monday 18 October to Friday 29 October
Year 7 Entrance Exam	Saturday 27 November
Term Finishes	Wednesday 15 December (half day)

### Spring Term 2022

Staff INSET	Tuesday 4 January
Staff INSET	Wednesday 5 January
Term Commences	Thursday 6 January
Half Term	Monday 14 February to Friday 18 February
Term Finishes	Friday 1 April (half day)

### Summer Term 2022

Staff INSET	Wednesday 20 April
Term Commences	Thursday 21 April
Half Term	Monday 30 May to Friday 3 June
Term Finishes	Wednesday 6 July (half day)



# Staff List

## Senior Leadership Team

<b>Principal</b>	Mrs Rebecca Glover	rebecca.glover@surbitonhigh.com
<b>Senior Vice Principal</b>	Mr Matthew Close	matthew.close@surbitonhigh.com
<b>Vice Principal</b>	Mrs Hannah Horwood	hannah.horwood@surbitonhigh.com
<b>Vice Principal</b>	Mrs Kavita Patel	kavita.patel@surbitonhigh.com
<b>Assistant Principals</b> <i>Whole School Innovation &amp; Organisation</i>	Mr James Flynn	james.flynn@surbitonhigh.com
<i>Pupil Development &amp; Well-being</i>	Mr Stuart Murphy	stuart.murphy@surbitonhigh.com
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