



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET
2026-2027
YEAR 7



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WELCOME

Miss Emma Rickards, Head of Year 7



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 Russ, 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 website and My School Portal.

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 Emma Rickards
emma.rickards@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 your daughters will quickly



CONTACT INFORMATION

PRINCIPAL

Mr Matthew Shoults

SENIOR VICE PRINCIPAL

Mr Matthew Close

SENIOR SCHOOL ADDRESS

13 – 15 Surbiton Crescent
Kingston-upon-Thames KT1 2JT
T 020 8546 5245

CHAIR OF THE LOCAL GOVERNING BODY

Mr 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



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.

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.

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. ■

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
- Accessibility Plan
- Admissions Policy
- Aims and Ethos Policy
- Anti Bullying Policy
- Attendance Policy
- Behaviour and Discipline Policy
- Child-on-child Abuse 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
- Equal Opportunities Policy
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- Fire Safety Management Policy
- First Aid Policy
- Health and Safety Policy – Group
- Missing and Uncollected Pupil Policy
- Provision of Information Policy
- Relationships and Sex Education Policy
- Risk Management Policy
- Special Educational Needs Policy
- Supervision of Pupils Onsite Policy

Other School Policies

- Academic Integrity Policy
- AI Policy
- Assessment Recording and Recording Policy
- Bereavement Policy
- Carbon Neutral and Sustainability Policy
- Careers Policy
- Co-curricular Policy – Senior School
- Code of Conduct – Pupils
- Conducting Right To Study Checks
- Drugs Policy
- Early Years Foundation Stage Food and Nutrition Policy
- Educational Visits Policy
- Gifted and Talented Policy
- Mental Health Policy
- Mobile Digital Devices Policy
- Student Leadership Team Policy
- Non-Examination Assessments (NEA) Policy
- Physical Restraint Policy
- PSHE Policy
- Pupils or Staff with Temporary Disability Policy
- Recruitment and Selection Guidance
- School Dog Policy
- School Worship and Assemblies
- Searches and Confiscation Policy
- SEND Financial Charging Policy
- Sick Child Policy
- Social Media Policy
- Staff Protection Policy
- Supporting Pupils with Medical Needs
- UCST – Terms & Conditions
- United Learning Scheme of Delegation
- Whistle Blowing Policy
- Word Processor Policy



JOINING YEAR 7

Monday 7 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

Tuesday 8 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 bus, they will be accompanied to their bus 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. ■

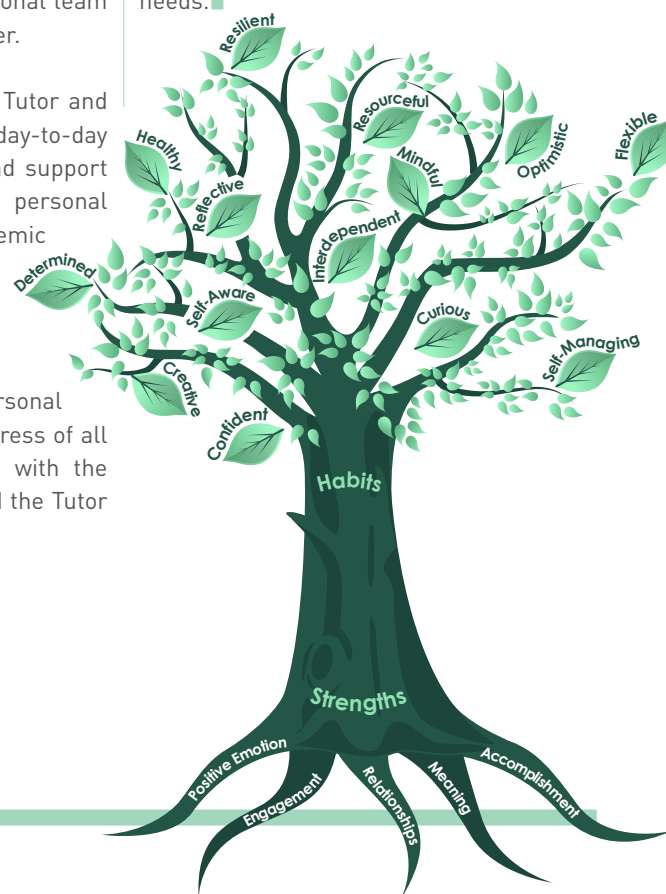
WELL-BEING AT SURBITON HIGH SCHOOL

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 also has a range of programmes designed to meet individual needs. ■



Positive emotion:

How to feel good – deploying our greatest 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 so that they 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 pupils 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 pupils 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 greatest challenges that come their way.

Meaning:

We want our pupils 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. ■



OUR DISPOSITIONS FOR LEARNING



PREPARATION IS POWERFUL

Start each day ready; well-rested, organised, and equipped with the right tools.



TAKE CHARGE

Follow your interests beyond the classroom to explore new ideas or perspectives; books, podcasts, exhibitions, online tools or clinics.



SHAPE YOUR SCHEDULE

Plan your time, manage your energy and take responsibility for your learning.



GROW THROUGH FEEDBACK

Feedback is a tool, not a judgement. Use it to adapt and make meaningful progress.



ASK AND EXPLORE

Don't just accept answers; question how and why things work. Curious minds fuel deeper thinking.



CONNECT THE DOTS

Look for links between subjects, ideas and experiences. Making connections helps you understand more.



ENGAGE FULLY, EVEN WHEN IT'S HARD

Get involved, and give your best, even when you're nervous.



TAKE SMART RISKS

Bravery means using your voice, your way. Whether it's a question, an idea or a quiet challenge, it still counts.



BOUNCE BACK

Mistakes happen, what matters is what you do next. Challenges are a chance to grow and build confidence.

LEARNING DISPOSITIONS

At Surbiton High School, we aim to equip our pupils with the skills and fortitude to thrive in a dynamic and complex world. We successfully blend outstanding subject knowledge and key skills within a backdrop of lifelong learning, focusing on three key dispositions: initiative, reflection and bravery.

We place a strong emphasis on each pupil taking the initiative in their learning. We aim to nurture curiosity and encourage students to stretch beyond the boundaries of an exam specification, fostering exploration and independent thought. This approach also highlights the importance of preparation for our pupils; ensuring they arrive at school well-rested, with the correct equipment, and aware of how to access additional resources. Through this, they develop a sense of personal accountability and grow in confidence by mastering organisation and time-management skills.

Reflection is key to helping our pupils develop metacognitive strategies that enhance their understanding of how they learn. A culture of thoughtful questioning and constructive feedback enables pupils to critically evaluate their work, considering what they did, how they did it, and how they might improve.

Academic bravery in learning is about creating a classroom environment where full engagement and academic risk-taking are celebrated. We make it clear that bravery is

not about being the loudest voice, but about having the courage to contribute, question, and try something new. We encourage every pupil to step beyond their comfort zone in a way that is meaningful to them, building resilience and a lifelong love of learning.

The School fosters learners who are curious, kind, and courageous, encouraging deep thinking, independence, and collaboration. This is achieved through an inquiry-led curriculum where pupils lead research, work across year groups, and present to real audiences, alongside a PSHE programme promoting discussion, debate, and respect.

A strong culture of reflection and growth helps pupils take risks, assess their progress, and set ambitious goals, supported by feedback systems and rewards that celebrate resilience and stepping beyond comfort zones.

Learning extends beyond the classroom through global engagement, including Model United Nations, international partnerships, and community projects, building global awareness and compassion. Leadership opportunities further develop initiative, integrity, and problem-solving.

The approach is grounded in research, particularly Rosenshine's Principles of Instruction, emphasising that all pupils can succeed when effectively supported, challenged, and empowered. ■

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. 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 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 complemented with a trip to Rochester Castle and Cathedral.

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.

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 around the time of the eruption of Mount Vesuvius. 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 led by the Classics and Drama departments. In preparation for this day, pupils learn about Greek myths and make their own theatre masks ready for their short performances from these famous myths! ■

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 and a trip to the Bhaktivedanta Manor to enhance their study of Hinduism..

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.

During the Autumn Term, a Transition group runs during one registration period each week, providing pupils with a confidential and supportive space to share and discuss any concerns. This is complemented by access to study skills provision, designed to develop key learning skills such as organisation, planning,

written communication, revision techniques and a range of reading strategies. The provision is flexible, allowing pupils to access support for a short, targeted period or over a longer duration, in line with their individual needs.

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. ■



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:

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.

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).

Transition skills: When a pupil has identified a future career or education goal they want to pursue (e.g. they want to get a work placement with Goldman Sachs or they 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.

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? ■

CAREERS GUIDANCE PROGRAMME

Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
• Introduction to Career and Progression Planning – the Morrisby Careers Aspirations Questionnaire. • 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. • We usually include at least one employer talk as part of the PSHE Programme. We stress the importance of developing employability skills and introduce labour market information and its sources. • Students are introduced to alternatives to conventional employment, such as self-employment, entrepreneurship, apprenticeships and volunteering.	• Step into the NHS Careers Competition – pupils research a wide range of careers in the NHS and create an advert for a career of their choice. At the end, they take part in a recruitment and selection process. Through this, they develop career research skills, interview skills and various other employability skills. We are past National and Regional Winners of this competition. • Pupils are encouraged to begin articulating aspirations academically, professionally and personally. • PSHE usually includes an encounter with an employer and HE/FE provider, and encourages understanding of academic and vocational pathways.	• Morrisby Careers Aspirations Questionnaire revisited. • Use of Morrisby Aspirations Questionnaire (Early Years) website and other websites such as UCAS to complete quiz on choosing GCSEs from a careers/higher education perspective. • Group career interviews to aid GCSE choices and further career interviews for SEN pupils.	• PSHEs on applying for a job/work experience – CV, covering letter and application form writing. • Considering competencies – what are yours and how do you develop and evidence them? • The full Morrisby Profile – an extensive careers test looking at abilities, personality and interests. • Pupil and parental Morrisby Profile feedback evening. • Introduction to careers post 16 and 18, careers programme and specialist support (e.g. Oxbridge, medicals) in Sixth Form.	• Individual career guidance interview for each pupil with Morrisby Profile feedback, summary and action plan sent to pupil and parents. • Work Experience Programme, including one week placement, preparation and reflection activities. • The Careers Department works closely with the Heads of Department, Heads of Year and Senior Leadership Team 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.	• 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 or employment 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 medicals, Oxbridge, veterinary, art school, etc. • Support with UCAS and other university applications. • 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.
 - 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.
- Please look out for our letters featuring our events and HE Bulletin. Parents are welcome to come to certain indicated events.



USEFUL INFORMATION



DAILY ROUTINES AND EXPECTATIONS

THE SCHOOL DAY

Arrival

On arrival, pupils go to their Form Room, pack their school bag for morning lessons and should be 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 in through the InVentry system in the Main Building, which is kept in all three Reception areas in the Assembly Rooms, Mary Bennett House and Main Building.

Departure

Pupils normally return to their Form Rooms at the end of the day to collect their coat and to pack their school bag for home. If your daughter has any transport problems, for example, if she misses the school bus, she should return to Reception where you can be contacted. ■

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

ABSENCE

If your daughter is ill, please contact the School and let us know about the absence by phone on **020 8546 5245**, by email **surbitonseniorscholabsence@surbitonhigh.com** or through My School Portal (MSP), 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 as an '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 she is 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 and **absence@surbitonhigh.com** in advance of the date requesting leave of absence. Alternatively, use My School Portal and click 'Report a Future Absence'.

Your daughter will then be given a green permission slip from her Form Tutor. When she leaves School for the appointment, she must sign out at either the Assembly Rooms or Main Building 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. ■

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, buses 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 buses depart. In any case, the School will remain open so that no pupil will be stranded. ■

BREAK 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 their morning snack in the Dining Room or Quad at break but should not be eating in the corridors or as they move between School sites. Pupils can 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. We cater for all dietary requirements. A hot meal and a vegetarian alternative are available each day alongside jacket potatoes, salad bar

and a selection of sandwiches. The weekly menu can be found 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 and on medical advice, all nut products have been removed from the lunch menu and tuck shop. Pupils are not allowed to bring in any products containing nuts and we ask that you ensure snacks and chocolate bars respect this policy. Please note, however, this is not a guaranteed 'nut-free school'. ■





LEARNING, PROGRESS AND COMMUNICATION

DIGITAL LEARNING THE SENIOR SCHOOL

Across our community, we embrace innovation in education through a well-established 1:1 iPad programme. In the Senior School, every pupil is equipped with an iPad to support and enhance their learning both in and beyond the classroom.

Each iPad is provided by the School, fully set up and managed, and is restricted to educational applications and resources. Devices are supplied with an integrated keyboard, a protective case, and a paper-like screen protector to support both typing and handwriting. This enables pupils to work flexibly, whether taking notes, completing assignments, or engaging in creative tasks. Please supply a set of earphones that your daughter can use with her iPad. Further information will be

provided on the purchase of an Apple stylus.

Teaching staff are equipped with laptops, and both pupil and staff devices connect to interactive whiteboards. This facilitates dynamic lesson delivery, encourages collaboration, and supports a wide range of teaching approaches. All pupils benefit from dedicated IT support, ensuring that technology enhances learning effectively and efficiently.

All iPads are managed through the Jamf mobile device management system. This ensures safe, secure use and allows the School to monitor and support pupil activity. Parents are also able to apply appropriate controls at home, with guidance provided by the School.■

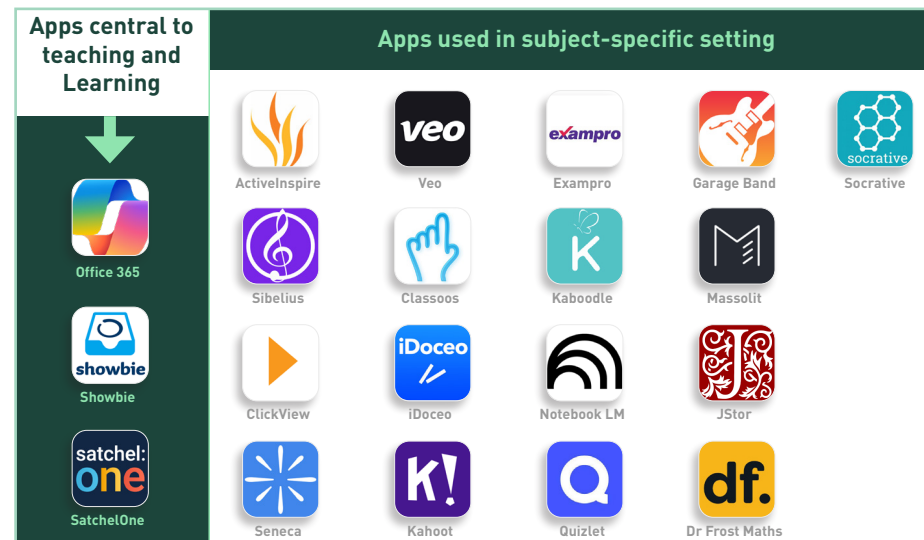
CORE LEARNING PLATFORMS

Pupils use a range of core digital platforms to support their organisation and learning:

Satchel One is the primary platform for homework. All assignments are set and tracked here, with access available to both pupils and parents. This supports effective time management, organisation, and the monitoring of progress and achievement.

Showbie is widely used by teachers for lesson resources, assignment submission, and feedback. It allows for efficient communication and supports ongoing assessment and live marking.

In addition, many teachers use tools such as Microsoft OneNote to support note-taking, organisation, and collaborative learning.■



OUR DIGITAL ECOSYSTEM

Our digital ecosystem is underpinned by Microsoft 365 alongside a range of carefully selected educational applications. These tools support pupil organisation, creativity, assessment and feedback, ensuring that technology is used purposefully to enrich the learning experience.

Through this integrated approach, pupils develop not only subject knowledge but also essential digital skills, preparing them for further education and the evolving demands of the modern world.■

USE OF AI

At Surbiton High School, we approach artificial intelligence (AI) as an important part of modern learning, preparing pupils for a world increasingly shaped by technology. Our curriculum introduces AI in an age-appropriate way, focusing on developing critical thinking, creativity and responsible use. We emphasise that AI is a tool to support learning rather than replace it, ensuring that human relationships and teacher guidance remain central. Through our Digital Tapestry strategy, pupils are taught to use AI ethically and effectively,

while building the skills they need to question, evaluate and apply information with confidence in an evolving digital world.

Alongside this, there is a strong emphasis on online safety, ensuring that pupils understand how to protect their personal information, recognise potential risks, and engage responsibly with digital platforms. This includes guidance on appropriate use, digital footprints, and maintaining privacy and well-being online.■



'THE DIGITAL STITCH' PARENTAL TERMLY NEWSLETTER

The Digital Stitch is a termly newsletter that is sent to parents, designed to keep you informed about how technology is used across the School and to support a shared understanding of our digital approach.

Each edition provides updates on the platforms and tools pupils use, alongside practical guidance to help parents support learning and digital well-being at home. It

also highlights developments in educational technology and shares information on key topics such as online safety, study skills, and emerging technologies.

Through The Digital Stitch, we aim to strengthen the partnership between school and home, ensuring that as parents you feel confident and well-informed about your child's digital learning experience.■

SCHOOL INFORMATION SYSTEMS

My School Portal (MSP) is the main online dashboard for parents that hosts the key information for your child including reports, exam results, timetables, attendance, school communications, rewards and sanctions and transport bookings.

School communications are also shared direct to your email from **SchoolPost**, as well as sitting within MSP. Communications are usually sent on a Friday evening, unless they are time sensitive. Booking links for

trips and visits are shared via email from **Evolve**.

SOCS is used for co-curricular club activities (Senior School) including music lessons, sports fixtures and the school calendar. Surbiton **iSAMS** is the parent portal for billing.

New parents to the School will be sent information about how to log onto the different platforms.■

School Information Systems

Parents and Pupil Access

Co-curricular
Calendar

Billing

Trips and visits

Communications/Online Replies


My School Portal®

SOCS

isams

EVOLVE

SchoolPost

SCHOOL NEWS

News is posted on the school website along with calendar dates and sporting fixtures. Every half term, we produce the 'Surbiton Spirit', an online publication which provides a flavour of the activities enjoyed across the three schools.

Facebook, Instagram and LinkedIn accounts showcase what is happening on a regular basis, within the School, as well as highlighting School achievements.■



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.■



PASTORAL CARE, WELL-BEING AND PUPIL VOICE

REWARDS, SANCTIONS AND SUPPORT

The School is committed to fostering high standards of behaviour, self-discipline and academic engagement. We believe that pupils thrive in an environment where positive conduct is recognised and encouraged, and where expectations are clearly understood.

Rewards

Pupils' effort, achievement and contribution to school life are acknowledged through our rewards system.

- **House points** are awarded for excellent effort, notable achievement in lessons, or meaningful contributions to the wider School Community.
- **Commendations** are issued to pupils who demonstrate exceptional commitment, service, or sustained excellence.

These rewards reinforce our ethos of celebrating positive behaviour and personal development.

Sanctions and Behaviour Monitoring

In instances of inappropriate behaviour, the School follows a clearly defined behaviour policy that is transparent to both parents and pupils. This ensures consistency, fairness and clarity in our approach.

Organisation: Concerns relating to organisation, the quality of work, or punctuality are formally recorded. These matters are monitored by the Form Tutor and Head of Year, who work with pupils to support improvement and maintain high standards.

Uniform: Pupils are expected to wear the school uniform or PE kit correctly and with pride, in accordance with the published uniform guidelines. Adherence to uniform expectations forms part of our commitment to promoting a sense of identity, equality and readiness for learning.

Where a pupil repeatedly fails to meet uniform requirements, the Form Tutor will issue a behaviour warning, and parents will be contacted to ensure the matter is addressed promptly.■

SCHOOL COUNCIL

The School Council meets once each term and provides pupils with an important forum for representation, leadership and constructive dialogue. Each form elects one representative who serves for the academic year.

During Council meetings, a wide range of topics are discussed, including:

- Pupil access to facilities and IT

- School uniform

- Co-curricular provision

- Whole-school events and initiatives

Form representatives are responsible for reporting key points back to their forms and for raising any concerns or suggestions on behalf of their classmates. This process ensures that pupil voice remains central to school development and decision-making. ■

MORAL AND SPIRITUAL DEVELOPMENT

The moral and spiritual development of pupils is nurtured through all aspects of school life. This includes day-to-day relationships, the full curriculum, school assemblies, PRS lessons, PSHE/RSE, co-curricular activities and the wider school environment.

Our aim is to support pupils in developing empathy, personal responsibility, reflection and a strong moral compass.

Each week, pupils attend two assemblies:

- One led by the Head of Year, a Form Tutor, or a Form Group
- One led by a member of the Senior Leadership Team

On other days, pupils may participate in a Thought for the Day, delivered by members of their form, and the whole School engages together in the Friday Reflection, encouraging contemplation and personal growth. ■

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) AND RELATIONSHIPS AND SEX EDUCATION (RSE)

Our PSHE and RSE programme is structured around the PERMA Flourishing Framework, which aims to support pupils

in developing the skills and mindset needed to thrive both during their time at Surbiton High School and beyond. ■

THE PERMA FRAMEWORK

Positive Emotion

Pupils learn how to recognise and manage their emotions, developing a growth mindset and a positive, proactive approach to challenges. They are encouraged to use their strengths to navigate a wide range of situations.

Engagement

We support pupils in discovering their interests and becoming fully absorbed in activities that challenge and motivate them. They are encouraged to use their strengths to meet new and demanding experiences.

Relationships

Strong, supportive relationships are central to well-being. Pupils learn how to build and maintain healthy friendships, show empathy and respond sensitively to the needs of others. This is particularly important in Year 7 as pupils form new friendships that may last throughout their school journey.

Meaning

Pupils are encouraged to consider their values, goals and sense of purpose. They learn to look beyond short-term gratification and to understand what they are striving for in the longer term.

Accomplishment

Pupils develop confidence through achievement and are encouraged to take pride in their efforts. They learn to step outside their comfort zones, embrace new challenges and recognise the satisfaction

that comes from perseverance and success.

Across the year, pupils explore how to use their minds effectively, develop positive learning habits, understand the importance of relationships and build resilience.

Physical and emotional well-being are integral to the programme, as is the understanding that each pupil is part of a wider community. ■



SURBITON-COPE (SCOPE)

To further embed the School Charter for Well-being and strengthen the PSHE and RSE curriculum, we run a dedicated initiative known as SCOPE. This programme is designed to help pupils recognise their strengths and develop practical strategies to enhance their well-being, enabling them to flourish in all aspects of school life.

During SCOPE sessions, pupils take part in a range of bespoke activities that provide them with a toolkit for developing positive emotions, healthy habits and effective coping strategies. The programme aims to build resilience, encourage self-reflection and support pupils in becoming confident, well-rounded individuals. ■

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 and 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 COUNSELLORS

Our team of qualified counsellors work during term time to support our pupils' mental health and to help 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 the pupil portal which can be filled in and

emailed to counsellor@surbitonhigh.com. Counselling sessions are confidential and offer a safe place for pupils to talk. Parents may occasionally be notified, with consent from the pupil, if it is deemed appropriate. If you have any concerns about your child's well-being, please contact their Form Tutor or Head of Year in the first instance. ■

HEALTH AND WELL-BEING

Illness or Accident in School

The School Nurses are available throughout the school day and are based in the Welfare Centre. Additionally, 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, pupils are unable to stay in the Welfare Centre for long periods of time if they are unwell. If your daughter does become unwell, and needs collecting from School, we will contact you; please, therefore, ensure that your contact details, including emergency contacts, are kept up to date. If your daughter is ill, please report to Main Building Reception to collect her. Please do not send your daughter to School if she is ill, as not only can it be upsetting for them, but it can also cause viruses and infections to spread rapidly throughout the school population.

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.

The Registered Nurses 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. ■



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 by visiting www.surbitonhighsport.com. Details regarding training days, times, fixtures, competitions and team sheets for the academic year can be viewed by visiting www.surbitonhighsport.com. Pupils can access further information using their own login details and view team sheets on SOCS by inputting the password: **SHSSport26**. 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. Full information on the co-curricular opportunities can be found on the school website www.surbitonhigh.com/co-curricular.

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 in the weekly Communications.

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 school 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 iSAMS. 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. ■



LEADERSHIP AND RESPONSIBILITY

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. ■



UNIFORM, EQUIPMENT AND PERSONAL BELONGINGS

PERSONAL BELONGINGS AND MOBILE PHONES

Please 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.

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

The School is aware of the advantage to pupils' safety of carrying a mobile phone for their journey to and from School; however, the school day is a phone-free environment to reduce distractions and allow pupils to focus on their day. To enable this, 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. Please note, the School cannot be held responsible for lost or damaged phones. ■



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. Please note that earrings are not permitted during any PE lessons and are expected to be removed for any sport activities. 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.

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 pupil is 14 or over), invoiced termly. For other ad-hoc charges and the full school uniform list, 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.■

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 or Trousers	Skirt - dark grey with pleats. Trousers - dark grey
● 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

Uniform - Optional

● Gloves	Plain dark grey, black or green
● Scarf	Green with School crest
● Woolly hat	Green with School crest
● Pashmina	Green
● 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
● Hockey socks	White with green hoop
● Trainers	For indoor and outdoor PE
● Dance t-shirt	White with School crest (GCSE and A-level pupils only)
● Dance top	White with School crest (GCSE and A-level pupils only)
● Socks	White, ankle/trainer style
● Hockey stick	Autumn and Spring Term
● Tennis racket	Spring and Summer Term
● Shin pads	Autumn and Spring Term
● Mouth guard	Autumn and Spring Term
● Cricket shirt	(Compulsory in Year 8 upwards - A-squad only)
● Cricket trousers	(Compulsory in Year 8 upwards - A-squad only)

Sports Kit - Optional

● PE t-shirt	Green
● Hoodie	Surbiton grey hoodie
● Waterproof sports jacket	Green and white
● Base layer leggings	School regulation, green
● White base layers	Surbiton High School arm print
● Games bag	Green with School crest (option to initial)
● Boot bag	Green
● 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



STATIONERY AND EQUIPMENT

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 £22 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.■



COMMUNITY AND PARENTAL ENGAGEMENT

PARENTS' ASSOCIATION (SHSPA)

The SHSPA use **Classlist**, an accessible and safe way to connect with other parents, without the hassle of WhatsApp groups. In order for them to do this, we will need your permission to supply them with your contact details (see the New Pupil Questionnaire) and they will send you an invite.

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 taxpayers 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 Instagram **@shsparentsassoc**. 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, and 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. ■



TRANSPORT OPTIONS AND ROUTES

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)

Public 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 Bus Routes

There are eleven bus routes offered for pupils in the School. All the buses are fitted with seat belts.

There is also a new bookable late bus service at 6.00pm direct from Hinchley Wood Sports Ground to Hampton Wick Station. The routes, timings and prices can be found on the School 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.

Parents can also book the late School bus direct to Hampton Wick.

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. ■





SPECIFIC YEAR 7 ACTIVITIES

HOCKEY, NETBALL AND FOOTBALL WORKSHOPS

The Year 7 pre-season workshops will be held in early September at Hinchley Wood Sports Ground:

Netball	Tuesday 1 September	10.00am - 12.00pm
Hockey	Tuesday 1 September	1.00pm - 3.00pm
Football Camp	Wednesday 2 September	10.00am - 12.00pm

These sessions are a fun way to get to know other pupils in the year group and will help 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.

YEAR 7 TEAM BUILDING RESIDENTIAL TRIP

We 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. ■

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. ■

ANY QUESTIONS?

If you have further questions regarding Year 7, please contact Miss Emma Rickards, Head of Year 7, on 020 8546 5245 or emma.rickards@surbitonhigh.com.





TERM DATES AND INSET DAYS

2026-27

Autumn Term 2026

Staff INSET	Thursday 3 September to Friday 4 September
Years 7 and 12 Induction Day	Monday 7 September
Term Commences	Tuesday 8 September
Half Term	Monday 19 October to Friday 30 October
Term Finishes	Wednesday 16 December (12.25pm finish)

Spring Term 2027

Staff INSET	Monday 4 January to Tuesday 5 January
Term Commences	Wednesday 6 January
Half Term	Monday 15 February to Friday 19 February
Additional INSET Years 7 - 10 only	Monday 22 February
<i>Reception - Year 6 and Years 11 - 13 normal school day</i>	
Term Finishes	Wednesday 24 March (12.25pm finish)

Summer Term 2027

Staff INSET	Tuesday 13 April
Term Commences	Wednesday 14 April
Bank Holiday	Monday 3 May
Half Term	Monday 31 May to Friday 4 June (incl. Bank Holiday on 31 May)
Term Finishes	Thursday 8 July (12.25pm 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 - Staff Development and EDI	Mrs Kavita Patel	kavita.patel@surbitonhigh.com
Vice Principal - Academic	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	Miss Emma Rickards	emma.rickards@surbitonhigh.com
Year 7 Assistant	Miss Hannah Russ	hannah.russ@surbitonhigh.com
Year 8 Head	Ms Alexandra Higgins	alexandra.higgins@surbitonhigh.com
Year 8 Assistant	Miss Chloe Sluce	chloe.sluce@surbitonhigh.com
Year 9 Head	Miss Megan Millar	megan.millar@surbitonhigh.com
Year 9 Assistant	Ms Rella LaRoe	rella.laroe@surbitonhigh.com
Year 10 Head	Miss Evie Evans	evie.evans@surbitonhigh.com
Year 10 Assistant	Mr Jim Sayer	jim.sayer@surbitonhigh.com
Year 11 Head	Miss Lisa Keers	lisa.keers@surbitonhigh.com
Year 11 Assistant	Mrs Fiona Etherington	fiona.etherington@surbitonhigh.com
Year 12 Head	Mrs Kate Sharp	rella.laroe@surbitonhigh.com
Year 13 Head	Mrs Sarah Drew	sarah.drew@surbitonhigh.com
Head of Learning Support	Mrs Dionne King	dionne.king@surbitonhigh.com

Year 7 Form Tutor List

7A – Miss Olivia Hajialexandrou	olivia.hajialexandrou@surbitonhigh.com
7C – Miss Jessica Moxom	jessica.moxom@surbitonhigh.com
7F – Mr Rory Hogan	rory.hogan@surbitonhigh.com
7N – Miss Hannah Russ	hannah.russ@surbitonhigh.com
7P – Mrs Victoria Lydall	victoria.lydall@surbitonhigh.com
7R – Miss Kate Wilson	kate.wilson@surbitonhigh.com





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

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