



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET

2026-2027

YEAR 9

CONTENTS

Welcome from the Head of Year 9	4
Contact Information	6
Where to Obtain Further Information	7
Our Aims and Ethos	8
Well-being at Surbiton High School	10
Learning Dispositions	12
Key Personnel	14
Duke of Edinburgh's Award	15
Curriculum Subjects	
Art	16
Computer Science	17
Design and Technology	18
Drama	20
English	21
Geography	22
History	23
Latin	24
Mathematics	25
Modern Foreign Languages	26
Music	27
Philosophy and Religious Studies	28
Physical Education	29
Science	30
Academic Support and Careers	
Learning Support	32
Careers and Progression	34
Useful Information	
Daily Routines and Expectations	37
Learning, Progress and Communications	40
Pastoral Care, Well-being and Pupil Voice	45
Uniform, Equipment and Personal Belongings	53
Community and Parental Engagement	58
Transport	60
Specific Year 9 Information	62
Term Dates	64
Staff List	65



WELCOME

Miss Megan Millar, Head of Year 9



It is a pleasure to be joining your children as they embark on their Year 9 journey, in my role as Head of Year. I will be supporting your child from Years 9-11 and my responsibility is to oversee their well-being, academic development, and conduct throughout what promises to be a rewarding and exciting stage of their school life. I am very lucky to be supported by Ms Rella LaRoe, Assistant Head of Year, who has a wealth of pastoral experience; together we work closely together to support your child. Our dedicated team of tutors plays a crucial role in guiding and supporting each pupil to reach their full potential. Their collective experience and care form the backbone of our pastoral and academic support.

This year, I am particularly enthusiastic about centring our theme around the concept of open-mindedness. Visually, the aesthetic difference between the numbers 8-9 when we look at these on a page, is that '9' opens up a little more space. I believe the phrase "The best adventures you'll find are when you have an open mind" serves as an inspiring and meaningful guiding principle for our pupils throughout the academic year. Embracing open-mindedness has the potential to positively influence our pupils' academic development by encouraging greater courage, resilience, and confidence in their decision-making, collaboration, and independent learning. Moreover, I hope this mindset will extend beyond the classroom, contributing significantly to pupils' personal growth as they engage with new experiences and opportunities within co-curricular activities. By fostering a culture of open-mindedness, we aim to nurture well-rounded individuals who are prepared to explore diverse perspectives and embrace the challenges of an ever-changing world and prepare them for the next stage of their learning.

For day-to-day matters concerning your child, please reach out to their Form Tutor in the first instance. Should you have more significant concerns relating to your child's academic progress or well-being, please do contact me directly.

One of the unique strengths of our tutor programme is the time set aside for regular one-on-one conversations between tutors and pupils. These meetings provide a supportive, reflective space where achievements can be celebrated, challenges addressed, and personal growth encouraged — always with the pupil's well-being at the centre.

As members of the middle school, Year 9 pupils are in a position to act as role models for their younger peers. I am confident that they will rise to this responsibility by demonstrating high standards in their behaviour, attitude, uniform, and participation in school life. We also encourage all pupils to take full advantage of the broad range of co-curricular opportunities available at Surbiton High School, which greatly enhance their overall school experience. Importantly, this year also marks the beginning of their preparation for GCSEs. With guidance from tutors, subject teachers, and myself, pupils will make informed decisions about their subject choices. Core subjects—English, Mathematics, Science, and a Modern Foreign Language—are mandatory, while optional subjects will allow for personal interest and academic strengths to shine.

**Inspire,
encourage
and
empower**

To support this process, we will host an Options Evening in January, offering families the chance to hear from Heads of Department and gain deeper insight into the GCSE courses on offer.

I very much look forward to working with you and your children over the next three years, as they progress through Years 9 to 11. Year 9, in particular, is a year rich with opportunity and growth. With the guidance of their tutors and the wider school team, I hope every pupil embraces the many experiences ahead with enthusiasm and confidence.

Miss Megan Millar
megan.millar@surbitonhigh.com

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). ■

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

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. ■

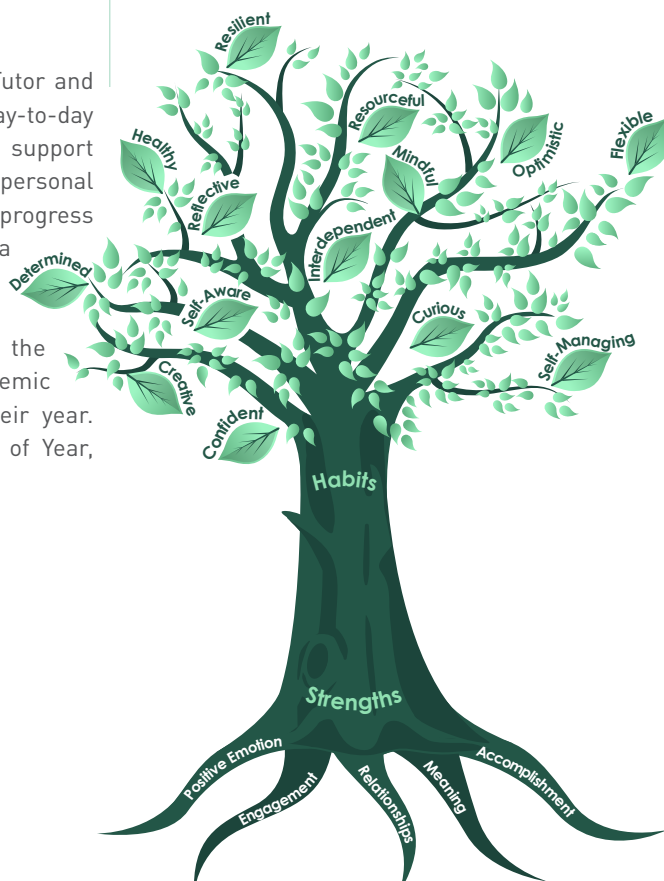
WELL-BEING AT SURBITON HIGH SCHOOL

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 child.

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

The Head of Year oversees the personal development and academic progress of all the pupils in their year. Along with the Assistant Heads of Year, they lead the Tutor Team.

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

KEY PERSONNEL

Form Tutor

The Form Tutor is the first point of contact if you have concerns regarding your child's academic progress and well-being. Your child will have frequent contact with them, including regular one-to-one meetings.

Head of Year

Miss Megan Millar oversees and monitors the well-being and academic progress of all pupils in the year. The Deputy Head of Year 9, Ms Rella LaRoe, will assist Miss Millar in her role.

Head of Learning Support

Mrs Dionne King and the Learning Support Team provide specialist tuition in small groups, one-to-one and pupils can also drop in at any time.

Nurse

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

Counsellor

The School Counselling Team is on hand for any pupils who need this support. More information is available on page 48. ■



DUKE OF EDINBURGH'S AWARD

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

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

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

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

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



ART

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

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

creative pathway. They will research artists relevant to their own ideas and develop a personal outcome from this.

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

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



COMPUTER SCIENCE

In Year 9, pupils will engage with key areas of Computer Science, including Programming Fundamentals, Data Representation, Multimedia Digital Design, and AI & The Internet

Programming Fundamentals: Pupils will start with Python, mastering the basics of coding through hands-on and problem-solving activities. This foundational skill set prepares them for breaking down real-world problems and for the OCR Computer Science Paper 2.

Data Representation: Pupils will learn how data is represented and processed in digital formats, gaining insights into the core principles that underpin all technology. This knowledge is a vital component of the OCR Computer Science Paper 1.

Multimedia Digital Design: This exciting component includes image generation,

editing, and 3D modelling. Pupils will explore various digital design tools to create engaging visuals and interactive content, allowing them to express their creativity while developing practical skills. This has a cross curricular focus to support pupils pursuing a range of disciplines, as well as Computer Science.

AI & The Internet: In this combined topic, pupils will explore how Artificial Intelligence is used in the modern digital world and how it is shaping the future through automation and data-driven systems. They will also learn about common hacking techniques

and how to safeguard digital information by understanding cybersecurity risks. Pupils will develop practical web development skills using HTML to understand how websites are created. This will also provide them with a grounding in another type of programming language and

prior knowledge for A Level Computer Science. ■

**Empowering
Pupils to
Independently
Problem-Solve in
a Digital Future**



DESIGN AND TECHNOLOGY

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

Graphics

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

Product Design

The aim of this project is for the pupils to experience a wide range of manufacturing techniques that they can then use to design and make a piece of bespoke jewellery, which will respond to the natural environment and make a piece for a commercial client. The pupils will mainly be working in metals and they will learn how to

cut, shape and form copper, aluminium and pewter using casting, production aids and hand tools. They will investigate the properties of these materials and how they can be utilised to create a functional and aesthetic final piece and explore creative ways of embellishing their designs with other materials. The pupils will make a range of different jewellery products during the course of the project.

Textiles Technology

In Year 9, pupils have the exciting opportunity to design and make a skirt, developing their commercial pattern understanding and construction skills. The pupils will gain additional knowledge of commercial manufacturing techniques as well as the theoretical understanding of textiles through focused practical activities and homework research tasks. Pupils will develop their capability with the sewing machine and overlocker in order to produce a professional and functional final product. ■



DRAMA

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

In the first term, pupils will study a range of different explorative strategies practically, experimenting with the application of these strategies to different pieces of performance. Alongside this, they will learn about different aspects of technical theatre, which can be used to support and enhance performance work. This programme of study will be developed in the Spring and Summer Terms, resulting in every pupil being involved in the creation and performance of an original

piece of devised performance. This work will be performed at a Year 9 showcase event in June.

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

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



ENGLISH

The Year 9 programme of study for English builds upon all the skills the pupils have learned so far, and additionally introduces comparative skills to prepare them for the demands of GCSE Language and Literature. It continues to be based upon the three elements of Reading, Writing and Speaking and Listening. There are five units altogether: prose, a Shakespeare play, a study of non-fiction leading to participation in the Public Speaking Competition, the study of Gothic extracts, and an exploration of poetry based on the theme of power and conflict. As part of their study of prose texts, pupils will be given the opportunity to complete an independent project on a class novel, where pupils will have the flexibility to choose tasks to complete based on their

reading, subsequently creating a portfolio of work to present to their teacher at the end of the unit.

This programme of study is designed to enable the pupils to work independently, whilst encouraging pupils to utilise a range of resources and read more widely, which is a skill that will undoubtedly serve the pupils well ahead of their GCSEs. By the time pupils have undertaken the curriculum in Year 9, they will be fully equipped to tackle the demands of KS4 with confidence, having been given the opportunity to practise and master the skills required ahead of Year 10. ■





GEOGRAPHY

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

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

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

HISTORY

Year 9 pupils cover a range of topics. They begin with British people's struggle for the franchise in the 19th and early 20th centuries. Pupils will write an assignment evaluating the reasons why women were granted the right to vote in 1918.

implications of the Treaty.

Finally pupils will learn about the inter-war years, with a particular focus on the changing political landscape, asking the question 'what brought about the rise of dictators?' Pupils also spend time studying the Holocaust.

We then look at World War One, examining in detail the causes, life in the trenches and the contribution of troops from the British Empire. Pupils will debate the effectiveness of the controversial Treaty of Versailles, as well as complete some source-based work considering interpretations and long term

These topics prepare pupils very well for moving on to the IGCSE History course in the Summer term of Year 9, as well as providing invaluable context for the modern world in which they live.■





LATIN

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

Pupils have the opportunity to further develop important skills in research and public speaking through independent and group work. This year, they will learn about the journey of the Roman culture hero, Aeneas, and create and present a mini-project on his travels, as well as the foundation myth of Rome and the origins of the principate. We always aim to run a trip for the pupils to further encourage their interests in classical languages and history, normally to a museum or site relevant to their project work. ■

MATHEMATICS

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

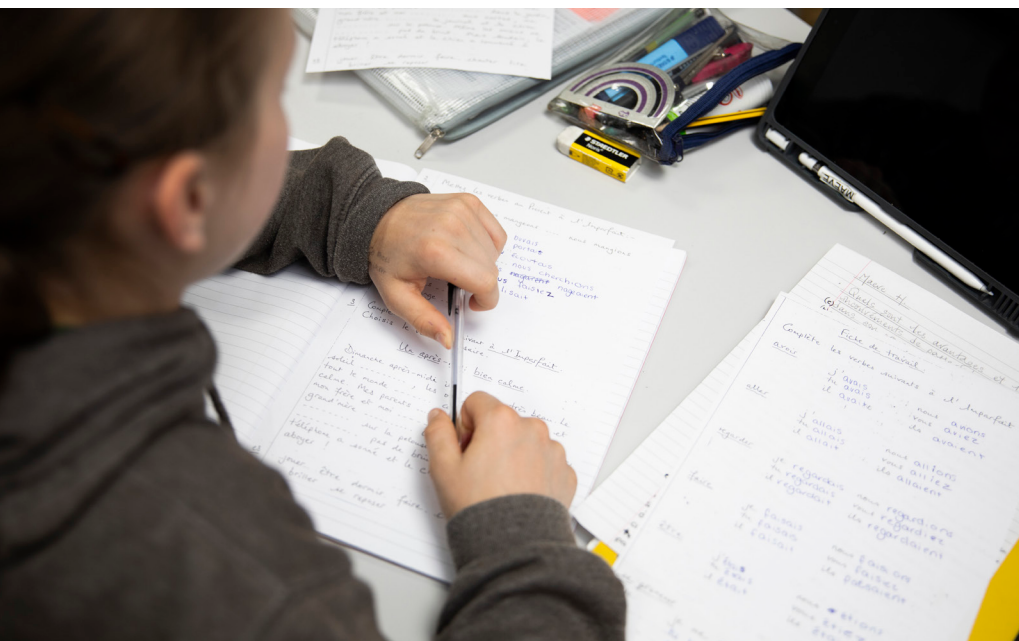
simultaneous equations, together with consolidating key areas such as solving linear equations and manipulation of formulae. Spatially, pupils are introduced to key topics such as trigonometry and similar shapes, and will also start to see the elements of straight line graph theory. In Statistics, pupils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



MODERN FOREIGN LANGUAGES

Year 9 pupils will continue to study the same languages they chose in Year 8. They will become increasingly familiar with the sounds, written form and grammar of each of the modern foreign languages. They will use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing. They will develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so

that they become increasingly independent learners and users of the MFLs. In Year 9, pupils will be introduced to elements of the IGCSE specification, including practice of authentic listening, reading, writing tasks and the corresponding mark schemes used. We aim to increase pupils' cultural awareness by learning about French, German and Spanish-speaking countries and their peoples, and by working with materials from those countries. This will form a sound basis for further study in Key Stage 4 and beyond. ■



MUSIC

Year 9 pupils have the opportunity to continue their Music curriculum by investigating a vast array of music, both inside and outside the classroom. An exciting, fresh and new programme of termly projects showcases: Electronic Dance Music, Blues & Jazz and The Western Classical Tradition. Each topic looks to develop an understanding of how music is constructed, produced and influenced by time and place in the context of a particular style or genre. Pupils start by listening to and learning about each topic practically, using guitars, drum kit, keyboards, xylophones, glockenspiels, boom whackers, percussion and singing. They continue to build on their skills from Year 7 and Year 8, through reading and listening to music and add to their growing knowledge of Music Vocabulary and musical genres. Pupils continue to build on their ever evolving Music Software skills using Sibelius Ultimate and Logic Pro X to

compose music. Pupils have the opportunity to showcase their compositions to the class at the end of each term, providing an exciting end to learning about a new topic. 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 9 PRS, pupils begin the year with a challenging unit on medical ethics where they explore issues such as abortion, euthanasia and animal testing with reference to the concepts of autonomy, sanctity of life and personhood, looking at both religious and secular arguments relevant to these issues.

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

After the February half term, we begin one of the GCSE units on 'Dialogue Between

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

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

PHYSICAL EDUCATION

In Year 9, pupils have one double period, taking the form of a Games afternoon, and a single lesson a week, when they will take part in a full and varied PE programme. The PE programme is designed to build on the pupils' knowledge learned in Years 7 and 8, but to extend and push them.

Pupils in Year 9 undertake the Level 1 Sports Leaders award where they will be taught how to lead sessions and deliver a fun sports festival for the local community. This is a fully accredited course where they will

receive a certificate at the end of completion.

By the end of Key Stage 3, pupils will have been assessed, and they will be encouraged to identify their main areas of strength and weakness. Pupils will be expected to select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.

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



SCIENCE

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

They will have to complete set, required practicals to learn how to work scientifically and answer applied, practical-based questions which will make up 15% of the examined part of the course.

The topics taught are:

Biology

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

Chemistry

- Atomic Structure
- The Periodic Table
- Rates of Reaction
- Bonding

Physics

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

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



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 individual support. 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.

Study Skills provision is available. These sessions are designed to support the development of key learning skills, including organisation, planning, written communication, revision techniques, and a range of reading strategies. The provision is flexible, enabling pupils to access support for a defined period or over a

longer duration, in accordance 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.

EAL is provided at an additional cost. ■



CAREERS AND PROGRESSION

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

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? ■

these to future choices, such as GCSE, A-level, university, alternatives to university such as apprenticeships and, yes, job options too. After all, you and your child have already made a big (and hopefully wise) career decision: to attend Surbiton High School!

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. ■

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. • Pupils 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 child is late for registration, then they 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 child has any transport problems, for example, if they miss the school bus, they 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 child 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 child 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 child's absence is likely to be prolonged, please contact their Form Tutor so that their workload can be managed. Please do not send your child to School if they are unwell.

Authorised Absence

If you require your child 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 child has an appointment during the school day, such as for a music examination or for a hospital visit, please email your child'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 child will then be given a green permission slip from their Form Tutor. When they leave School for the appointment, they must sign out at either the Assembly Rooms or Main Building Reception with their permission note and then sign in again when they return. 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 child 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 child 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 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 child has any special dietary needs, please inform the School and we will do our best to accommodate them. 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 child can use with their 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.■



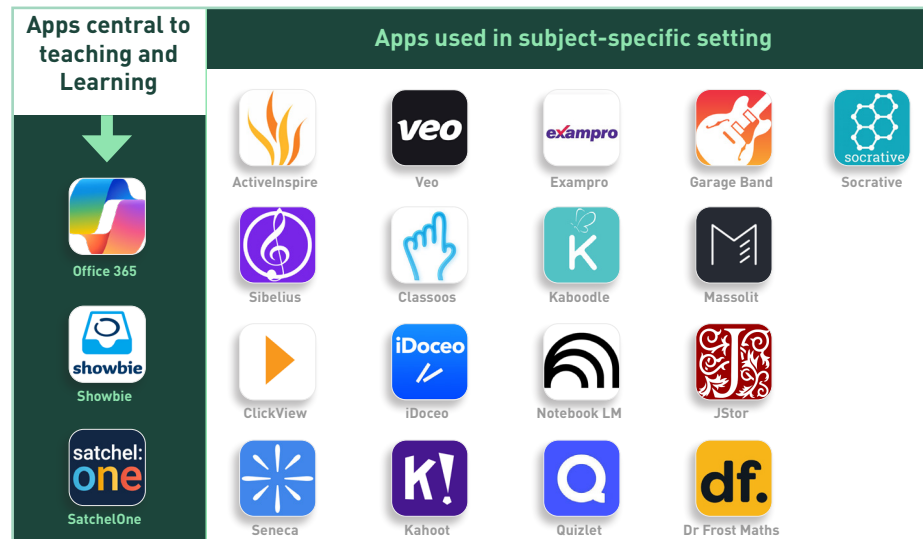
CORE LEARNING PLATFORMS

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 child 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 child is ill, please report to Main Building Reception to collect them. Please do not send your child to School if they are 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 child requires hospital treatment as a result of illness or accident, a member of staff will accompany them to hospital and stay with them until you arrive.

Medicines in School

Many pupils will need to take medication at some time during their school life. As far as possible, medication should be taken at home and only taken in School when absolutely essential. However, some pupils may require regular medication either on a short or long-term basis to keep down the effects of, or control, a chronic condition or

disability. In these instances, each case will be dealt with sympathetically. Prior to the administration of any medication, parents are required to sign a Medicines Consent Form and, when requested, to supply a written update on their child's medical condition. All medication should be delivered to the School Nurses in a sealed container clearly marked with the pupil's name. It should be in the container supplied by the pharmacy complete with written instructions for administration, side effects, expiry date etc. Parents are reminded that it is their responsibility to ensure that any medication kept in School is replenished before its expiry date. When regular doses of medication are required, these will usually be given during breaks to avoid disruption 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 child 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 child 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 child'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 child 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 child's name. Each pupil will be allocated a locker for their 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 child'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 child is planning to have their 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 child 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.

New pupils will be issued with a **Casio FX-991CW Advanced Scientific Calculator**. The cost (including replacement cost) is £22 plus VAT and will be added to the school bill.

New pupils will also be issued with an **electronic key fob** to enable them to gain access to the school buildings. If a fob is misplaced at any stage, pupils can request a new one and the sum of £10 plus VAT will be added to your termly bill. Pupils should return their fob before they leave 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. ■



9

SPECIFIC YEAR 9 INFORMATION

YEAR 9 REPORTING

Parents will have five direct touchpoints with their children's teachers in Year 9; this includes a Parents' Evening in the Spring Term and a full written report in Autumn Term and three progress reports each term, which detail attitude to learning

and an achievement grade. There is also a Progress and Insight Evening in the Autumn Term. Further information on dates is available on the School calendar and will be sent directly to you.

PSHE AND RSE IN YEAR 9

In Year 9, Personal, Social, Health, Economic (PSHE) and Relationships and Sex Education (RSE) lessons take place every week and are led by the Form Tutor. The programme is wide-ranging and diverse, focusing upon the themes of life skills, how to manage change, relationships and self-awareness. Pupils will be encouraged to become more reflective, aspirational and confident. Particular topics will include facing challenges, STIs and women's health, peer pressure and DIY skills.

Year 9 will also be involved in charity work and enterprise in their PSHE lessons. In the Autumn Term, they will be focusing on

fundraising for the Nepal project. In addition, Mr McDermott, our Director of Careers & Guidance, will support them with career advice and guidance in preparation for their GCSE options. The pupils are encouraged to consider the path that they may wish to take and all the subjects and choices that are available to them.

Over the course of the year, Year 9 will also take part in a range of SCOPE (Subiton-Cope) sessions which will include a range of bespoke activities to encourage pupils to realise their strengths, develop resilience and learn strategies for supporting their well-being.

LOOKING AHEAD

In the Spring Term of Year 9, you and your child will be invited to attend an Options Evening where the subjects on offer will be showcased and the GCSE process explained. Prior to the evening, the Head of Year will

speak to all the pupils and give them a booklet which contains a summary of all the courses on offer and explains which subjects form the core and which are optional.



If you have further questions regarding Year 9, please contact Miss Megan Millar, Head of Year 9, on 020 8546 5245 or megan.millar@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
Reception - Year 6 and Years 11 - 13 normal school day	
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)

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



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 9 Form Tutor List

9A Miss Avery Jung	avery.jung@surbitonhigh.com
9C Mr Chris Cheal	chris.cheal@surbitonhigh.com
9F Miss Steph Booth	steph.booth@surbitonhigh.com
9J Mrs Rachel Gore	rachel.gore@surbitonhigh.com
9N Mrs Daisy King	daisy.king@surbitonhigh.com
9P Miss Jo Jeffery	jo.jeffery@surbitonhigh.com
9R Ms Rella LaRoe	rella.laroe@surbitonhigh.com





SURBITON

HIGH SCHOOL

INSPIRE | ENCOURAGE | EMPOWER

T 020 8546 5245 E surbiton.high@surbitonhigh.com www.surbitonhigh.com

13-15 Surbiton Crescent Kingston Upon Thames KT1 2JT

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

Surbiton High School is part of United Learning. United Learning comprises: UCST (Registered in England No: 2780748. Charity No. 1016538) and ULT (Registered in England No. 4439859. An Exempt Charity). Companies limited by guarantee. VAT number 834 8515 12.

Registered address: United Learning, Worldwide House, Thorpe Wood, Peterborough, PE3 6SB.



@surbitonhighschool



Surbiton High School



Surbiton High School