



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET  
**2023-2024**  
YEAR 8

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# Welcome

## Letter from Ms Emma Rickards, Head of Year 8



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

I will be working alongside Miss Hannah Russ and Mrs Maliha Miah, who are the Assistant Heads of Year. For the next two years, we have responsibility for the welfare, academic progress and conduct of the Year 8 pupils, as well as working with our wonderful tutors, whose rich collective experience is invaluable in encouraging each pupil to achieve their potential. As their first point of contact,

the tutors play a pivotal role in your children's well-being. The dedicated time given for tutors to have one-on-one conversations with your children allows us to celebrate, coach and support them as they progress through the School. It is an opportunity for your children 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 myself, Miss Russ and Mrs Miah 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 pupils are encouraged to participate in as many as they wish. Such clubs enable your child 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 their horizons and open their mind. We look forward to guiding your children through this exciting year. It is destined to be a busy and rewarding one and we sincerely hope that your children will relish and actively embrace the wealth of rich opportunities Surbiton has to offer.

**Ms Emma Rickards**  
[emma.rickards@surbitonhigh.com](mailto:emma.rickards@surbitonhigh.com)



## Contact Information

PRINCIPAL Mrs Rebecca Glover

SENIOR VICE PRINCIPAL Mrs Hannah Horwood

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 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
- English as an Additional Language Policy
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- First Aid Policy
- Health and Safety Policy – Group
- Missing and Uncollected Pupil Policy
- Relationships and Sex Education Policy
- Special Educational Needs Policy

### Other School Policies

- Accident and Incident Management Policy
- Aims And Ethos Policy
- Bereavement Policy

- Child-on-Child Abuse Policy
- Carbon Neutral Policy
- Co-curricular Policy – Senior School
- Code of Conduct – Pupils
- Conducting Right To Study Checks
- Drugs Policy
- Early Education Funding
- Educational Visits Policy
- Equal Opportunities Policy
- Gifted and Talented Policy
- Student Leadership Team Policy
- Mental Health Policy
- Non-Examination Assessments (NEA) Policy
- Physical Restraint Policy
- Provision of Information Policy
- PSHE Policy
- School Dog Policy
- School Worship and Assemblies
- Searches and Confiscation Policy
- Senda
- Staff Protection Policy
- Supervision of Pupils On Site Policy
- UCST – Terms & Conditions
- United Learning Health and Safety Statement of Intent
- United Learning Scheme of Delegation
- Whistle Blowing Policy
- Word Processor Policy



# Our Aims and Ethos

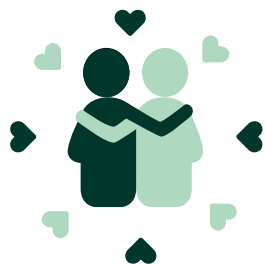
Surbiton High School aims to inspire, encourage and empower our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our pupils become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: Amor nos semper ducat (May love always lead us).

We achieve these aims through our inculcation of learning habits (pages 8 and 9) and through our Charter for Happiness and Well-being (pages 10 and 11).

## Our Values

### We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.



## Compassionate

### We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.



## Courageous

### We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.



## Inquisitive

### We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.



## Respectful

### We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.



## Community





# 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.

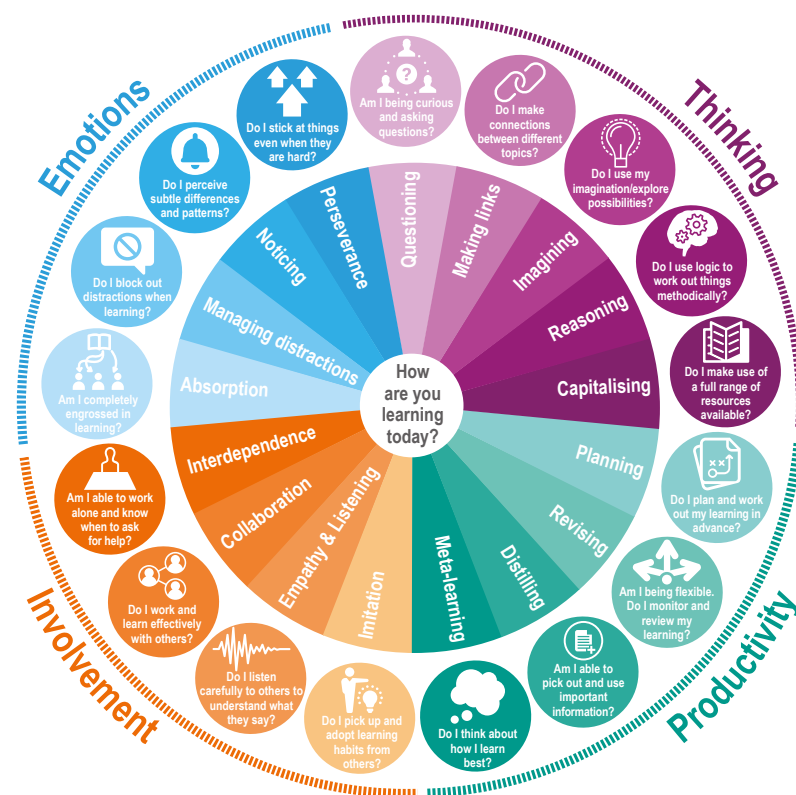
Pupils today will be entering the world of work in the 2020s and 2030s. Many of our young people are highly likely to take up jobs that do not yet exist; they will follow careers and work patterns that we may currently find difficult to imagine and it is, therefore, imperative that we prepare pupils 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 child.

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. Alongside the Assistant Heads of Year, they lead the Tutor Team.

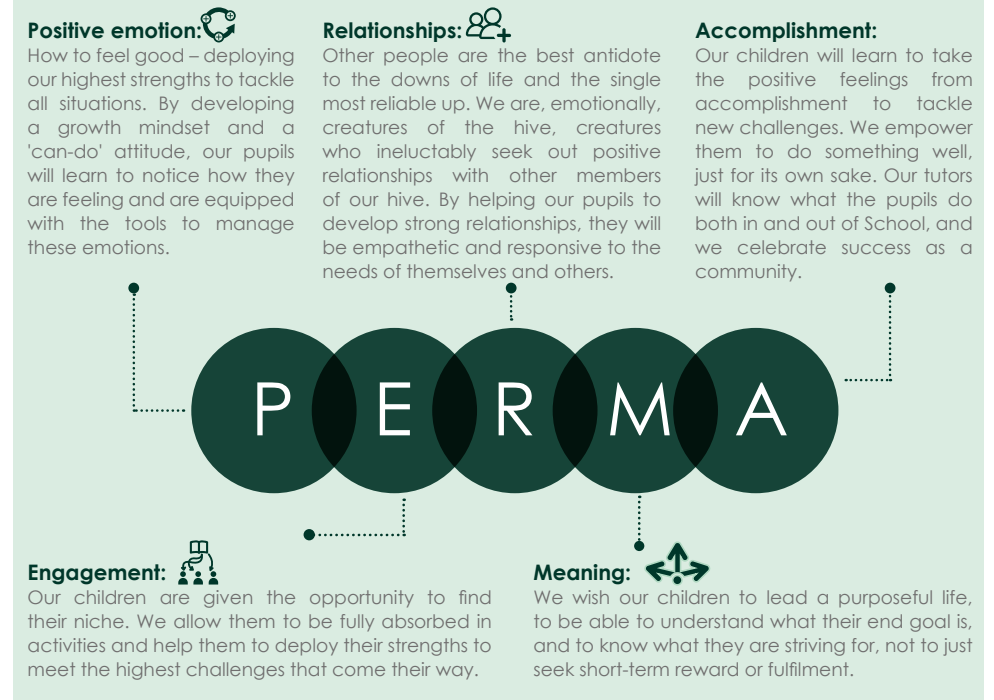


We have a fully established school counselling team available to see pupils on a one-to-one basis, where more specialist pastoral support is required.

We have two qualified School Nurses, who are available to deal with health matters.

They are also a great source of support for pupils.

Our Learning Support 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.

## Key Personnel

### Form Tutor

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

### Head of Year

Ms Emma Rickards will oversee and monitor the well-being and academic progress of all pupils in the year. The Assistant Heads of Year 8, Miss Hannah Russ and Mrs Maliha Miah will support Ms Rickards in her role.

### Nurse

The School Nurse is available to see your child throughout the school day for assistance if they 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 counselling team are on hand to any pupils with 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 pupils 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, 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 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; pupils 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 pupils 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 pupils 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.

### Product Design

The pupils will manufacture a mono-speaker product, where they will learn the key principles of electronic systems and how electronic components act as inputs, control devices and outputs. They will design a package for their circuit using plastic moulding techniques, computer aided design and laser cutting.

### Textiles

The pupils will manufacture a pair of shorts. They will use skills gained in Year 7 to manufacture the garment using the sewing machine and investigate how textiles 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 understand how to use commercial patterns and will use embroidery techniques to embellish their work.

### 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 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.

Year 8 pupils have the opportunity to audition for parts in the annual whole School Musical or the Year 8 and 9 Production, both of which take place in the Autumn Term. They are both highlights in the Drama calendar, with the pupils taking on larger performance responsibility and challenging themselves with more mature themes and content. The department also runs various clubs that Year 8 pupils can sign up for at the Co-curricular Fair in September.



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, whilst additionally introduces the important knowledge of historical and literary context – understanding the time, place and genre in which a text is written.

There are five units taught in the year: prose study, non-fiction (linked to the Public Speaking Competition), short stories, poetry, and a Shakespeare play.

Texts are chosen to engage and challenge

our pupils. They could find themselves exploring texts as diverse as 'Much Ado About Nothing', 'A Christmas Carol', Roald Dahl's 'The Landlady' 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.

Pupils 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's 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 the rule of Oliver Cromwell.

After summer exams, we focus on the transatlantic slave trade, slavery itself and the causes, impacts and consequences of the British Empire.



## Latin



In the first half of the year, we continue with Cambridge Latin Course Book 1, which ends with the dramatic and frightening eruption of Mount Vesuvius. What will happen to Caecilius and his family? Pupils complete an independent learning project focused on the eruption, which develops communication, organisation and academic resilience. We also learn about Roman baths, education and elections in the Roman world. In order to develop valuable skills, the pupils research, plan and debate, in togas, on the question, "Who were better, the Greeks or the Romans?"

In a shift to develop a curriculum

that builds more naturally to GCSE, pupils then start a new coursebook, 'De Romanis'. This textbook is focused on the mythological stories and historical background of the Romans, with pupils learning about their gods and goddesses, religious practices and founding Roman heroes. Pupils become a lot more adept at recognising word forms and translating complex sentences.

We punctuate the year with an exciting trip to the British Museum, where we will focus on depictions of the gods in Greek and Roman art to enhance pupils' study of mythology.



## 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 pupils 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.

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 pupils. Always popular is our wonderful European breakfast, where the pupils can buy food from a huge array of authentic European snacks.



## Mathematics

Pupils continue to build on work covered during Year 7 on Number, Algebra, Shape and Space and Statistics. While numeracy and general number sense remain a priority, in Year 8 pupils will develop increased proficiency with scientific calculators, and are introduced to Standard Index Form to assist with their work in Sciences.

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.



## Music



Year 8 pupils have the opportunity to continue their Music curriculum 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 Listening and Appraising music in one lesson per week. An exciting programme of half-termly projects showcases: A Cappella Singing, Samba, African Drumming, Blues, Indian Fusion 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. Pupils build on their skills from Year 7, as well as use their own orchestral instruments to perform and compose on instruments, in addition to Music Technology software

such as GarageBand, Logic Pro X and Sibelius.

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 8 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

The Year 8 curriculum is designed in view of the fact that it is a year when many pupils 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, pupils 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 pupils 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 pupils' single lessons, pupils skills and techniques are further developed in existing areas. Single lessons work on a carousel with sports changing every half term.

Our co-curricular activities are extensive and pupils 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 pupils have one lesson of each subject a week and are taught in their form groups.

The aim of the Science syllabus in Year 8 is to prepare the pupils 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.

### Chemistry

- Chemical Changes
- Metal Reactivity
- Neutralisation.

### Physics

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



# Learning Support

The Learning Support 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 Support 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 Support 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 Support.

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 Touchtyping and Handwriting.

The Learning Support 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

## PSHE and RSE

In Year 8, Personal, Social, Health, Economic (PSHE) and Relationships and Sex Education (RSE) lessons 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: Puberty and Sexual Orientation, Equality, Relationships, Careers, and Politics.

Through the PSHE and RSE programme, we aim to equip pupils 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 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.

## Individual Music Tuition

Individual music lessons are available from Visiting Music Teachers in singing and in the following instruments: Double bass, cello, viola, violin, clarinet, flute, oboe, saxophone, recorder, French horn, trumpet, trombone, percussion (including drum kit), and piano. Group music theory lessons are also available at no charge - details of this can be found at the Co-Curricular Fair in September.

To ensure good progress, each pupil who chooses to receive individual music lessons will attend a 30-minute, weekly individual music lesson over 30 weeks of the academic year plus a 30-minute, weekly music ensemble rehearsal, as well as completing individual music practice at home. Pupils in Years 7 to 11 receive individual music lessons during school hours on a rotating basis so that, as far as possible, pupils avoid missing the same academic lesson each week.

If you would like your child to receive individual music tuition, please request lessons by emailing Mrs Abigail Briggs at [abigail.briggs@surbitonhigh.com](mailto:abigail.briggs@surbitonhigh.com).

## Positions of Responsibility

Within each form, pupils can hold a variety of responsibilities, including House Captain, 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 on matters discussed at School Council.

In the Summer Term, pupils in Year 8 are asked to make written applications for positions in the Middle School Head Girl Team. Shortlisted pupils present at hustings to Year 7 and Year 8 pupils, with an electronic voting system used to determine the Middle School Head Girl, Deputy Head Girl and Assistant Head Girls. The team are expected to represent the Middle School at events across the school and present to their peers in assemblies. The Middle School Head Girl Team will also take a position on the newly formed Student Governing Body, working alongside Mrs Glover and the Senior Leadership Team to ensure that the students' voice is part of the School's strategic planning.





## 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 child's teachers at a Parents' Evening held after School. The pupils are invited to attend with their parents.

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

## Monitoring Academic Progress

To ensure your child flourishes academically, the Head of Year, Assistant Head of Years 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 child'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, pupils begin to think about the subjects to choose for GCSE. During Year 9, you and your child will be invited to attend an Options Evening where the subjects on offer will be showcased and the GCSE process explained.

## Behaviours and Support

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

Pupils that display our school values can be awarded merits in all areas of school life. The values are: we are compassionate; we are respectful; we are courageous; we are inquisitive; we support our community. Commendations are awarded for outstanding contributions to school life and bringing our values to life.

In the event of any inappropriate behaviour pupils may be given a warning. Examples of warnings include behaviour, uniform and organisation. Warnings are monitored by tutors and classroom teachers. Pupils will be encouraged to discuss the mistakes that they make and find ways to prevent future warnings. Further warnings will involve communication home and we aim to work with parents to support all of our pupils in learning from their mistakes. Repeated inappropriate behaviours or serious misbehaviour may result in a detention being assigned.

## 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 child will be able to take it home and operate it as if it were their 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 child can use with their iPad.

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

## Mobile Phones

The School is aware of the advantage to pupils' safety of carrying a mobile phone. However, we cannot accept responsibility for lost or damaged phones. Mobile phones are to be switched off and secured in a Yondr pouch during the day.

## 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 child has the correct items. They must take responsibility for their personal belongings in School and they are asked not to bring valuable items or large sums of money into School. All their 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. Pupils are required to remove their earrings for PE lessons.

If, for religious reasons, parents wish their

child to wear a cross or another religious symbol, please would they write to the Head of Year, requesting permission.

## 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 £12 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 the Spring Term. 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 for new families in September 2022. Bowl food will be served to enable you to mingle and get to know other parents. Further information will be provided nearer the time.

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 are up to by following them on Twitter @SHSParentsAssoc,



**Instagram** @shsparentsassoc and check out their website [www.shspa.org.uk](http://www.shspa.org.uk). They are 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, we automatically contact parents once a year and ask them to verify the details that we hold. Alternatively, you may contact the MIS team via [mis@surbitonhigh.com](mailto:mis@surbitonhigh.com) to notify us of any changes at any time.

## 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. Twitter, Facebook, Instagram and LinkedIn accounts showcase what is

happening on a regular basis, within the School, as well as highlighting School achievements.

## 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), the Green & Silver Club has evolved to encompass all pupils, parents, and staff; past and present as one community. It is run by a committee of members. The Club focuses on celebrating the benefits of a Surbiton High School education by 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.

The modest £12 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.

## School Counsellors

We have a team of qualified counsellors who work term time to support our students' mental health. Students can be referred by their Head of Year or they can fill in a self-referral form on MIS and email [counsellor@surbitonhigh.com](mailto:counsellor@surbitonhigh.com). We take the welfare of our students seriously and offer support and guidance as needed.

## Health and Well-being

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

## Illness or Accident in School

The School Nurses are available throughout the school day and, in addition, there are many First Aid trained staff on each school site. The Nurses provide 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 child to School if they are 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 child 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 child.

If a Nurse feels that your child requires hospital treatment as a result of illness or accident, a member of staff will accompany them to hospital and stay with them 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 child's medical condition.

All medication should be delivered to the School Nurses 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 Registered Nurses, they may administer,



medication in School on a regular or occasional basis with the written consent of parents. Students 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 a 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 Nurses keep 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 Nurses to administer these medications as required when their child joins Surbiton High School. Pupils are encouraged not to use their own OTC medicines whilst in School.

### School Calendar

Please note events and dates on the school calendar could be subject to change.

### Any Questions?

If you have further questions regarding Year 8, please contact Ms Emma Rickards, Head of Year 8, [emma.rickards@surbitonhigh.com](mailto:emma.rickards@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).





# Careers & Progression

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 and universities expecting work experience, never has good career and higher education preparation been so important.

We also talk about careers early because it is so much more than just 'thinking about jobs'. A good careers programme

should, over time, help pupils to think about themselves – their skills, values, interests and more – and help pupils to connect these to future choices, such as GCSE, A-level, university, alternatives to university such as apprenticeships and, yes, job options too. After all, you and your child have already made a big (and hopefully wise) career decision: to attend Surbiton High School!

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 well-established 'DOTS' framework for our work:

**Self-awareness** in a careers and education context: What do I like? What are my strengths? What are my needs and wants? How do I know?



**Opportunity awareness:** What are the career and education opportunities out there? How do I find out about them? For example, research skills, open days, courses, work experience, attending relevant talks, super-curricular activities such as masterclasses and mini university courses online (MOOCs).



**Decision-making skills** in the future planning context: Pupils should become adept at weighing up the many future options surrounding education and careers and, once they have decided on goals to pursue, come up with a realistic and effective plan. They are also comfortable reflecting on their experiences and reviewing and revising their goals.



**Transition skills:** When a pupil has identified a future career or education goal they want to pursue (e.g. you want to get a work placement with Goldman Sachs or you want to gain a place at Oxbridge), they have the skills to achieve it. For example, we support them in areas such as job and university application writing skills, job and university interview skills and entry tests for universities.

## CAREERS GUIDANCE PROGRAMME

### Year 11

- 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 10

- PSHE on applying for a job/work experience – 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 9

- 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
- PSHE activities designed to develop self-awareness and then link this learning to the opportunities available in the worlds of work and education.

### Year 8

- Careers Competition (incorporating the Step into the NHS Careers) in PSHE – pupils create an advert for a career of their choice. In so doing, they develop career research skills. We are past National and twice Regional Winners of the Step into the NHS Careers Competition.
- Group Career Interviews - students are seen in small groups by a member of the Careers Dept. They look at how to explore future options, including thinking about the link between GCSE choices and careers.

### Year 7

- Introduction to Career and Progression Planning – the Morrisby (Early Years) Careers Profile.
- This involves pupils completing 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 career stereotypes.

### Sixth Form

- Building on Year 11 interview, another individual career guidance/higher education interview for each student with summary and action plan sent to student and parents
- Structured programme exploring university and its alternatives via talks, visits and activities
- Small Group Supervisions - students placed in degree subject and/or occupational groups to explore super-curricular activities to help inform degree/career choice and strengthen UCAS applications
- Employability skills development, such as our Mock Interview Day
- Work experience support
- Specialist programmes for those degrees and universities requiring additional support, such as medics, Oxbridge, veterinary, art school, etc.
- Support with UCAS and other university forms
- Ad hoc guidance advice – further university and career guidance interviews available on request as well as mock interview and assessment centre practice
- PSHE reviewing what students have learned in the Careers Programme and preparing for life after Surbiton High School
- Support on A-level results day
- Alumni may contact us for follow-up career advice after they leave us.

Alongside the compulsory Year Group activities above, we also run optional activities available across years, including:

- Working Lunches - students hear from different professionals 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, an Oxbridge Evening 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 events and our Careers and HE Newsletter. 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)

**Please note in order to adhere to the Uniform Policy, all uniform must be purchased through our uniform provider, Alley Catz.**

## 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 child is planning on getting their 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 child is planning on getting their 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/Socks</b>	Black tights or dark grey socks; knee length in Autumn and Spring Terms, ankle length (not trainer style) in Summer Term. White ankle length socks may also be worn in the Summer Term.
<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 (to order only, fitted in store)
<b>Shorts</b>	Dark grey



## 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>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>Hoodie</b>	Surbiton Grey Hoodie
<b>Waterproof sports jacket</b>	Green and white
<b>Base layer leggings</b>	School regulation, green
<b>White base layers</b>	Surbiton High School arm print
<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 2023

Staff INSET	Friday 1 September to Tuesday 5 September
Years 7/12 Induction Day	Tuesday 5 September
Term Commences	Wednesday 6 September
Half Term	Monday 16 October to Friday 27 October
Term Finishes	Friday 15 December (11.45am finish)

### Spring Term 2024

Staff INSET	Wednesday 3 January to Thursday 4 January
Term Commences	Friday 5 January
Half Term	Monday 12 February to Friday 16 February
Term Finishes	Friday 22 March (11.45am finish)

### Summer Term 2024

Staff INSET	Monday 15 April
Term Commences	Tuesday 16 April
Bank Holiday	Monday 6 May
Half Term	Monday 27 May to Friday 31 May (incl. Bank Holiday on 27 May)
Term Finishes	Friday 5 July (11.45am finish)



# Staff List

## Senior Leadership Team

Principal	Mrs Rebecca Glover	rebecca.glover@surbitonhigh.com
Senior Vice Principal	Mrs Hannah Horwood	hannah.horwood@surbitonhigh.com
Vice Principal	Mrs Kavita Patel	kavita.patel@surbitonhigh.com
Assistant Principal - Compliance, Health and Safety	Mrs Charlotte Demetz	charlotte.demetz@surbitonhigh.com
Assistant Principal - Whole School Innovation & Organisation	Mr James Flynn	james.flynn@surbitonhigh.com
Assistant Principal - Pupil Development & Well-being	Mr Stuart Murphy	stuart.murphy@surbitonhigh.com
Assistant Principal - Director of Sixth Form	Mr Jon Owen	jon.owen@surbitonhigh.com
Assistant Principal - Learning & Teaching	Mr Paul Reeves	paul.reeves@surbitonhigh.com
Director of Finance & Operations	Ms Louise Buckley	louise.buckley@surbitonhigh.com
Director of Human Resources	Mrs Cara Edwards	cara.edwards@surbitonhigh.com
Director of Marketing, Communications & Admissions	Mrs Sara Stockdale	sara.stockdale@surbitonhigh.com

## Heads of Year

<b>Year 7 Head</b>	Mrs Rebecca Francis	rebecca.francis@surbitonhigh.com
Year 7 Assistant	Ms Claire Speers	claire.speers@surbitonhigh.com
Year 7 Second Assistant	Mr Grant Allan	grant.allan@surbitonhigh.com
<b>Year 8 Head</b>	Miss Emma Rickards	emma.rickards@surbitonhigh.com
Year 8 Assistant	Miss Hannah Russ	hannah.russ@surbitonhigh.com
Year 8 Second Assistant	Mrs Maliha Miah	maliha.miah@surbitonhigh.com
<b>Year 9 Head</b>	Ms Alexandra Higgins	alexandra.higgins@surbitonhigh.com
Year 9 Assistant	Mr John Brown	john.brown@surbitonhigh.com
Year 9 Second Assistants	Mrs Laura Dickson	laura.dickson@surbitonhigh.com
	Mrs Pippa Munro	pippa.munro@surbitonhigh.com
<b>Year 10 Head</b>	Miss Lisa Keers	lisa.keers@surbitonhigh.com
Year 10 Assistant	Mrs Rebecca Bird	rebecca.bird@surbitonhigh.com
Year 10 Second Assistant	Mrs Nana Asare	nana.asare@surbitonhigh.com
<b>Year 11 Head</b>	Ms Emily Jervis	emily.jervis@surbitonhigh.com
Year 11 Assistant	Ms Rella La Roe	rella.laroe@surbitonhigh.com
Year 11 Second Assistant	Miss Pardee Dhillon	pardeep.dhillon@surbitonhigh.com
<b>Year 12 Head</b>	Mrs Sarah Drew	sarah.drew@surbitonhigh.com
<b>Year 13 Head</b>	Mrs Kate Sharp	kate.sharp@surbitonhigh.com





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T 020 8546 5245 E [surbiton.high@surbitonhigh.com](mailto:surbiton.high@surbitonhigh.com) [www.surbitonhigh.com](http://www.surbitonhigh.com)

13-15 Surbiton Crescent Kingston Upon Thames KT1 2JT

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



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