



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET
2025-2026
YEAR 7



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WELCOME

Ms Alexandra Higgins, Head of Year 7



your daughters will quickly feel part of our vibrant and friendly community and will consequently feel happy and supported to achieve to the best of their ability. During this year, we will endeavour to build a foundation of high expectations, resilience, and kindness.

Joining Surbiton High School offers up a wealth of amazing opportunities: to learn, to try new things and find meaningful and long-lasting friendships. We are so excited for your daughters to experience all that the school has to offer. We hope that we can inspire, encourage and empower your daughters to be the best that they can be and are so looking forward to watching them find enjoyment across the curriculum and vast co-curricular programme that we offer.

My role as the Head of Year 7, is to oversee your daughter's academic and pastoral progress and I will be brilliantly supported by the Assistant Head of Year 7, Miss Hardesty, and the tutor team. Please do contact me directly if you have any significant concerns regarding your daughter's well-being, personal growth or academic progress.

This booklet is designed to help you understand the

operational side of the Senior School and I hope that it will act as a useful source of information and introduction into life at Surbiton High School. You will find an overview of areas of study in all the subject areas and important dates for your diaries. These dates can also be accessed via the school calendar and the MIS (Management Information System).

Finally, I hope that our partnership will be

one of collaboration, with open lines of communication. We need to foster a partnership that always engages with your daughter's well-being and ensure that we work together to support and nurture your daughter, in allowing her to succeed and flourish ■

Ms Alexandra Higgins
alexandra.higgins@surbitonhigh.com



**Inspire,
encourage
and
empower**

I am absolutely delighted to be able to welcome you and your daughters to Surbiton High School. I am looking forward to supporting and facilitating your daughters' transitions from their previous schools and ensuring that they have opportunities to grow and develop their emotional resilience and core values.

I hope first and foremost that

CONTACT INFORMATION

PRINCIPAL

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SENIOR VICE PRINCIPAL

Mr Matthew Close

SENIOR SCHOOL ADDRESS

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T 020 8546 5245

CHAIR OF THE LOCAL GOVERNING BODY

Mr Richard Greenhalgh c/o 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). ■



AIMS AND ETHOS



Compassionate



Courageous



Inquisitive



Respectful



Community



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.

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.

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.

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.

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.■

Surbiton High School aims to inspire 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').

These values are embedded into parts of the curriculum and celebrated with achievement certificates. They currently sit beneath our three Rs, Respect Learning, Respect Property, Respect People.

OUR VALUES

We are compassionate

We are kind and we care, in both thought and action. We consider those less

WHERE TO OBTAIN FURTHER INFORMATION

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

ISI Regulatory Policies

- Academic Performance Statement
- Admissions Policy
- Aims and Ethos Policy
- Anti Bullying Policy
- Attendance Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy – Senior School
- Curriculum Policy – Girls' Prep School
- Curriculum Policy – Boys' Prep School
- 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
- Mobile Digital Devices Policy
- Relationships and Sex Education Policy
- Risk Management Policy
- Special Educational Needs Policy

Other School Policies

- Bereavement Policy
- Carbon Neutral and Sustainability Policy
- Careers Policy
- Child-on-Child Abuse Policy
- Co-curricular Policy – Senior School
- Code of Conduct – Pupils
- Conducting Right To Study Checks
- Drugs Policy
- 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 Three-Year Accessibility Plan
- Sick Child Policy
- Staff Protection Policy
- Supervision of Pupils On Site Policy
- Supporting Pupils with Medical Needs
- UCST – Terms & Conditions
- United Learning Health and Safety Statement of Intent
- United Learning Scheme of Delegation
- Whistle Blowing Policy
- Word Processor Policy



JOINING YEAR 7

Wednesday 3 September Pre-term Introductory Day

This is a fun day to help the pupils settle in. The pupils will take part in a range of activities, including iPad set-up, team building and getting to know their way around the School. Your daughters will be supported by our Sixth Form Mentors and will start to make new friends.

Your daughter should wear her school uniform with her blazer.

She will need to bring:

- Her school bag containing her pencil case, mid-morning snack and water

Thursday 4 September First Day of School

8.20am Form Room

Your daughter should bring:

- Her school bag containing her pencil case, mid-morning snack and water

The school day ends at 3.55pm from Monday to Thursday and 3.40pm on a Friday. As it is the first time many of the pupils will be catching the school coach, they will be accompanied to their coach by a member of staff. We will encourage other pupils travelling by public transport to walk together to the station or bus stop. If you are collecting your daughter, please make sure she knows exactly where to meet you. ■

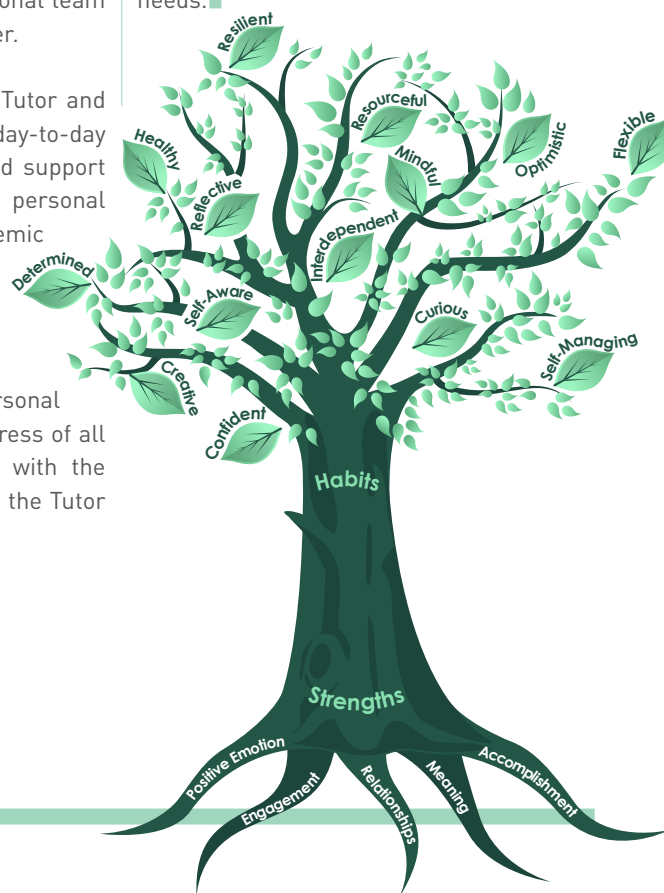
WELL-BEING AT SURBITON HIGH SCHOOL

Surbiton High School prides itself on the excellent support and care it gives to its whole community, and the School was delighted to be awarded the Optimus Education 'Wellbeing Award for Schools'. We acknowledge that every pupil is an individual and may, as a result, require different levels of support. To this end, we have a highly dedicated, professional team available to support your daughter.

Every pupil is allocated a Form Tutor and Deputy Form Tutor, who take on day-to-day responsibility for the welfare and support of the pupils. They encourage personal development, monitor academic progress and attendance, as well as being a guiding hand throughout the year.

The Head of Year oversees the personal development and academic progress of all the pupils in their year. Along with the Assistant Head 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 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. ■



Positive emotion:

How to feel good – deploying our highest strengths to tackle all situations. By developing a growth mindset and a can-do attitude, our pupils will learn to notice how they are feeling and are equipped with the tools to manage these emotions.

Relationships:

Other people are the best antidote to the downs of life and the single most reliable up. We are, emotionally, creatures of the hive, creatures who ineluctably seek out positive relationships with other members of our hive. By helping our pupils to develop strong relationships, they will be empathetic and responsive to the needs of themselves and others.

Accomplishment:

Our children will learn to take the positive feelings from accomplishment to tackle new challenges. We empower them to do something well, just for its own sake. Our tutors will know what the pupils do both in and out of School, and we celebrate success as a community.

Engagement:

Our children are given the opportunity to find their niche. We allow them to be fully absorbed in activities and help them to deploy their strengths to meet the highest challenges that come their way.

Meaning:

We wish our children to lead a purposeful life, to be able to understand what their end goal is and to know what they are striving for; not to just seek short-term reward or fulfilment.

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. ■

ART

As specialist Art teachers, the Art Department at Surbiton High School plans its curriculum to enable the pupils to work with a wide range of mediums in both 2D and 3D, as well as photography, exploring digital processes, and Art History. This broad and varied curriculum, together with our strength in teaching the individual, allows for each pupil to find their own creative pathway and feel successful in their creative endeavours.

In the Autumn and Spring Terms, the pupils will be given a different theme to work from and are encouraged to think of their own ideas based on this to foster creativity and independent learning. Each pupil will receive an art pack and sketchbook which are used for homework tasks.

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.

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. ■



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 teach 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 in all of the three technology areas. The pupils will complete projects in all three main areas during the course of the year and they will be assessed during each project with design and making skills in each project being formally assessed.

Graphic Products

The aim of this unit is to give pupils an understanding of the different ways designers use graphical communication methods to convey ideas and information to others and develop their own skills. The pupils will begin by learning the basic skills in graphics and the different types of graphic products that designers are responsible for. The pupils will learn how to use freehand sketching, typography design, colour theory, rendering and using different graphical media to enhance their sketches. The pupils will use these skills to design and make an eye-catching and effective food packaging project.



Product Design

The aim of this unit is for the pupils to learn to process timber and board materials safely and accurately using a range of cutting and shaping tools and machines. These include hand tools for marking out and cutting, the pillar drill and disc sander. Pupils will learn all of the relevant health and safety rules for the processes that they undertake. Pupils will investigate how woods can be successfully joined to make a functional product and select them based on their properties. The pupils will also investigate a design movement and design a separate product based on their investigations.

Textiles Technology

The aim of this unit is to learn simple pattern cutting to make a model and prototype of their final product made from sustainable materials, which will be a decorative bag. Through focused practical tasks, the pupils will be introduced to basic textiles techniques, such as pattern cutting, dyeing of fabrics, embroidery and hand and machine sewing. They will develop their understanding of the design process by researching a theme and generating creative design ideas. Furthermore, they will learn about fibres and fabrics, health and safety and the importance of testing and evaluation. ■



DRAMA

Drama is taught one lesson a week in Year 7. The curriculum aims to teach key drama skills and methodologies as well as developing learning habits and strategies for independent learning.

There is considerable emphasis on the pupils having creative ownership over their ideas and working as an ensemble. Drama develops a strong skill set for creating, performing and responding, and each of these aspects are equally weighted and assessed throughout the year. Where opportunities arise, we use Drama as a vehicle for exploring themes and issues

that affect society at large, and aim to challenge our pupils to think empathetically and build their socio-analytical skills.

Year 7 pupils have the opportunity to audition for parts in the annual Year 7 Production, which takes place in the Summer Term. This is always a highlight in the drama calendar, with the fun, colourful and often site-specific performances entertaining the audience. Year 7 pupils can also be in the ensemble of the Lower School Musical, which is new for 2024/25. Both these experiences will prepare pupils well for participation in future productions.■

ENGLISH

In English, the pupils progress through four forms: fiction, non-fiction, poetry and drama. While the key skills of grammar, punctuation and spelling are incorporated into every topic area and through our literacy programme, the pupils also hone their persuasive powers in speech writing, as part of the whole-school Public Speaking Competition, the flagship English event of the year, encouraging every young person to have a voice, and to use it confidently, intelligently and convincingly.

Pupils develop analytical reading skills and build a critical awareness of the writer's craft, considering how writers convey characters, setting and mood through language and structure. While pupils are introduced to essay writing they also relish the opportunity to emulate different writers' styles in their own creative work.

Independent reading is forever actively encouraged and dedicated. Library time reinforces this as well as fostering research



and presentation skills. Pupils are assessed for reading, writing, speaking and listening, so they are taught to use spoken language as a tool for clarifying ideas in an academic setting. They are empowered to ask pertinent questions and challenge critically. Independent thought is valued highly and rewarded.

A popular introduction to the Year 7 programme of study is the anthology of fiction, in which pupils get to experience all the wonderful aspects of literature through thrilling extracts from six different novels. This represents a brilliantly diverse and exciting cross-section of writing, from genres such as sci-fi, comedy, Bildungsroman, and the Gothic, as well as novels written in verse, or from multiple narrative perspectives. It's illuminating, challenging, inspiring and fun. Pupils love exploring it as much as the teachers love teaching it.

Each unit of work incorporates a valuable creative element, whether that be characterising their own science-fiction heroes, penning letters of protest to the King or making a puppet show to consolidate their learning of Shakespeare. English is a playground for academic exploration in which every day we encounter new characters, new worlds, new connections. It's a place of risk-taking adventure, empathetic discovery and an enjoyment of learning.■

Pupils in Year 7 are taught one lesson of Geography per week. The year starts off with an introduction to the different aspects of Geography. This is followed by the study and practise of mapwork and fieldwork skills in the context of the pupils' local area. These are essential skills that will be developed through to GCSE and A-level, as well as being transferable to other subjects. Pupils then continue to develop their knowledge of the UK's human and physical geography. In the Spring Term, pupils study 'Water on Earth'. In this topic they will develop knowledge and understanding about the importance of

water as a natural resource, the way in which it is naturally recycled, the features and processes operating within river systems and the impacts and responses to flooding. In the Summer Term, pupils will aim to engage in debates centred around the Earth's changing climate, investigating the potential impacts of these changes both in the UK and across the world. Pupils in Year 7 are also encouraged to take an interest in our ever changing world, by keeping up to date with current global affairs and geographical issues, and can attend our Key Stage 3 Geography Society Club to further broaden their interest and understanding.■

GEOGRAPHY



HISTORY

The topics for Year 7 are Medieval Realms from 1066 to 1400, and the Renaissance in Italy. We start our journey looking at the significance of the Norman Conquest and considering the question 'did the Normans bring a truckload of trouble?' This is complimented with a trip to Windsor Castle. We then move on to a medieval world view, looking at other realms from 1066 to 1400. We then return to England to consider the role of the King in Medieval England, the part played by the Church in people's lives, the Black Death and the Peasants' Revolt. We help pupils to develop sound historical knowledge and an understanding of significant events, ideas and concepts. Alongside the subject content, we also aim to develop the important skills of essay writing, using and interpreting sources, note-taking and participating in group work.

Each pupil completes three pieces of extended writing over the year:

- An essay investigating the reasons why William I won the Battle of Hastings.
- A project on the main purpose of medieval castles, using investigations from the Windsor Castle trip.
- A source-based assignment about the murder of Thomas Becket.

Pupils are also invited to take part in competitions run by the department - a Local history treasure hunt around Kingston upon Thames and the national Historical Association Historical Fiction Writing Competition.■





LATIN

All pupils follow the Cambridge Latin Course, which not only develops an understanding of the language, but also provides cultural background and information about life in Pompeii in the 1st century AD. From the beginning, the pupils develop their understanding of Latin through translation of stories into English, comprehension practice and language exercises. The pupils enjoy a variety of lively activities during lesson time, all focused on promoting engagement with the storyline and developing the ability to translate accurately

and fluently from Latin. At the same time, the course develops an understanding of the wider classical world; this includes studying the Roman empire and classical Greece with particular emphasis on aspects of civic life based on Pompeii, Rome and Athens. Students even learn the Greek alphabet and learn some popular English derivations. Mid-way through the year, pupils enjoy an engaging Ancient World Day where they dress in classical garb and experience an ancient Greek theatre workshop led by a professional actor. ■

MATHEMATICS



In Year 7, pupils build on the concepts taught in their primary schools and follow a scheme of work broadly similar to the Key Stage 3 National Curriculum. One of the priorities for this year is for pupils to develop a correct intuition about how numbers behave; the importance of a sound understanding of concepts such as fractions and negative numbers as a foundation for their future study of Mathematics cannot be overestimated. For this reason, some assessments in Year 7 are taken without the aid of a calculator, although pupils meet topics such as Pythagoras' Theorem for which they do require calculators. The efficient use of a scientific calculator is taught explicitly in Year 7 lessons.

Pupils are placed in teaching sets when they start in September. The assignment of these sets is informed by their performance in the Entrance Exam. Pupils take termly common, formal assessments that allow an individual's

progress to be compared to the rest of the year group. Should it become apparent that a pupil would be better suited to the pace and rigour of a different set, their teacher may recommend that they move sets. As all sets follow the same curriculum and are prepared for the same assessments, this can be done with minimal disruption. Following each of these tests, pupils are given an evaluation sheet which identifies questions in which they performed well and areas of the subject that require more attention. There are suggestions for exercises to complete should a pupil have found a particular topic area difficult in the test.

Although pupils are set by attainment, there is nonetheless a variety of levels of confidence and attainment within each class. Teachers plan carefully to ensure that all pupils are offered the right level of support and challenge during the lesson to ensure that every member of the class progresses. Lessons offer many opportunities for problem-solving.

The Mathematics Department offers several weekly drop-in Mathematics Clinics for any pupil who wishes to attend, and this is particularly helpful if a homework task has proved difficult or a pupil needs help to prepare for a test or catch up on work missed due to absence. The timetable for this is completed in the early weeks of the Autumn Term, and ensures that pupils have a choice of lunchtime and after school slots. ■

MODERN FOREIGN LANGUAGES

The Year 7 curriculum is designed to give pupils a 'taste' of each of the three modern foreign languages available: French, German and Spanish. In the Spring Term of Year 7, pupils are invited to select two languages from French, German, Spanish and Latin which they will continue to study in Year 8. No prior knowledge of any of the languages is assumed at the start of the year, although some pupils may already have studied French for a number of years and some may previously have studied Spanish or German.



Individual lessons are differentiated to challenge and support pupils at the appropriate level. Pupils who are native French, German or Spanish speakers will meet with the appropriate Head of Department in order to discuss language options for Year 8.

Pupils learn about a range of topics through a variety of fun exercises based on everyday life aimed at a Year 7 pupil's level of interest and experience. Functional language learned includes meeting and greeting, talking about home, family and town, pets, events in the year such as birthdays and festivals, and school.

Much emphasis is placed on speaking and listening, and this is backed up with reading and writing tasks involving an introduction to the grammatical structures of each of the languages. We fully incorporate digital technologies to aid learning.

Pupils are invited to participate fully in an exciting range of activities during our 'European Week of Languages' in the Autumn Term and the MFL Department is delighted to host theatre visits, external visitors and a European breakfast as regular features during this wonderful multicultural celebration. ■



MUSIC

Year 7 can explore a vast array of music, both inside and outside the classroom. We have an exciting and new Key Stage 3 curriculum, delving into the three main musical disciplines of Composition, Performance, and Listening and Appraising. Once a week, pupils will develop their musicianship in three different projects across the year. Firstly, the Music Department is particularly proud of the innovative Instrumental Programme, through which all pupils study a woodwind instrument – either flute or clarinet – for a term with expert tuition from departmental teachers. Further project topics include The Elements of Music and a Year 7 House Singing Competition! Each topic develops an understanding of the building blocks of music and how these are applied through practical tasks, composing and listening and musicianship in a contextual setting. The two main teaching rooms are fully equipped music suites, each with 14 Mac mini computers and MIDI keyboards,

providing access to the latest music software. Whilst the curriculum in Year 7 is mostly embedded practically, pupils will also learn the foundations of using Logic Pro X and Sibelius Ultimate on our Mac computers. Outside the classroom, pupils can enrol in instrumental and singing lessons, where they are taught individually by accomplished professional musicians. All pupils, whatever their musical background, are encouraged to get involved with the extensive co-curricular programme on offer at the School. There is a wide variety of vocal and instrumental ensembles catering for all levels of experience and covering many different genres of music – from our hugely popular non-auditioned choirs singing hit pop songs, to our chamber music groups tackling challenging classical repertoire. The pupils invariably find their experience of co-curricular music both musically and socially rewarding, and they thoroughly enjoy the opportunity to perform throughout the year at School and at external venues. Each performance platform is exciting and memorable, and they often prove to be one of the highlights of a pupil's year. ■



PHILOSOPHY AND RELIGIOUS STUDIES

In Year 7 Philosophy and Religious Studies lessons, we introduce pupils to 'ultimate questions'. These are questions for which the answers are uncertain, debatable and of the greatest importance to us all, such as the question of God's existence. The aim is for the pupils to realise just how important PRS issues are, and to appreciate that tolerance and mutual respect are essential if the subject is to be studied successfully. We discuss how pupils should react when they encounter beliefs different from their own, and practise engaging in intellectual debate.

Thus, a valuable grounding is provided for when we go on to examine the Islamic and Hindu religions in the Spring and Summer Terms respectively. The pupils also take a trip to a local mosque in the Spring Term to enhance their learning about Islam.

The relevant assessment objectives for Philosophy and Religious Studies in Year 7 include knowledge and understanding of key religious concepts, the ability to put forward one's own opinion, supported by reasoned argument, and the ability to evaluate different responses to religious and philosophical issues. ■

PHYSICAL EDUCATION

During the first few Games lessons, most pupils partake in some basic generic testing. From the tests, pupils are then set into one of three pathways: either a Competitive Performer, an Artistic Performer, or an All-Rounder. The options of sports they cover are very similar, but the length of time the pupils participate in these activities may differ. The main aim of this is to ensure we are helping the pupils develop in their areas of strength while also offering a varied programme.

We have eight main sports at the School: our 'Super Eight' are cricket, football, gymnastics, hockey, netball, rowing, skiing, and tennis. Skiing and athletics are offered outside curriculum time. Rowing is introduced as an option in Year 8 as pupils become more physically developed.

Additionally, the PE Department runs many co-curricular clubs and offers Year 7 pupils the opportunity to be involved in matches against other schools as well as fitness and

pre-season training. Every pupil is provided with a booklet that outlines the arrangements and opportunities for co-curricular sport at Surbiton High School in September.

Throughout the year, the pupils have the opportunity to compete in several sporting House events. These include cross-country, hockey, indoor rowing, netball, and Sports Day.

All information pertaining to fixtures and training can be found on our school website or by visiting www.surbitonhighsport.com. The site gives information such as fixtures for the year for each team and year group in every sport. Pupils and parents can view team sheets to obtain information about fixtures they are involved in. This is the predominant method of communication, as we encourage pupils to organise themselves and take responsibility for checking the fixture programme and team sheets in advance for any sport they participate or compete in. ■





SCIENCE

All Science lessons at Surbiton High School are taught as three separate disciplines: Biology, Chemistry and Physics. At Key Stage 3 (Years 7 and 8), the pupils have one lesson a week of each Science.

Our aim is to prepare the pupils for the new GCSE Science Specification and, as such, the content covered goes beyond the current National Curriculum framework for Key Stage 3. The objectives of the course are to foster a love of Biology, Chemistry and Physics rather than simply imparting factual knowledge, and to encourage pupils

to make links to the wider world. Experimental techniques underpin the teaching of Science throughout the School, challenging the pupils to use observations, predictions, data analysis and critical thinking skills, enabling them to acquire the skills needed for future scientific applications.

The following topics are studied in Year 7:

Biology

- Cells, Tissues and Microscopy
- Human Reproduction and Health
- Plant Reproduction and Ecology

Chemistry

- Safety
- Particles
- Separating Mixtures

Physics

- Forces
- Energy Stores and Transfers
- Thermal Energy Transfers

The pupils are also offered the opportunity to participate in a wide range of clubs and activities to broaden their experiences, and during the Summer Term, the whole of Year 7 participate in a day of Biology fieldwork. ■



LEARNING SUPPORT

The Learning Support Department recognise 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 offer numerous ways to support.

Specialist tuition is provided in small groups and individually. All lessons are tailored to the individual needs of the pupil. If the timetable does not permit, this can be during registration or lunch so that important lessons are not missed.

In addition to this, pupils can drop in at any time if they feel they are struggling with any 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.

In the Autumn Term, a Transition Group is held during one of the registration times. This provides pupils with a confidential space to share any concerns and discuss them openly. During the Spring Term, this is replaced with a Study Skills programme during a registration time. This may include support with organisation, planning, writing, and a range of reading strategies.

The programme is designed to be flexible, allowing pupils to attend for half a term or for an extended period.

A variety of clubs are offered, and these include support for handwriting and touch typing. There is a Quiet Room for pupils who seek a peaceful break and craft clubs are also offered.

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)

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. Pupils are prepared for the internationally recognised Cambridge Examinations.

Learning Support and EAL is provided at an additional cost.■



USEFUL INFORMATION

The School Day

	Monday – Thursday	Friday
School Bell	8.20am	8.20am
Registration	8.25am	8.25am
School Ends	3.55pm	3.40pm

ARRIVAL - On arrival, pupils go to their form room, pack their school bag for morning lessons and are ready for the school bell at 8.20am. Each pupil also has a locker. When the Form Tutor arrives in the Form Room, the pupils should be ready for registration at 8.25am. If, for any reason, your daughter is late for registration, then she must sign the late book, which is kept in all three Reception areas.

DEPARTURE - The pupils normally return to their form rooms at the end of the day to collect their coat and to pack their school bag for homework. If your daughter has any transport problems, for example, if she misses the school coach, she should return to Reception and you will be contacted.■

Absence

If your daughter is ill, please contact the School and let us know about the absence by phone on 020 8546 5245 or email surbitonseniorschoolabsence@surbitonhigh.com before 10.00am on every day of the absence. If we do not hear from you on the day of absence, your daughter will be marked 'unauthorised absence' on the register and you will receive a text message asking you to confirm their absence from School. If your daughter's absence is likely to be prolonged, please contact her Form Tutor so that her workload can be managed. Please do not send your daughter to School if they are unwell.

Authorised Absence

If you require your daughter to have an approved absence, please email absencerequest@surbitonhigh.com. This is for cases when the Principal will need to approve the absence in advance, for example, a family reason.

Signing In and Out

The School has a legal requirement to register pupils and, for health and safety reasons, we need to have an accurate record of all pupils' whereabouts. If your daughter has an appointment during the school day, such as for a music examination or for a hospital visit, please email your daughter's Form Tutor in advance of the date requesting leave of absence. Your daughter will then receive a green permission slip from her Form Tutor. When she leaves School for the appointment, she must sign out at Reception with her permission note and then sign in again

when she returns. Where possible, please make routine medical and dental/orthodontist appointments outside of school hours.

Break Time and Lunch Time

Most pupils bring a snack to eat at break time and have a water bottle in their school bag, which they can refill at the water fountains. Pupils may eat in their form rooms or public spaces but should not be eating in the corridors or as they move between school sites. The pupils return to their form rooms at lunchtime to repack their school bags for afternoon lessons.

School lunch is compulsory for Year 7 and is eaten in the Dining Hall. A hot meal and a vegetarian alternative are available each day. All dietary requirements are catered for. There is also a jacket potato and salad bar. You can find the weekly menu on the school website. If your daughter has any special dietary needs, please inform the School and we will do our best to accommodate her.

We have an increasing number of pupils in School with severe nut allergies. On medical advice, all nut products have been removed from the lunch menu and tuck shop. However, this is not a nut free school. Pupils are not allowed to bring any products containing nuts into School. Please ensure that snacks and chocolate bars respect this policy.

School Disruption

If local conditions are very bad due to the weather and the police advise against



travelling, please do not send your daughter to School. If a problem arises during the day, we may decide to end lessons early. In this instance, where possible, coaches will leave early in order to avoid worsening conditions and those pupils whose parents have given permission to leave School independently will be able to do so.

Pupils will only be released if we have your authority to do so. If you do not wish your daughter to leave the School premises without your express permission, we will try to contact you by telephone. We cannot guarantee to do this before the coaches depart. In any case, the School will remain open so that no pupil will be stranded.

MIS

Once your daughter has started at Surbiton High School, you will have access to our

Management Information System. By visiting mis.surbitonhigh.com, you will be able to register to use the service, which will allow you to see your daughter's attendance, timetable, rewards/sanctions and other information.

The system also allows us to communicate with you via our Weekly Parent Communication update, which is sent by email every Friday. You can also receive text messages from School when urgent information (for example, the late return of a trip) needs to be sent to you.

Personal Data

Surbiton High School and United Church Schools Trust (UCST) collect, create and hold personal information relating to our pupils, parents and carers. This data is used for a variety of purposes in relation to ►

our provision of education services, including monitoring pupils' progress and achievement and to safeguard pupils' welfare. We take our responsibilities under Data Protection laws very seriously and demand the same commitment from any company engaged to gather or process data on our behalf. Further detail is set out in our Privacy Notice available on the school website: **www.surbitonhigh.com/data-protection**.

In order to ensure that the information we hold about you and your family is up to date, particularly in respect of telephone numbers, email and postal addresses, 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** 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/X, Facebook, Instagram and LinkedIn accounts showcase what is happening on a regular basis, within the School, as well as highlighting School achievements.

Homework

Your daughter will use the 'Satchel One' app on her iPad to keep track of homework assignments. Teachers will upload all homework to this app and parents are also given access to this information. This app, in conjunction with our MIS, will help your

daughter to plan her work, manage her time, record her achievements, review her progress and set targets. Pupils will also be given a homework timetable in September. We would advise your daughter to stick to this timetable and avoid leaving homework until the night before it is due in.

Rewards, Sanctions and Support

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

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

In the event of any inappropriate behaviour, or if the correct books and equipment are not taken to lessons, pupils may be issued with a behaviour or organisation warning. A uniform warning may be issued for incorrect uniform or appearance, a work warning for late homework and a punctuality warning for inexcusable lateness to morning registration.

Sixth Form Mentors for Year 7

In September, a carefully selected group of Year 12 Mentors will be allocated to each Year 7 form. Once a week, these Mentors will lead and facilitate a range of Form Time activities with the Year 7 pupils that aim to develop positive habits, encourage, debate and cultivate critical thinking skills. Positive relationships between the Year 12 Mentors and the Year 7 pupils are fostered throughout this process, which provides



another element of support and guidance for the Year 7 pupils.

Houses

Each form in the School belongs to a House: Austen, Curie, Franklin, Nightingale, Pankhurst, and Parks. The House system gives the pupils the opportunity to organise and take part in activities across year groups. Pupils earn House points through the merit system and commendations. Various House competitions and events are organised throughout the year, such as: the House Fashion and Arts Showcase, and Public Speaking Competition.

School Council

School Council meets once a term. Each form has elected members for the year. Many different topics are discussed, including lunches, school uniform and co-

curricular activities. The form representatives report back to their forms and are also able to raise the concerns of their classmates.

Moral and Spiritual Development

The moral and spiritual development of the pupils in our care is fostered through day-to-day relationships, every subject on the curriculum, School assemblies, PRS lessons, PSHE/RSE, co-curricular provision and the school environment. Every week, the pupils have two Year Assemblies; one led by the Head of Year, one of the tutors or a form, and one led by a member of the Senior Leadership Team. On other days, they may have a 'Thought for the Day', led by pupils from their form, or a 'Reflection'.

PSHE and RSE

In Year 7, Personal, Social, Health, Economic (PSHE) and Relationships and Sex Education (RSE) lessons take place over three periods across a fortnight and are led by the Form Tutor. In these sessions, pupils will learn about a range of topics which aim to stretch them both personally and intellectually. Alongside statutory content, pupils will develop a range of life skills, hear from knowledgeable speakers and learn tools to support their wellbeing. Topics in Year 7 include: time management, resolving conflict, puberty, online safety and study skills.

Our PSHE and RSE programme is based around the 'PERMA' Flourishing Framework, which aims to help our pupils flourish both during their time at Surbiton High School, and beyond:

- Positive Emotion - How to feel good deploying our highest strengths to tackle all situations. By developing a growth mindset and can-do attitude, our pupils will learn to notice how they are feeling and be equipped with the tools to manage these emotions.
- Engagement - Our pupils are encouraged to find their niche. We allow them to be fully absorbed in activities and help them to deploy their strengths to meet the greatest challenges that come their way.
- Relationships - Other people are the best antidote to the downs in life and single most reliable up. By helping pupils develop strong relationships, they will be

empathetic and responsive to the needs of themselves and others. This is crucial in Year 7, when pupils begin to form friendships, many of which will last through their lifetime.

- Meaning - We wish our children to lead a purposeful life, to be able to understand what their end goal is and what they are striving for; not just seek short-term fulfilment.
- Accomplishment - Our children will learn to take positive feelings from accomplishment to tackle new challenges. We will empower them to do something well, not just for its own sake, and to step out of their comfort zones and try new things.

Key topics that the pupils will be taught include how to use their minds effectively through developing good use of learning habits; they will focus on the importance of relationships and the spirit of resilience and risk taking. Physical and emotional well-being are an integral part of these lessons, as is the importance of recognising they are part of something bigger than themselves.

Surbiton-Cope

To support the School Charter for Wellbeing and embed the PSHE and RSE curriculum further, we have an initiative called 'SCOPE' (Surbiton-Cope). The aim of this programme is to engage pupils in realising their strengths and develop strategies for improving their wellbeing to allow them to flourish in all that they do.

In the SCOPE sessions, pupils will take part in a range of bespoke activities which will provide them with a toolkit to develop positive emotions and habits so that they can build better coping strategies and become more resilient.

Co-curricular Activities

Pupils 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 athletics, cricket, football, gymnastics, hockey, netball, rowing, skiing and tennis. Details regarding training days, times, fixtures, competitions and team sheets can be viewed for the academic year via our school website or by visiting **www.surbitonhighsport.com**. Pupils can access further information using their own login details and view team sheets by inputting the password: SHSSPORT25. Any changes to training and fixtures are updated on the site, for example, cancellations or postponed fixtures. Music ensembles include a number of choirs, Wind Band, Orchestra and 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.

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 daughter to receive individual music tuition, please request lessons by emailing Mrs Abigail Briggs at **abigail.briggs@surbitonhigh.com**.

Trips and Visits

Trips and visits are an important part of the educational experience we offer our pupils.

The welfare and safety of pupils is of utmost importance when we are organising off-site activities of all kinds. We have a designated Trips and Visits Co-ordinator to advise staff on best practice, including risk assessments. We update our policy and ►

guidance packs to staff to incorporate all recent information from the DfE. We believe that we are taking all appropriate steps to promote the welfare and safety of pupils.

For short trips or local visits, you will be asked to give your consent to your daughter's participation and authorise any cost of the trip via an online reply to the weekly MIS Parent Communication.

For residential visits, all trips abroad, and trips involving long journeys within the UK, you will be asked to complete an extended online reply to give permission for each residential or abroad trip your daughter makes. You will receive this through the weekly MIS Parent Communications.

Each time your child participates in a trip or visit, information about medical needs, dietary requirements and emergency contact details will be taken from their file on MIS. It is your responsibility to keep the School informed of any changes to ensure that the trip leader has up-to-date information.

Further details of the procedures for trips and visits can be found on the website in the Trips and Visits Policy.

Year 7 Team Building Residential Trip

We would like to offer Year 7 pupils an exciting opportunity to get to know the rest of their year group and at the same time, develop their own personal skills. We feel that this will increase their self-confidence and help them to thrive at Surbiton High School.

The visit will take place at Marchants Hill, in Hindhead. This multi-activity PGL Centre is well equipped to allow the whole year group to experience a variety of fun and challenging activities, that will encourage them to take risks and support their peers. This trip is the one that the pupils always remember. It creates opportunity to secure friendships and feel part of the wider year group community. The pupils will be divided into small groups and supervised by a trained staff member at the Centre and our own staff.

It is hoped that on their return they will feel settled and excited to get started properly in their academic lessons and their co-curricular activities. We will travel to and from the Centre by coach. You will receive more detailed information at the Welcome afternoon.

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.

Personal Belongings and Mobile Phones

Ensure personal belongings are labelled with your daughter's name. Each pupil will be allocated a locker for her personal belongings. Unless required for a specific purpose, money should not be brought into School. Lost property is taken to the

Surbiton Assembly Rooms and named items will be returned as soon as possible.

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. Yondr pouches cost £30 plus vat to purchase and will be added to the school bill. If lost or broken, the same charge will apply for a replacement pouch.

When brought into School, musical instruments should be kept in the Music Department instrument store (within room P20) or in your daughter's locker.

Stationery and Equipment

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

Your daughter will need a fully-equipped pencil case containing an ink pen, pencils, rubber, pencil sharpener, highlighter, glue stick, scissors, 15cm and 30cm rulers, colouring pencils, a pair of compasses and a protractor.

All pupils will be issued with a Casio FX-991CW Advanced Scientific Calculator. The cost is £20.50 plus vat and will be added to the School bill.

Year 7 pupils are supplied with an art pack, including a sketch book, water colour paints and oil pastels; the cost is approximately £20 plus vat and will be added to the school bill.

Your daughter will be issued with an electronic key fob to enable her to gain access to the school buildings. If she misplaces her fob at any stage, she can request a new one and the sum of £10 plus vat will be added to your termly bill. She should return her fob before she leaves the School. Failure to do this will result in the sum of £10 plus vat being added to your final bill.

School Uniform

If pupils' tights are laddered or need replacing, spare pairs will be provided from each Reception desk at a cost of £3 per pair (plus VAT if student 14 or over), invoiced termly.

For other ad-hoc charges, please refer to the **School website**.

PE Kit

All Games equipment, such as tennis rackets, hockey sticks, and Games bags, can be stored in the locker system provided in each form room. Sports kit should be taken home weekly for washing.

During their first Games lesson pupils will ►

need trainers, astro boots, a skort, a PE T-shirt, and white socks. Depending on the weather, they may also need a fleece top and tracksuit bottoms.

Pupils will be informed of their PE group assignments after the first few weeks, along with any specific kit requirements for the remainder of the term.

Please note that earrings are not permitted during any PE lessons and cannot be taped for health and safety reasons. If your daughter is planning to have her ears pierced, please ensure this is done at the start of the summer holidays to allow sufficient time for healing.

Hockey and Netball Workshops

Year 7 pre-season workshops will be held on Friday 29 August, with netball taking place in the morning (9.30am-12.00pm) and hockey during the afternoon (12.30pm-2.30pm) at Hinchley Wood Sports Ground. The day will serve as an initial assessment of experience with a view to allocating initial training groups for the co-curricular clubs. Previous experience is not required and the workshops are an excellent way to meet other pupils in the year group before term starts. To attend, please complete the reply form sent to you by email.

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.surbitonhigh.com/parents-area/parents-association.

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 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/X @SHSParentsAssoc, Instagram @shsparentsassoc and check out their website www.surbitonhigh.com/parents-area/parents-association. 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!

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 Nana Asare (nana.asare@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, together with donations of money, time and talent from so many of our alumni, parents and former parents, help support the Green & Silver Club.

School Counsellors

We are a team of qualified counsellors who work during term time to support our pupils' mental health. We are here to help our pupils work through the ups and downs of teenage life and develop coping strategies to prepare them for the future. Pupils can self-refer or be referred by their Form Tutor and Head of Year. This can be done by a referral form on MIS which can be filled in and emailed to counsellor@surbitonhigh.com. Counselling sessions are confidential and offer a safe place for the pupil to talk. Parents may occasionally be notified, with consent from the pupil, if it is deemed appropriate. We want our pupils to be happy and flourish within the school environment, and we take the welfare of each pupil seriously. If you have any concerns about your child's well-being, please contact their Tutor or Head of Year in the first instance.

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 daughter to School if she is ill, not only can it be upsetting for them, but it can also cause viruses and infections to spread rapidly throughout the school population. If your daughter becomes unwell, and needs collecting from School, we will contact you. Therefore, please ensure that your contact details, including emergency contacts, are kept up to date. Please report to Reception to collect your daughter.

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

Medicines in School

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

All medication should be delivered to the School 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 to 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. Pupils over the age of 16 years (or those deemed suitably competent) may give their own consent. Other members of staff are not permitted to administer medication to pupils unless they have been specifically authorised to do so. Dependent upon the circumstances and location of the pupil, medications will be administered by either 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 daughter 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 7, please contact Ms Alexandra Higgins, Head of Year 7, on 0208 546 5245 or 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 to 6.30pm from Monday to Saturday). The adjoining area, 'Riverside Zone', has less restriction (10.00am to 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. For further information, please contact transport@surbitonhigh.com.

Co-curricular Training at Hinchley Wood and Oaken Lane

Pupils are expected to use the bus service in operation after all training sessions to keep in line with the 'Green Travel Plan'. The bus stops at Hinchley Wood Station, Surbiton Hockey Club, Balaclava Road, Surbiton Train Station and the final stop is the Surbiton Assembly Rooms. Parents are welcome to collect from these sites, however there is no on-site parking and parents should refrain from driving into the Hinchley Wood site to collect after training.

Away Fixtures

Pupils are always brought back to School from away fixtures. Special drop off arrangements cannot happen en route back from fixtures.

Home Fixtures

With regards to home fixtures, there is no transport back to School, so pupils are encouraged to liaise with their team mates and parents to ensure they have a lift home. Parents are of course allowed to watch home matches. ■



CAREERS AND PROGRESSION

You may wonder why we are including a careers section in the Year 7 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 daughter have already made a big (and hopefully wise) career decision: to attend Surbiton High School!

For further information and resources on our Careers and Progression provision, such as our Careers Newsletters and Bulletins, see: www.surbitonhigh.com/senior/careers-progression. ■

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 - these Interviews now take place in Year 9 before GCSE choices.
- Those engaging in Learning Enrichment, also have additional career interviews.

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

Nearly New Uniform Sales

Regular nearly new uniform sales are arranged by the Surbiton High School PA. For more details, visit www.surbitonhigh.com/parents-area/parents-association

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 two pairs of plain spherical stud earrings, which must be removed for PE, for health and safety reasons. If your daughter is planning on getting her ears pierced, please ensure this takes place at the start of the summer holidays to allow for healing. ■

Uniform

COMPULSORY

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

OPTIONAL

● Gloves	Plain dark grey, black or green
● Scarf	Green with School crest
● Woolly hat	Green with School crest
● Pashmina	Green
● Trousers	Dark grey (to order only, fitted in store)
● Shorts	Dark grey
● Headscarf	Bottle green/grey or black - no pattern

Sports Kit

COMPULSORY

● Games skort	Green and white
● Performance polo	Green and white
● Performance fleece	Green and white
● Tracksuit bottoms	School regulation, green
● Games bag	Green with School crest (option to initial)
● Hockey socks	White with green hoop
● Trainers	For indoor and outdoor PE (mainly white)
● Dance t-shirt	White with School crest (GCSE and A-level pupils only)
● Dance top	White with School crest (GCSE and A-level pupils only)
● Socks	White, ankle/trainer style
● Hockey stick	Autumn, Spring and Summer Term
● Tennis racket	Spring and Summer Term
● Shin pads	Autumn and Spring Term
● Mouth guard	Autumn and Spring Term
● Cricket shirt	[Compulsory in Year 8 upwards - A-squad only]
● Cricket trousers	[Compulsory in Year 8 upwards - A-squad only]

OPTIONAL

● Hoodie	Surbiton grey hoodie
● Waterproof sports jacket	Green and white
● Base layer leggings	School regulation, green
● White base layers	Surbiton High School arm print
● Boot bag	Green
● Athletics spikes	
● Athletics vest	Green and white (compulsory for co-curricular athletics team and cross country Years 7 to 11)
● Performance shorts	Green (dual use for athletics and gymnastics)
● Hockey trainers	Astro Turf trainers
● Football boots	Compulsory for A and B-teams Years 7 to 11
● Football top and shorts	Compulsory for co-curricular A and B-teams Years 7 to 11
● Netball dress and shorts	Compulsory for A and B-teams in Year 8 upwards
● Leotard	Compulsory for co-curricular gymnastics £35 (order via Head of Gymnastics, nicola.osborn@surbitonhigh.com)
● Black lycra Milano shorts	Compulsory for ART 1 Groups - purchased directly from Milano Pro Sport

TERM DATES 2025-26

Autumn Term 2025

Staff INSET	Monday 1 September to Tuesday 2 September
Years 7 and 12 Induction Day	Wednesday 3 September
Term Commences	Thursday 4 September
Half Term	Monday 20 October to Friday 31 October
Term Finishes	Wednesday 17 December (12.35pm finish)

Spring Term 2026

Staff INSET	Monday 5 January to Tuesday 6 January
Term Commences	Wednesday 7 January
Half Term	Monday 16 February to Friday 20 February
Additional INSET Years 7 - 10 only	Monday 23 February
<i>Reception - Year 6 and Years 11 - 13 normal school day</i>	
Term Finishes	Wednesday 1 April (12.35pm finish)

Summer Term 2026

Staff INSET	Monday 20 April
Term Commences	Tuesday 21 April
Bank Holiday	Monday 4 May
Half Term	Monday 25 May to Friday 29 May (incl. Bank Holiday on 25 May)
Term Finishes	Thursday 9 July (12.35pm finish)

STAFF LIST

Senior Leadership Team

Principal	Mr Matthew Shoults	principalsoffice@surbitonhigh.com
Senior Vice Principal	Mr Matthew Close	matt.close@surbitonhigh.com
Vice Principal	Mrs Kavita Patel	kavita.patel@surbitonhigh.com
Vice Principal	Mrs Olivia Adams	olivia.adams@surbitonhigh.com
Assistant Principal - Compliance, Health and Safety	Mrs Charlotte Demetz	charlotte.demetz@surbitonhigh.com
Assistant Principal - Pupil Development & Well-being	Mrs Rebecca Francis	rebecca.francis@surbitonhigh.com
Assistant Principal - Director of Sixth Form	Mr Jon Owen	jon.owen@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

Year 7 Head	Ms Alexandra Higgins	alexandra.higgins@surbitonhigh.com
Year 7 Assistant	Miss Emily Hardesty	emily.hardesty@surbitonhigh.com
Year 8 Head	Miss Emma Rickards	emma.rickards@surbitonhigh.com
Year 8 Assistant	Miss Megan Millar	megan.millar@surbitonhigh.com
Year 9 Head	Miss Evie Evans	evie.evans@surbitonhigh.com
Year 9 Assistant	Mr Jim Sayer	jim.sayer@surbitonhigh.com
Year 10 Head	Miss Lisa Keers	lisa.keers@surbitonhigh.com
Year 10 Assistant	Mrs Fiona Etherington	fiona.etherington@surbitonhigh.com
Year 11 Head	Ms Emily Jervis	emily.jervis@surbitonhigh.com
Year 11 Assistant	Ms Rella LaRoe	rella.laroe@surbitonhigh.com
Year 12 Head	Mrs Sarah Drew	sarah.drew@surbitonhigh.com
Year 13 Head	Mrs Kate Sharp	kate.sharp@surbitonhigh.com



Year 7 Form Tutor List

7A – Cherry Jeffries	cherry.jeffries@surbitonhigh.com
7C – Holly Christophers	holly.christophers@surbitonhigh.com
7F – Krystyna Brennan	krystyna.brennan@surbitonhigh.com
7N – Geetha Sundaresh	geetha.sundaresh@surbitonhigh.com
7P – Amanda Hiley	amanda.hiley@surbitonhigh.com
7R – Elinor Foot	elinor.foot@surbitonhigh.com



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

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