



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET  
**2023-2024**  
YEAR 9

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# Welcome

## Letter from Ms Higgins, Head of Year 9



I am delighted to be able to join your children 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. I will have wonderful support from our assistant Heads of Year 9, Mr John Brown, Mrs Laura Dickson and Mrs Pippa Munro. We are a strong and experienced team, working closely together to ensure your child is known individually and cared for, as well as working with our wonderful tutors. The rich collective experience of the tutors is invaluable in encouraging each pupil to achieve their potential.

Please address any day-to-day matters regarding your child to their Form Tutor in the first instance. Mr Brown, Mrs Dickson and Mrs Munro will liaise with them daily

and can support, as necessary. Please do contact me directly if you have any significant concerns regarding your child's well-being or academic progress.

Throughout the year, 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.

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 children's 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 2024.

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

**Ms Alexandra Higgins**  
[alexandra.higgins@surbitonhigh.com](mailto:alexandra.higgins@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 12 and 13) and through our Charter for Happiness and Well-being (pages 14 and 15).

## 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



## 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, alongside 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 child's academic progress and well-being. Your child will have frequent contact with them, including regular one-to-one meetings.

### Head of Year

Ms Alexandra Higgins oversees and monitors the well-being and academic progress of all pupils in the year. The Deputy Heads of Year 9, Mr Brown, Mrs Munro and Mrs Dickson, assist Ms Higgins in her role.

### Nurse

The School Nurses are 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.





# 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.

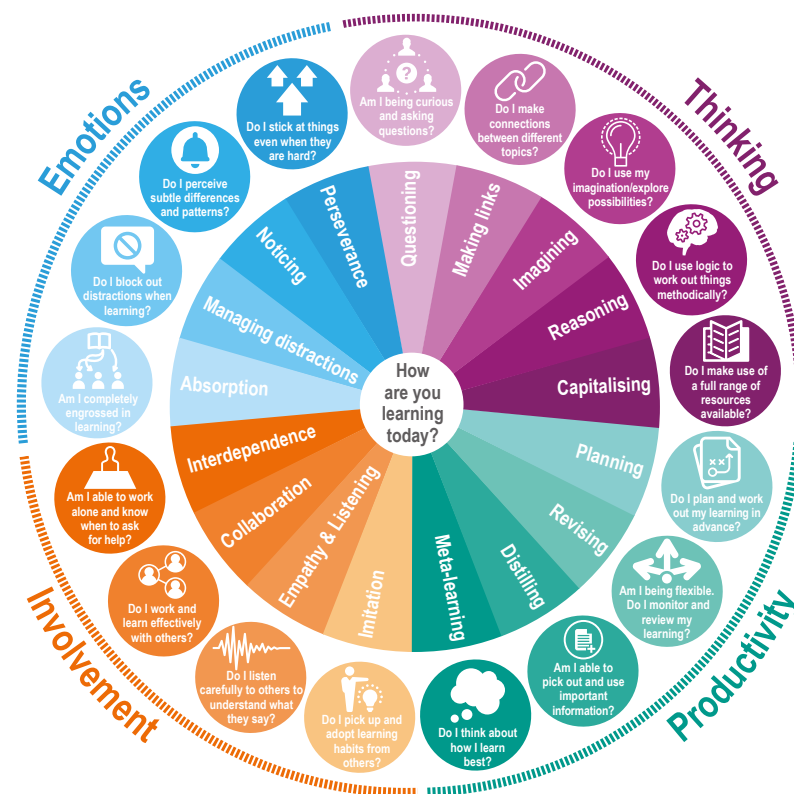
Pupils today will be entering the world of work in the 2020s and 2030s. Many of our young people are highly likely to take up jobs that do not yet exist; they will follow careers and work patterns that we may currently find difficult to imagine and it is, therefore, imperative that we prepare pupils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

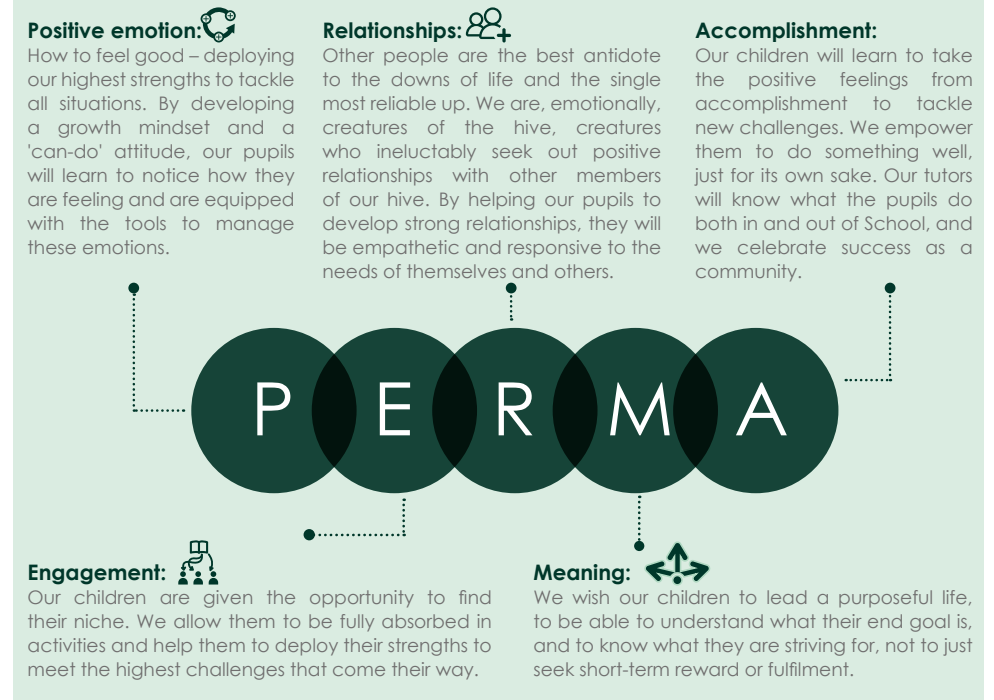


We have a fully established school counselling team available to see pupils on a one-to-one basis, where more specialist pastoral support is required.

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.



# 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 Visual Basic, understanding computers and networks, and Artificial Intelligence and machine learning.

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.

## Product Design

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 on 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 design and make a skirt, developing their commercial pattern understanding and construction skills. The pupils will gain additional knowledge of commercial manufacturing techniques as well as the theoretical understanding of textiles through focused practical activities and homework research tasks. Pupils will 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.

Year 9 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 9 pupils can sign up for at the Co-curricular Fair in September.

## Drama



## English



The Year 9 programme of study for English builds upon all the skills the pupils have learnt so far, and additionally introduces comparative skills to prepare 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.



## Geography

In year 9 pupils begin the introductory topics of the AQA geography GCSE course, including 'The Challenge of Resource Management' and 'The Living World'. These topics represent a contemporary mixture of both physical and human geographical study, underpinned by sustainability across both topics. The Challenge of Resource Management focuses on the issues surrounding the global use of the water, food and energy, including issues of increasing demands, global distribution and consumption and strategies to combat issues in the future, with the aim of equipping pupils with the

knowledge and understanding of issues they may encounter in their futures. The Living world unit exposes pupils to some of the Earth's major global ecosystems, the physical reasons for their distribution and the way in which humans use and in some cases abuse the natural resources they hold. This unit has particular focus on the Amazon tropical rainforest and the hot desert area of the Sahara.

With these core GCSE units covered in year 9 students will be well placed to make informed decisions regarding their continuation with geography at GCSE level.



## 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.





Pupils continue their study of the fantastic coursebook, 'De Romanis', which develops all the key skills necessary for a flying start to further Latin study. All the vocabulary and grammar in the textbook is prescribed at GCSE, so pupils are already building up a working knowledge of the course. Pupils will cover topics such as favour and punishment, festivals, games and shows and fate and prophecy, all of which continue to develop our pupils into well-rounded classicists. Many of these topics are studied more deeply at GCSE and A-level Classical Civilisation, which allows the pupils to experience significant aspects of a subject available to them at GCSE, all of which is in translation!

Pupils have the opportunity to further develop important skills in presentation and public speaking through their study of famous orators and oratory. They will translate speeches from arguably the best classical speaker, Cicero, and start to develop their ability to analyse texts in Latin, learning some valuable literary criticism skills along the way. These will not only benefit them in Latin, but also other analytical essay subjects in the years to come.

Pupils will end the year studying the writings of Julius Caesar, the Roman general who coined the famous saying, "I came, I saw, I conquered!" At this point in the year, the pupils enjoy a classically-inspired trip to reward their hard work and help prepare them for further classical study.

## 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 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.



## Music



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 Listening and Appraising, in one lesson per week. An exciting programme of half-termly projects showcases Film Music, Waltz Composition, Pop Songs, Extended Keyboard Skills and Women Who Rock. 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 Pop Songs project. The use of Music Technology software such as GarageBand,

Logic Pro X and Sibelius continue 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

In year 9 PRS, pupils begin the year with a challenging unit on medical ethics where they explore issues such as abortion, euthanasia and animal testing with reference to the concepts of autonomy, sanctity of life and personhood, looking at both religious and secular arguments relevant to these issues.

In the Spring term we embark on a critical study of key tenets of Christian theology, examining what Christians believe about the person of Jesus. This begins with a critical exploration of who Jesus is - son of God or ordinary man. We then examine the theological claims about the incarnation, salvation and atonement, and the resurrection.

After the February half-term, we begin one of the GCSE units on 'Dialogue between religious and non-religious beliefs and attitudes'. The content of this unit is

particularly relevant for all students, not just those who intend to continue with GCSE RS in Year 10. It allows us to have interesting debates on the importance of Christian religious traditions in British society and to critically explore the role of Christianity as the established religion in a country of diverse religious traditions. We also explore potential clashes between religion, tradition and secular law on topics such as equality and different attitudes to relationships.

Through these units of study, pupils will continue to develop transferable skills such as the ability to put forward a persuasive and 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', which teaches pupils emergency life-saving skills.

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 child 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 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
- Bonding

## Physics

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

As part of your child's Science education, they will be given a variety of opportunities to work at their 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 and RSE

In Year 9, 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 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 in preparation for 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, 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.

### 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).

### Reporting to Parents

In December, you will receive a Full Report for your child. This is a good opportunity to discuss how your child is getting on in their subjects and to begin to think about what options they 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

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.

### Monitoring Academic Progress

To ensure your child 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 child's progress, as detailed above. In addition to this regular reporting system, the Form Tutor will contact parents if they have any particular concerns.

### 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, 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.

### Learning Support Department

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 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.

### 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. 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 child 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. 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 child 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 child 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, the Head of Year 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 £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're 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'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, 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 9, please contact Ms Alexandra Higgins, Head of Year 9, on 0208 546 5245 or [alexandra.higgins@surbitonhigh.com](mailto:alexandra.higgins@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 Support

The Learning Support 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 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 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 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.



# Careers & Progression

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 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 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.

### 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 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 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 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.

### 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. If hair is sitting on and below the shoulder it must be tied up.

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>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
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Year 11 Second Assistant	Miss Pardy Dhillon	pardeep.dhillon@surbitonhigh.com
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<b>Year 13 Head</b>	Mrs Kate Sharp	kate.sharp@surbitonhigh.com





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



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